



Emotion Regulation in View of Gender in Students Who Study While Working

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Abstract

Emotion Regulation in View of Gender in College Students Who Study While Working. This study aims to see if there are differences between emotion regulation in male and female students who study while working. The sample of this study were 95 students (41 male students and 54 female students) who worked while studying with an age range of 18-41 years, from the Faculty of Psychology, Prima Indonesia University, using the snowball sampling technique. With this limited number, the entire population was used as a sample in this study or also known as total sampling. Emotion Regulation Scale as a container for data accumulation in this study which is the result of the adaptation of the ERQ (Emotion Regulation Questionnaire) questionnaire with $t > 1.96$; $p = 0.000$. The results of the study using Independent Sample T-Test with a significance value of 0.325 ($p > 0.05$) which shows that the

hypothesis is rejected, in the sense that there are no differences in emotional regulation between male students and female students who study while working.

Keywords: Emotion Regulation, Working Students, Gender

A. Introduction

The highest level of learners in the world of education are students. It is said to be the highest because students are considered to have a more mature mindset. However, the higher the level, the greater the responsibility and greater responsibility will also have an impact on increasing a person's stress. According to Cloninger (In Mirza et al., 2023) stress is defined as a tense situation that arises when someone faces difficulties or dilemmas and cannot find a solution. Furthermore, Musabiq and Karimah (2018), stated that there are four types of causes of stress in students, including those related to intrapersonal problems (such as financial problems), academic (such as lots of coursework), environmental (such as campus organizational responsibilities), and interpersonal problems. (such as conflicts with family, lovers, or friends).

Every student is free to live a life that suits their needs (Gafur, 2015: 56). To meet these needs, it is not uncommon for students to choose to study while working. According to Sukardi et al., (2023), studying while working is defined as an activity that is carried out outside of the main task but requires the same time, namely working together to help each other by completing both tasks simultaneously. Dwiyanto et al., (2022), stated that there are two impacts of studying while working, namely (1) positive impacts such as a higher sense of responsibility towards family, independence, and being able to manage time well. (2) negative impacts such as lack of time to rest, often feeling tired and a lot of pressure from the lecture environment and work environment which require both to work perfectly, thus causing stress and affecting performance in the world of work and on campus.

As stated by Puspitadewi (2012), working students also often experience stress which can cause social and physiological problems due to excessive burdens on themselves. The stress experienced by working students can cause performance to decline and students' enthusiasm for work also decreases. Sukardi et al., (2023), added that some students who were working, experienced a decrease in motivation to study, were hampered in completing assignments, and often did not attend lectures for the reason of working. Therefore, based on research by Metriana & Daftaruva (2014), it is very possible that the indicators for the achievements of students who do not work are higher than the indicators for the achievements of students who work, where this is caused by learning intensity that is less than ideal.

Regarding socio-emotional changes, especially emotional problems in students are the peak of emotionality, where the increasingly demanding responsibilities of adulthood are also accompanied by changes in attitudes and behavior. Many cases that cause depression are found in college and work, namely students from private universities in Yogyakarta committing suicide due to the pressure of coursework. (www.cnnindonesia.com). The UI Psychology Team recognizes that students experience a range of anxiety, depression and stress. It was further explained that the generation currently studying is known as the generation strawberry who are very vulnerable to mental health disorders. Both the campus world and the world of work have serious pressure (www.kompas.com). Several student workers at the UNPRI Faculty of Psychology also felt this emotional problem. From interviews it was found that they experienced unstable emotional problems and had difficulty controlling their emotions when they had many tasks at work and on campus. Added to this is the psychological need for a lack of understanding of the work and college environment as well as a lack of trusted places to express various problems. From the results of the interviews, it was also found that there were differences in how to vent emotions that arise due to pressure. When male students experience

pressure, they tend to have difficulty controlling sleep time, so their sleeping hours become irregular. However, female students tend to control irregular eating.

Feeling safe and comfortable so that we feel we can express the emotions we feel is a basic need for every individual (Mirza et al., 2022). The emotions experienced by each individual need to be recognized and expressed or known as emotional regulation. In the opinion of Silaen & Dewi (2015), emotional regulation is recognizing, understanding, controlling and balancing one's emotions and changing these emotions to encourage oneself from difficult situations. Saputri (2016), added that emotional regulation is the process of managing emotions intentionally or unintentionally to ensure that the emotions displayed are appropriate to the situation. Furthermore, Eisenberg and Spinrad (In Pratisti, 2012), state that emotional regulation is a method for identifying maintaining, suppressing, avoiding, or controlling the emergence, form, intensity, and duration of psychological emotions, motivational states, attention processes, or concrete actions. which are related to emotions as fulfilling biological needs, adapting to social situations or achieving personal goals. Based on research by Huwae & Rugebregt (2020), emotional regulation is very necessary because it can influence mental processes such as controlling memory, decision making, real behavior, and provides a basis for personality development and is a significant cause of individual differences. Based on research by Rahmah et al., (2023), an incorrect emotional regulation process can cause individuals to commit self-injury and a person will feel satisfied.

According to Gross (In Nurrahmah et al., 2021), There are two methods used by someone to control their emotions, these two methods are cognitive reappraisal and expressive suppression. Reviewing the strategy cognitive reappraisal which is a method of helping someone manage their emotions by stopping for a moment to reflect before reacting emotionally to a situation. There is a possibility that a person will change their emotional processing before expressing their feelings. Next is strategy expressive suppression, which is a

strategy that emphasizes the way a person expresses themselves to control the feelings they experience by holding back moments that are too expressive.

Emotion regulation is influenced by several factors, including age (Swastika & Prastuti, 2021), religiosity (Nursanti et al., 2021), personality (Purnamaningsih, 2017) and gender (Hasmarlin & Hirmaningsih, 2019; Ratnasari & Suleeman, 2017). Regarding differences in emotional regulation based on gender, Kret and De Gelder (2012) revealed that women are better at expressing what they feel and recognizing emotions while men are not, but they are more sensitive to dangerous situations. Other research also reveals differences, namely men have a level of respect below the level of ability to respect women (Kristanto, 2016), physical and psychological differences can be seen, including affective and cognitive differences, age, and parenting style characteristics, men show that the level of their prosocial behavior is higher than women (Istiana, 2018).

Emotion regulation is an individual's ability to manage, assess, and respond adaptively to emotions in various situations (Gross, 1998). Basically, emotion regulation plays an important role in a person's psychological and social well-being (Gross & Thompson, 2014). In the academic environment, students often face various pressures and stress that can affect their emotional regulation (Sulaiman et al., 2015).

Students who work part-time during college face additional challenges in managing their time and energy, which can impact their ability to regulate emotions. Moreover, gender differences may play a role in how college students experience, express, and regulate their emotions (Kring & Gordon, 1998).

Previous research has shown that gender differences can influence the way individuals regulate their emotions (Nolen-Hoeksema & Jackson, 2001). Yolanda & Wismanto (2017) revealed that differences in Emotional Regulation and Gender in Students also occur in cultural aspects, namely in the Batak and Javanese tribes. Apart from that, in Swastika & Prastuti's (2021) research, there are differences in emotional regulation in terms of age range between early adolescents and middle

adolescents as well as early adolescents and late adolescents who have divorced parents. However, little research has specifically considered gender differences in the emotional regulation of students who study while working. Therefore, this study aims to fill this knowledge gap by analyzing differences in emotion regulation between male and female students who study while working.

By understanding these differences, it is hoped that this research can provide better insight into how gender influences emotional regulation in student populations who have a double burden of academics and work. It is hoped that this research will contribute to our understanding of emotional regulation and also provide practical implications in supporting the mental well-being of students who study while working. Based on this presentation, researchers were interested in conducting research with the title "Emotional regulation in terms of gender in students who study while working at the Faculty of Psychology, Prima Indonesia University"

B. Method

The research method applied is a quantitative method. According to Sinambela (2020: 65) quantitative research is a type of research that manages data to obtain structured information. Sugiyono (2016: 78) also said that quantitative methods are used in research, with numbers and statistics. This research aims to find out whether there are differences in emotional regulation between male and female students who also work.

The population of this study consisted of students from the Faculty of Psychology, Prima Indonesia University who were working and were willing to take the time to complete the questionnaire. The number was 95 people, with 41 men and 54 women with an age range of 18-41 years. The entire population used as a sample for this research is also called total sampling due to population limitations. Term total sampling or saturated samples can also be used as a method to describe if every member of the population taken is used as a sample (Hardani, 202: 98). Researchers use snowball sampling because they had difficulty getting

samples for this research. According to Noor (2020: 34), method snowball sampling used to collect chain samples, or seek information from one respondent to another research respondent.

The measuring tool applied in this research is a questionnaire. The definition of a questionnaire according to Sugiyono (2016: 56) is a method of collecting information that is used to ask various questions or written statements to people surveyed to obtain responses. Questionnaire ERQ (Emotion Regulation Questionnaire), which has been modified and adapted to the Gross and John scale in Indonesian, is used in this research (Radde & Saudi, 2021). There are 2 strategies used, namely strategy cognitive reappraisal and strategy expressive suppression. The result is all items ERQ found valid with $t > 1.96$; $p = 0.000$, as well as reliability with technique Cronbach Alpha shows value for the strategy cognitive reappraisal namely $\alpha=0.951$ and the value for expressive suppression namely $\alpha=0.790$. There are 10 items ERQ, with 4 items measuring strategy expressive suppression and 6 items measure strategy cognitive reappraisal.

The overall measurement of emotional regulation items is positive items, with 7 alternative response options, namely strongly agree, agree, somewhat agree, neutral, somewhat disagree, disagree, and strongly disagree (In Nurrahmah et al., 2021). Meanwhile, the analysis technique applied as a hypothesis tester in this research is independent sample t-test with the aim of finding out whether significant differences between the two were found mean or sample average (Payadnya & Jayantika, 2018: 45).

The distribution of the scale in this research was carried out from 21 June 2023 to 1 October 2023. The method used was the try out used where the data is retested as research data (Priyanti, 2016), so that in try out Test subjects used are also used as research samples.

The subjects of this research were students from the Faculty of Psychology who studied while working. The data collection process uses google form, and distribute it to subjects who match the previously expected characteristics of the

respondent. The sample during the trial was 121 people, consisting of 69 people who were female and 52 people who were male. Meanwhile, during the assumption testing process there was some abnormal data, so the number of subjects for data analysis was 95 people, of which 41 were male students and 54 were female students.

The Emotion Regulation scale has 10 items, consisting of 4 items measuring strategy expressive suppression and 6 items measure strategy cognitive reappraisal. To test validity using assistance IBM SPSS Statistics 20, by method Corrected Item Total Correlation. The results of the validity trial found that all 10 items were declared valid. Through the table Corrected Item Total Correlation with a minimum r value of 0.30, the validity of the data is known and the results found that the r value moves from 0.345 to 0.557. The decision making process is based on the theory expressed by Azwar (2007: 78) that if the coefficient (r) ≥ 0.30 then the item is considered satisfactory. The reliability value coefficient on the Emotion Regulation scale obtained a value of 0.757 by using the approach Cronbach' Alpha. This shows that the Emotion Regulation scale is reliable and useful for collecting research data.

C. Discussion

1. Emotion Regulation of Male and Female Students

a. Respondent Characteristics

Based on the results of descriptive analysis, the number of research subjects was 95 students who were studying while working. According to the Indonesian Ministry of Health (2009), the age category, namely age 17-25 is called late adolescence, age 26-35 is called early adulthood, and 36-45 is called late adulthood (depkes.go.id). The research subjects were dominated by the 18-25 year age group, consisting of 34 male students (35.8%) and 48 female students (50.5%). The class levels are divided into level 1 (namely semesters 1 and 2), level 2 (namely semesters 3 and 4), level 3 (namely semesters 5 and 6), and level 4 (namely semesters 7 and 8). It is known that the research was dominated by level

1 with 8 male students (8.4%) and 25 female students (26.3%) with a total percentage at level 1 of 34.7%. It was found that student employment was dominated by types of work in the service sector, namely male students (25 people, 26.3%) and female students (24 people, 25.3%).

Table 1. Characteristics of Respondents

Age	Category	Male		Female	
		Frequency	Percentage	Frequency	Percentage
Class	18-25	34	35.8%	48	50.5%
	26-35	6	6.3%	3	3.2%
	36-41	1	1.1%	3	3.2%
	Total	41	43.2%	54	56.8%
	Level 1	8	8.4%	25	26.3%
	Level 2	13	13.7%	16	16.8%
	Level 3	11	11.6%	9	9.5%
	Level 4	8	8.4%	4	4.2%
	> Semester 8	1	1.1%	0	0.0%
	Total	41	43.2%	54	56.8%
Employment	Industrial	6	6.3%	6	6.3%
	Trade Sector	8	8.4%	22	23.2%
	Services Sector	25	26.3%	24	25.3%
	Government	2	2.1%	2	2.1%
	Total	41	43.2%	54	56.8%

b. Comparison of Empirical and Hypothetical Scores

1) Scores of Male and Female Students Who Study While Working

The category levels in the emotional regulation abilities of male and female students are divided into low, medium and high levels of emotional regulation. As seen below:

$X < (\mu - 1\sigma)$	Low
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	Currently
$X \geq (\mu + 1\sigma)$	Tall

It is known that the hypothetical deviation $\sigma = (70-10) : 6 = 10$, the hypothetical mean $\mu = (70+10) : 2 = 40$ as the hypothetical standard of this

research. Based on the formula, we get $x < (40-10) = x < 30$, $(40-10) \leq x < (40+10) = 30 \leq x < 50$, $x \geq (40+10) = x \geq 50$.

Table 2. Categorization of Emotion Regulation Data for Male and Female Students

Variable	Value Range	Category	Frequency	Percentage
Emotional Regulation of Male and Female Students	$x < 30$	Low	0	0%
	$30 \leq x < 50$	Medium	40	42.1%
	$x \geq 50$	High	55	57.9%
	Total		95	100%

Based on the explanation of the categorization table, it is known that emotional regulation abilities tend to be high in male and female students. This gain is supported by the results of the data which shows that the percentage of high categorization reached 57.9%.

2) Scores of Male Students Who Study While Working

The Emotion Regulation scale includes 10 items where the item score has seven answer choices, namely one to seven. With a minimum and maximum range of 10x1 to 10x7, namely 10 to 70 with a hypothetical mean $(10+70): 2 = 40$. The hypothetical standard deviation in the following study is $(70-10): 6 = 10$. Obtained mean The empirical value of the Emotion Regulation scale by filling out the questionnaire for male students is 52.46, with a standard deviation of 6.705.

Table 3. Empirical and Hypothetical Value Data for Male Students

Variable	Empirical Value				SD	Hypothetical Value			SD
	Min	Max	Mean	SD		Min	Max	Mean	
Emotion Regulation	40	63	52.46	6.705	10	70	40	10	

Research findings will be considered high if the empirical mean > hypothetical mean, and vice versa. If the actual mean is lower than the hypothetical mean, the research findings are considered low. The results of the analysis of the

Emotional Regulation scale for working male students show that the empirical mean > hypothetical mean is $52.46 > 40$, meaning that the research subjects' emotional regulation abilities are higher than the general population.

The category levels in the emotional regulation abilities of working male students are divided into low, medium and high levels of emotional regulation. It is known that the hypothetical deviation $\sigma = (70-10) : 6 = 10$, the hypothetical mean $\mu = (70+10) : 2 = 40$ as the hypothetical standard of this research. Based on the formula, we get $x < (40-10) = x < 30$, $(40-10) \leq x < (40+10) = 30 \leq x < 50$, $x \geq (40+10) = x \geq 50$.

Table 4. Categorization of Emotion Regulation Data for Male Students

Variable	Value Range	Category	Frequency	Percentage
Emotion Regulation of Working Male College Students	$x < 30$	Low	0	0%
	$30 \leq x < 50$	Medium	15	36.6%
	$x \geq 50$	High	26	63.4%
	Total		41	100%

3) Scores of Female Students Who Study While Working

The emotional regulation score for working female students has a minimum and maximum range of 10×1 to 10×7 , namely 10 to 70 with a hypothetical mean $(10+70) : 2 = 40$. The hypothetical standard deviation in the research is $(70-10) : 6 = 10$. mean The empirical value of the Emotion Regulation scale for working female students is 51.04, with a standard deviation of 7.148.

Table 5. Empirical and Hypothetical Value Data for Female Students

Variable	Empirical Value			SD	Hypothetical Value			SD
	Min	Max	Mean		Min	Max	Mean	
Emotion Regulation	35	70	51.04	7.148	10	70	40	10

Analysis of the emotional regulation variable of working female students showed that the empirical mean > hypothetical mean was $51.04 > 40$, indicating

higher emotional regulation abilities of the research subjects compared to the general population. For value mean The research hypothesis is $\mu = (70+10) : 2 = 40$ and the hypothetical deviation $\sigma = (70-10) : 6 = 10$. From these two results a calculation can be made based on the formula, obtained $x < (40-10) = x < 30$, $(40-10) \leq x < (40+10) = 30 \leq x < 50$, $x \geq (40+10) = x \geq 50$.

Table 6. Categorization of Emotion Regulation Data for Female Students

Variable	Value Range	Category	Frequency	Percentage
Emotional Regulation of Male and Female Students	$x < 30$	Low	0	0%
	$30 \leq x < 50$	Currently	25	46.3%
	$x \geq 50$	Tall	29	53.7%
Total			54	100%

2. Research Result

a. Classic Normality Assumption Test Results

Testing whether the incoming data is abnormally or normally distributed is the goal of the normality test. Tools for testing normality with test techniques One-Sample Kolmogorov Smirnov Test. The test data is considered normally distributed if p exceeds 0.05 and abnormally distributed when p does not reach 0.05.

Based on the normality testing criteria, it is stated that the data is normally distributed, if the results are significant Asymp Sig (2-tailed) value above 0.05. The emotional regulation variable in this research obtained the normality test value of the KS-Z coefficient (Test Statistic) = 0.074 with Sig (2-tailed) of 0.200 or $P > 0.05$. Thus, the values of the Emotion Regulation variable are normally distributed.

Table 7. Normality Test Results

Variabel	Kolmogorov-Smirnov			Information
	Statistic	Df	Sig. 2 tailed	
Emotional Regulation	0.074	95	0.200	Normal Distribution (sig. > 0.05)

b. Results of the Classical Assumption of Homogeneity Test

A homogeneity test is carried out to find out whether the original condition of a sample group has the same population variance or not. The homogeneity test has a homogeneous test criterion of P greater than 0.05 and an inhomogeneous distribution P smaller than 0.05. In this study, homogeneity was tested with test of homogeneity of variances, the resulting significance value is 0.818 or $p > 0.05$, this means that the emotional regulation variable has a homogeneous distribution, so that the characteristics of the data set studied are the same.

Table 8. Homogeneity Test Results

Variabel	Levene Statistic	df1	df2	Sig.
Emotional Regulation	0.053	1	93	0.818

c. Hypothesis Test Results

Meanwhile, hypothesis testing was carried out on the emotional regulation variables of male and female students, with Uji Independent Sample T-Test according to research needs. Part of the assumption of equality of variance in the results Independent Sample T-Test, it is said that if the hypothesis is accepted with a significance value (2-tailed) if $p < 0.05$ then the hypothesis is rejected with a significance value (2-tailed) if $p > 0.05$. The independent test results obtained significant values for the assumptions same-variance (2-tailed) is 0.325 ($p > 0.05$), so there is no difference in emotional regulation between male students and female students who decide to study while working. The following is a data table of independent test results.

Table 9. Hypothesis Testing

Variabel	Gender	Mean	Sig (2 tailed)	Information
Emotional Regulation	Male	52.46	0.325	No difference
	Female			

		51.04		
Cognitive Reappraisal Dimension	Male	32.98	0.183	No difference
	Female	31.57		
Cognitive Reappraisal Dimension	Male	19.49	0.980	No difference
	Female	19.46		

3. Analysis

The research involved 95 students who were studying while working, with details of 54 women and 41 men, with the aim of finding out differences in emotional regulation between male and female students who were the subjects. The research was dominated by 18-25 year olds with a sample size of 82 people and class levels at level 1, namely semesters 1 and 2 and with a predominance of work in the service sector. The research results showed that there was no difference in emotional regulation between male students and female students who studied while working, in the sense that this research hypothesis was rejected with a significance value of 0.325 ($p > 0.05$) using Independent Sample T-Test from this research. Obtaining other data is based on a comparison of the mean scores for male students which tend to be higher than female students even though the sample size of female students is larger. This shows that the way male students regulate their emotions tends to be better.

This study shows that in the context of students who study while working, men tend to have better emotional regulation abilities than women. This can be seen from the results of the emotional regulation test which shows that the average score for men is higher than for women. In addition, direct observations of emotional responses also indicate that men are better able to manage negative emotions and maintain positive emotions in demanding situations.

Nolen-Hoeksema & Jackson's theory of gender differentiation in emotion regulation (2001) supports these findings. This theory states that biological and social differences between men and women can influence the way they regulate emotions. For example, men tend to focus more on solutions and concrete actions

in dealing with stress, while women tend to be more likely to ruminate on problems and experience negative emotions more intensely.

Lewis et al., (2010) stated that evolutionary emotions help individuals to survive and reproduce. In the context of emotion regulation, men may have an evolutionary tendency to suppress negative emotions and maintain positive emotions in order to maintain social status or success at work. Meanwhile, according to Davidson et al., (2000) the role of the autonomic nervous system and emotional center in regulating emotional responses. Research suggests that men may have neurobiological differences that make them more effective at regulating emotions in stressful situations. Emotion regulation is also influenced by culture and social norms. The influence of culture and social norms in shaping the way individuals express and regulate emotions. Certain cultures may teach men to express emotions in a more controlled manner than women (John & Gross, 2007).

The hypothesis in this research was not proven, possibly due to the inaccurate timing of giving the research questionnaire, namely after the Final Semester Examination and continuing at the start of the new academic year, so that students did not feel much pressure such as coursework and other college activities, even for those who worked. This is also further strengthened from the results of interviews conducted with several Psychology students at Prima University who study while working. It can be concluded that the cause of stress in students is when they face the demands of coursework and work loads that must be carried out simultaneously. As stated by Ambarwati et al., (2019) in their research, the many demands of responsibility are the reason why students often cannot avoid stress such as coursework and demands from their families.

In line with the results of research conducted by Widyadari and Fitriani (2023), they found the same results in their research conducted on 70 student subjects (35 women and 35 men) in the city of Makassar. The research results showed that there were no differences in dimensions cognitive reappraisal as well

as dimensions expressive suppression, thus showing the results that there are no significant differences in emotional regulation between male students and female students.

The results of data categorization showed that there were 15 male students who had moderate emotional regulation with a percentage of 36.6%, 25 female students had moderate emotional regulation with a percentage of 46.3%, and overall 40 students had moderate emotional regulation with a percentage of 42.1%. This shows that almost half of the students are able to manage their emotions, so they can undergo lectures well. Furthermore, for high emotional regulation there were 26 male students with a percentage of 63.4%, 29 female students with a percentage of 53.7%, and overall 55 students had high emotional regulation with a percentage of 57.9%. This shows that more than half of students are able to regulate emotions well and are able to adapt to their work environment. The ability to regulate emotions makes students feel comfortable in carrying out their work.

From the description above, students at the Faculty of Psychology, Prima Indonesia University, can be concluded to have a relatively high emotional tendency, namely those who have high emotional regulation can be said to be individuals who are capable of regulating emotions well. Students who are skilled at regulating emotions well make them have the ability to manage their own emotions appropriately, so that they are more capable and stable in solving problems more realistically, rationally and objectively (Saputra & Safaria, 2009). Each individual is personally responsible for their own feelings and happiness, finds it difficult to give up when facing problems, and also has the ability to easily feel other people's feelings (Martin, 2003: 60).

The practical implication of these findings is the need for more intensive emotional skills training programs for female students who study while working, to help them deal with the stress and pressure they experience. Further research is

needed to understand more deeply the factors that influence differences in emotion regulation between men and women in student populations who study while working.

Developing appropriate interventions based on these findings can help improve the mental and academic well-being of female students who have the dual burden of studying and working. Counseling and education about emotional regulation is also important to help reduce stigma related to emotions and increase understanding of the importance of managing emotions healthily."

D. Conclusion

The results of this study show that male students who study while working have better emotional regulation skills compared to female students. These findings are consistent with the evolutionary theory of emotion which states that men tend to regulate their emotions to maintain social status and succeed in competitive environments such as college and work.

The practical implication of these findings is the need for more intensive emotional skills training programs for female students who study while working, to help them deal with the stress and pressure they experience. Further research is needed to understand more deeply the factors that influence differences in emotion regulation between men and women in student populations who study while working.



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