The Correlation of Emotion Regulation and Learning Agility on the Academic Self-efficacy Level of Junior High School Students during the Covid-19 Pandemic

Teguh Lesmana and Gustina Ahmad
Psychology Study Program, Faculty of Social Sciences and Humanities, Universitas Bunda Mulia, Lodan Raya Street No 2, Ancol, North Jakarta, Indonesia

Keywords: Emotion Regulation, Learning Agility, Academic Self-efficacy.

Abstract: The difficulties experienced by junior high school students in online learning during the pandemic may indicate a problem with academic self-efficacy. Academic self-efficacy can be determined by external factors such as students' ability to manage their emotions. In addition, the new learning style during the COVID-19 pandemic indicates that students must be able to adapt to follow this new learning style so that they do not have to repeat classes. Based on this phenomenon, the purpose of this study was to determine the effect of emotional regulation and learning agility on academic self-efficacy in junior high school students during the covid -19 pandemic. Researchers used non-experimental quantitative research methods in this study. This study uses a type of correlational research with data collection through questionnaires distributed online. The results of the study using 400 respondents showed that there was a significant positive relationship between emotional regulation and learning agility with academic self-efficacy. With the results of this study, educators can find out what things can contribute to student adaptation in participating in online learning during the COVID-19 pandemic and it is hoped that the results of this research can be a source of information for educators and parents of students.

1 INTRODUCTION

The COVID-19 pandemic is a health crisis that has occurred since the end of December 2019 in Wuhan, China and has now spread to almost a number of countries in the world. Covid-19 is an infectious disease caused by acute respiratory syndrome coronavirus 2 (severe acute respiratory syndrome coronavirus 2 or SARS-CoV-2) (Setiawan, Puspitasari, Sunariani, & Yudianto, 2020). The nature of the virus, which tends to be very easy to spread and contagious, and deadly enough to paralyze almost all sectors in society, is no exception in the field of education. So, on March 4, 2020, UNESCO (United Nations Educational, Scientific and Cultural Organization) suggested the use of distance learning and opened an educational platform that schools and teachers can use to reach students remotely and limit educational disruptions (UNESCO, 2020).

In connection with these developments, the Ministry of Education and Culture (Kemendikbud) has also adopted policies as a guide in dealing with the disease at the education unit level (Kemendikbud, 2020). Thus, to suppress the spread of COVID-19 in the educational environment, distance learning is the main solution. to overcome all the difficulties that exist in carrying out face-to-face learning. This will give challenges to all elements and levels of education to keep the class active even though the school has been closed (Herliandry et al, 2020). Online or distance learning is done by utilizing technology, especially the internet. So that teachers or educators are required to be creative and innovate. Internet-based media offers advantages that are able to overcome several learning problems such as the lack of meeting hours, limited sources of printed material and being able to overcome long distances (Sari, 2015).

In addition to offering these advantages, online or internet-based learning also has an unfavorable impact, one of which is that students can become less active in conveying their aspirations and thoughts, so that it can result in boring learning

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(Rimbarizki, 2017). Meanwhile, a survey conducted on students found the fact that most of them felt that distance learning activities were more difficult than conventional learning activities, distance learning materials were also more difficult than face-to-face learning materials due to limitations, as for the gap between the policies and operations of distance learning implementation at every level of primary and secondary education (Adit, 2020).

Wisma (2021) states that there are 2,300 junior high school students who are indicated to experience problems and difficulties during distance learning out of a total of 21,228, in the midst of the covid-19 pandemic, with various problems that occurred in students during distance learning, such as not collecting assignments so that teachers take action by not giving grades to students, problems during distance learning take place thousands of junior high school students are stuck in school because of incomplete grades, this causes a high grade the students become empty, distance learning online resulted in some of the students having to take report cards offline due to various obstacles.

The number of problems that occur in junior high school (SMP) students, especially in online learning, is because at this time students are in a transition period from children to teenagers. According to Papalia and Feldman (2012), adolescence (teenage years) is a transitional period of development that lasts from the age of about 10 or 11 years to the end of 19 years or the beginning of the age of 20 years which is characterized by the need for physical and psychological changes, including completing the developmental task in adolescence is the search for self-identity. Besides that, adolescence is also seen as a period in which adolescents are faced with various things and challenges, including the demands of completing academic tasks, demands in friendship relationships, and in relationships with parents at an early age. Based on a survey conducted by Hilda (in Wahyuni & Dahlia, 2020) which states that in six major cities in Indonesia, namely Makassar, Surabaya, Yogyakarta, Bandung, Jakarta, and Medan, it was found that almost 70% of respondents answered that they had cheated when they were still in school. This fact shows that school students lack confidence in themselves and have problems with academic self-efficacy so that they have to cheat during the exam. From other studies conducted by Alemany-Arrebola et al. (2020) it is known that the pandemic situation causes anxiety in university students and this then also causes students to feel that they do not have a sufficient level of academic self-efficacy. Thus, during this pandemic, it can be concluded on the phenomena that have been discussed that students can experience problems with their academic self-efficacy.

Based on previous research (Onuigbo, et al., 2019) it is known that academic self-efficacy can be predicted by good emotion regulation, and this is because the ability to regulate emotions when faced with challenges will increase self-confidence to complete academic tasks in school. In addition to good emotional regulation, there are also other variables that can help the growth of academic self-efficacy, namely learning agility. Although there is no research that links learning agility with academic self-efficacy, researchers assume that the two can be related. This is based on previous research (Bedford, 2011) which examined the role of learning agility on workplace performance and employee career advancement where learning agility can help employees get better at work and even increase opportunities for employees to experience career advancement. In the results of this study, if it is assumed that schools are the same as workplaces where students have to learn new things and when they are able to master these new things, they will be able to advance to class or experience career advancement in the workplace, then the researcher feels that learning agility can also be investigated on the concept of student learning. at school during the online learning period.

This research was conducted to better understand the psychological impact experienced by junior high school students who study online during the COVID-19 pandemic, where junior high school students when studying online at home must quickly adapt to cope with the demands of many online learning tasks. The number of tasks that must be done by students can affect the level of stress when studying online and reduce students' confidence in completing their school assignments. On the other hand, online learning at home is the only option to maintain health and avoid the COVID-19 virus outbreak. Thus, this research is also to broaden insight and research in educational psychology and positive psychology issues by fulfilling the research objective, namely to determine the relationship between emotional regulation and learning agility with academic self-efficacy.

2 LITERATURE REVIEW

2.1 Emotional Regulation

Rahmawati and Saptandari (2020) define that emotion regulation is an individual process in understanding the emotions they feel and knowing when they occur and how they experience or express their emotions. Thompson (in Rasyid, 2012) defines emotional regulation as a process inside and outside the individual that is responsible for motivating, evaluating, and modifying emotional reactions intensively and specifically to achieve goals. A person's inability to control emotions does not mean he is experiencing a psychological disease, but this inability is related to emotional goals and if a person fails to achieve his goals, it can be said that he is unable to regulate his emotions (Thompson, 2011).

Gratz and Roemer (2004) explain that there are four aspects that reflect the regulation of individual emotions, namely: (a) Acceptance of emotional response (acceptance of emotions). It is an individual's ability to accept an event that causes negative emotions and is not ashamed to feel these emotions when facing problems. (b) Strategies to emotion regulation, namely the individual's belief to be able to overcome a problem, have the ability to find a way that can reduce negative emotions and can quickly calm down after feeling excessive emotions. Belief that there are no limitations in managing emotions effectively when faced with situations with negative emotions. (c) Engaging in goal directed behavior (involvement of purposeful behavior) is the ability of individuals not to be affected by the negative emotions they feel so they can concentrate, think and do things well. (d) Control emotional responses, namely the ability of individuals to be able to control the emotions they feel and the emotional responses displayed (physiological responses, behavior and tone of voice), so that individuals will not feel excessive emotions and show appropriate emotional responses.

2.2 Academic Self-efficacy

Yokoyama (2019) states that academic self-efficacy is one of the most important factors or predicates for student learning success. According to Prihastyanti and Sawitri (2018), it is stated that students' academic self-efficacy is needed because students' academic demands are high while students' abilities are varied, such as demands in the learning process on exact subjects (mathematics, physics, chemistry, biology) and English which are carried out using English. Bong Skaalvik (in Saraswati, 2015), states that academic self-efficacy is an individual's belief in his ability to complete a given academic task successfully at a specified level.

According to Bandura (1997) academic self-efficacy in each individual will differ from one individual to another based on three aspects, namely: (a) The level of difficulty of the task (Magnitude) is related to the degree of difficulty of the task. (b) The area of the task (generality) relates to the area of the task of behavior in which the individual feels confident in his abilities. (c) The level of stability, confidence, strength (Strength) is related to the level of strength of the individual's beliefs or expectations about his abilities.

2.3 Learning Agility

Lombardo and Eichinger (2000) define learning agility as “the willingness and ability to learn new competencies to perform under first-time, difficult, or different conditions”. They formulated a conceptual framework for learning agility consisting of the following four factors: (a) People agility considered to be the degree to which individuals know themselves well, learn from experience, treat others constructively, and are cool and resilient under pressure of change. (b) Change agility refers to individual curiosity level, passion for ideas, likes to experiment with test cases, and engage in skill development activities. (c) Results agility defined as the degree to which individuals get results under difficult conditions, inspire others to perform beyond the norm, and demonstrate the kind of presence that builds trust in others. (d) Mental agility considered to be the degree to which individuals think about problems from a new perspective and are comfortable with complexity, ambiguity, and explaining their thinking to others.

2.4 Research Question and Hypothesis

Based on the description of the phenomenon and the literature review that has been submitted, the research questions to be answered in this study consist of:

1. Is there a significant relationship between emotional regulation and academic self-efficacy in junior high school students during the covid-19 pandemic?

2. Is there a significant relationship between learning agility and academic self-efficacy in junior high school students during the covid-19 pandemic?

Thus, the hypothesis in this study consists of:

H1: Emotional regulation has a significant relationship with academic self-efficacy in junior high school students during the covid-19 pandemic.

H2: Learning agility has a significant relationship with academic self-efficacy in junior high school students during the covid-19 pandemic.

3 METHOD

Researchers used non-experimental quantitative research methods in this study. This study uses a type of correlational research which is a study that measures two or more measured variables to obtain a series of scores from each individual and to identify how strong the relationship between the two variables is (Gravetter & Forzano, 2016). The population in this study is all junior high school students who participate in online learning in DKI Jakarta, with an age range of 10-20 years. In relation to BPS, the number of junior high school students by gender and school status is around 372,859 (Kemendikbud, 2020). So that the number of samples used in this study amounted to 400 respondents taken from the population of the Jakarta area.

The data collection technique used in this research is probability sampling with purposive sampling. The sample criteria used for this research are (a) teenagers aged 10-20 years, (b) keeping up with distance learning during the pandemic, (c) domiciled in DKI Jakarta. In this study, researchers measured emotion regulation using the Difficulties in Emotion Regulation Scale based on the dimensions according to Gratz and Roemer (2004) which have been converted into aspects of a positive assessment of emotional regulation ability. This scale consists of 36 items including: (a) 6 items of acceptance of emotional responses, (b) 5 items of engaging in goal directed behavior, (c) 6 items of control of emotional responses, (d) 6 items of adequacy of emotional awareness, (e) 8 items of Strategies to emotion regulation and (f) 5 items of adequacy of emotional clarity. This scale uses a Likert scale with 5 points, namely, 1 Strongly Disagree (STS), 2 Disagree (TS), 3 Neutral (N), 4 Agree (S) 5 Strongly Agree (SS). This measuring tool was adapted from English to Indonesian by the translator, then adjusted to the participants who would fill it out.

To measure Academic Self-Efficacy using a measuring instrument that the researcher made with reference to the previous ASES measuring instrument, namely the Academic Self-Efficacy Scale (ASES) (Kunnathodi, & Ashraf, 2006). In this study, researchers measured ASES based on aspects. The measuring instrument made by the researcher consisted of 31 items, including 14 items of Magnitude, 6 items of Generality, and 11 items of Strength. This scale uses a Likert scale with 5 points, namely, 1 Strongly Disagree (STS), 2 Disagree (TS), 3 Neutral (N), 4 Agree (S), and 5 Strongly Agree (SS). The average score per item will be added up to represent the individual's belief in that specific aspect. For each subscale, higher scores indicate stronger feelings towards each domain.

In this study, researchers measured learning agility using using the Learning Agility Self-Assessment based on the dimensions according to Gravett and Caldwell (2016). This scale consists of 25 items including: (a) 6 items of mental agility, 6 items of people agility, (c) 6 items of change agility, and (d) 7 items of result agility. This scale uses a Likert scale with 5 points, namely, 1 Strongly Disagree (STS), 2 Disagree (TS), 3 Neutral (N), 4 Agree (S) 5 Strongly Agree (SS). This measuring tool was adapted from English to Indonesian by the translator, then adjusted to the participants who would fill it out.

At the testing stage, 30 participants were used to measure the reliability of the three measuring instruments. Based on the test results of measuring instruments, it was found that the three measuring instruments had good Cronbach's Alpha reliability and could be used for field data collection. Some items must be discarded because they have a corrected item total correlation value that is less than the standard at 0,3, so the items used for field data collection are items that are already valid by meeting these standards. The results of the reliability of the measuring instrument can be seen as follows:

Table 1: Results of Testing Reliability of Emotion Regulation Scale.

Aspects	Cronbach's Alpha	Number of Valid Items
acceptance of emotional responses	0,873	6
engaging in goal directed behavior	0,837	4
control of emotional responses	0,799	6
adequacy of emotional awareness	0,691	3
Strategies to emotion regulation	0,821	8
adequacy of emotional clarity	0.844	5
	Total	32

Table 2: Results of Testing Reliability of Academic Self-Efficacy Scale.

Unidimensional Variable	Cronbach's Alpha	Number of Valid Items
Academic Self-Efficacy (magnitude, generality, strength)	0,910	28

Table 3: Results of Testing Reliability of Learning Agility Self-Assessment.

Types	Cronbach's Alpha	Number of Valid Items
Mental Agility	0,685	4
People Agility	0,632	5
Change Agility	0,737	4
Results Agility	0,701	5
Total		18

The research will be conducted by distributing questionnaires to active junior high school students who take part in online learning during the pandemic in Jakarta. The questionnaire is made in the form of a google form and will be distributed online on social media. The data selected are data from samples that match the criteria for the research sample. The results of the data obtained were then analyzed to obtain a descriptive picture and test the correlation of the two variables. Data processing is carried out using SPSS 21.

4 RESULT

Respondents involved in this study came from the city of Jakarta consisting of initials, gender, grade level, and domicile. All respondents involved in this study amounted to 400 people. All respondents involved in this study have filled in the four initials, gender, grade level, and domicile.

Table 4: Demographic Overview of Respondents.

	Amount	Percentage
Male	256	63,5
Female	146	36,5
Total	400	100
7th Grade Junior High School	156	39,0
8th Grade Junior High School	118	29,5
9th Grade Junior High School	126	31,5
	400	100
North Jakarta	91	22,8
West Jakarta	82	2,05
South Jakarta	72	18
East Jakarta	65	16,3
Central Jakarta	90	22,5
	400	100

The results of the analysis show that the academic self-efficacy value is in the high category because it has an empirical mean that is greater than the hypothetical mean which uses a median value of 3 on a scale of 1-5. Thus this shows that respondents have high confidence to complete the tasks and

academic challenges faced in learning activities at school. Meanwhile, the value of all types of learning agility is in the high category level because it has an empirical mean that is greater than the hypothetical mean which uses a median value of 3 on a scale of 1-5. These results indicate that respondents do not experience problems in learning new things and are able to adapt to existing changes to produce the desired results in the learning activities carried out.

In the emotional regulation value of the six aspects, it was found that there are 3 aspects that are in the high category level (Control Of Emotional Responses, Adequacy Of Emotional Awareness, Strategies To Emotion Regulation) because they have an empirical mean that is greater than the hypothetical mean which uses a median value of 3 on the scale. 1-5. Thus, this shows that respondents are able to realize and manage their emotions with appropriate emotion regulation strategies.

Table 5: Descriptive Results of Research Variables.

	Min	Max	Mean
Emotional Regulation			
Acceptance Of Emotional Responses	1	5	2,87
Engaging In Goal Directed Behavior	1	5	2,64
Control Of Emotional Responses	1,17	5	3,02
Adequacy Of Emotional Awareness	1,33	5	3,54
Strategies To Emotion Regulation	1,38	5	3,22
Adequacy Of Emotional Clarity	1,20	4,80	2,73
Learning Agility			
Mental Agility	2	5	4,11
People Agility	2	5	3,72
Change Agility	2	5	3,71
Results Agility	1,4	5	3,69
Academic Self-Efficacy	2,14	4,71	3,70

The test used in this study is the product moment correlation namely Spearman correlation test involving 11 variables, namely 6 aspects of emotional regulation, 4 types of learning agility and academic self-efficacy. The test results show that there is a significant positive relationship between aspects of adequacy of emotional awareness and academic self-efficacy ($p = 0.00 < 0.01$; $r = 0.340^{**}$) and there is a significant positive relationship between strategies to emotion regulation and academic self-efficacy ($p = 0.00 < 0.01$; $r = 0.187^{**}$). The results of the correlation analysis also found that four other aspects of emotional regulation did not have a significant relationship with academic self-efficacy, namely: acceptance of emotional responses ($p = 0.382 > 0.05$; $r = 0.044$), engaging in goal directed behavior ($p = 0.707 > 0.05$; $r = -0.019$), control of emotional responses ($p = 0.383 > 0.05$; $r = 0.044$), adequacy of emotional clarity ($p = 0.624 > 0.05$; $r = -0.025$).

Table 6: Correlation Matrix between Emotional Regulation and Academic Self-Efficacy.

	Accept	Goal	Control	Awareness	Strategies	Clarity
Academic SE	,044	-,019	,044	,340**	,187**	-,062

In other correlation analysis results, it was found that all four types of learning agility had a significant positive relationship with academic self-efficacy, namely: mental agility ($p = 0.00 < 0.01$; $r = 0.396^{**}$), people agility ($p = 0 ,00 < 0.01$;$nr = 0.188^{**}$), change agility ($p = 0.00 < 0.01$; $r = 0.180^{**}$), and results agility ($p = 0.00 < 0.01$; $r = 0.177^{**}$)

Table 7: Correlation Matrix between Learning Agility and Academic Self-Efficacy.

	Mental	People	Change	Results
Academic SE	,396**	,188**	,180**	,177**

5 DISCUSSION

There are several aspects of emotional regulation of respondents in this study that tend to be high (control of emotional responses, adequacy of emotional awareness, and strategies to emotion regulation), therefore the respondents in this study

tend to be able to realize their emotions and be able to manage their emotions with the right strategy. The high value of emotional regulation is then also followed by a high value of academic self-efficacy, where from the results of the correlation analysis it was found that there are 2 aspects of emotional regulation that are significantly positively related to academic self-efficacy. The results of a positive relationship from the aspect of adequacy of emotional awareness with academic self-efficacy are in line with the results of previous research (Grahetepeh et al., 2015; Azis, et al., 2020; Yazici, et al., 2011) which showed that emotional intelligence which is included in the ability to realize emotions can contribute to the formation of self-efficacy in students. In this study, it is not emotional intelligence that is being studied, but one aspect of emotion regulation in this study is included in the notion of emotional intelligence. Therefore, someone who is able to realize his emotions better, will be more able to have confidence in himself to complete academic tasks.

The results of another significant positive correlation from the aspects of strategies to emotion regulation with academic self-efficacy are also supported by the results of previous research (Supervía & Robres, 2021) which explains that emotional regulation can improve academic performance through the relationship with self-efficacy. From the results of this study, it can be concluded that emotional regulation has a significant relationship with self-efficacy in an academic context and these results are in line with the research conducted by the researchers in this study. It was further explained that one of the reasons why emotion regulation can increase self-efficacy in an academic context is because through good emotional management, students can be calmer and less anxious in dealing with stressful situations and can then help students have confidence to complete their academic assignments.

The results show that there is a significant positive relationship between all four types of learning agility with academic self-efficacy, where the results of previous studies that support this research have not been found by researchers. However, the researchers found that there were previous studies that could be considered to explain the results in the research conducted by the researcher, namely the research conducted by Kim et al. (2018) where in the study it was explained that students' belief in having digital competence was based on learning agility. Students' belief in mastering digital competencies in this study (Kim et al., 2018) is indeed not the same in theory as academic self-efficacy studied by researchers in this study, but the concept of belief in mastering an ability is the same as self-efficacy in academic context so that researchers feel the results in this study can still be supported by the results of the study. It was further explained that the cause of learning agility can help students have confidence in mastering certain abilities because in learning agility there is a desire to always apply the knowledge gained so that it is in line with the concept of self-efficacy whose goal is to master certain abilities.

6 CONCLUSION

This study shows that there is a significant relationship between emotional regulation and academic self-efficacy in junior high school students during the COVID-19 pandemic. In addition, this study also found that there was a significant relationship between learning agility and academic self-efficacy in junior high school students during the COVID-19 pandemic. Thus, it can be concluded that the hypotheses (both H1 and H2) in this study are all accepted. This study shows that the more students are able to manage their emotions well and have an open attitude to new things, the more students' confidence will be in completing assignments from online learning during the covid-19.

Suggestions for further research is to examine other factors that can affect academic self-efficacy apart from the factors discussed in this study. Suggestions for junior high school students are to have the right emotion regulation strategies and learn to have an open attitude to learn new things. This is because if junior high school students are too anxious and have unstable emotions, it will make it difficult for junior high school students to adapt to new learning styles that are carried out online during the covid-19 pandemic. Junior high school students also need to have an open mind to always learn new things because someday in the future there will be many new things to learn as they grow older and adaptation to new learning styles done online is the first step.

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