

ABSTRAK

AUDY FAIZA RAHMAINI. Hubungan Regulasi Emosi Dengan Resiliensi Guru BK di SMA Negeri Kabupaten Langkat T.A 2025/2026. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan, 2026.

Penelitian ini bertujuan untuk mengetahui hubungan antara regulasi emosi dengan resiliensi guru Bimbingan dan Konseling (BK) di SMA Negeri se-Kabupaten Langkat. Guru BK menghadapi beban kerja yang tinggi, keterbatasan jumlah tenaga pendidik, serta kompleksitas masalah siswa, sehingga regulasi emosi dan resiliensi menjadi kompetensi penting yang harus dimiliki. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi sekaligus sampel berjumlah 82 guru BK yang dipilih dengan teknik sampling jenuh. Instrumen penelitian berupa angket skala Likert yang telah diuji validitas dan reliabilitas. Analisis data dilakukan dengan uji korelasi *Pearson Product Moment*, regresi linear sederhana, dan koefisien determinasi. Hasil penelitian menunjukkan adanya hubungan positif antara regulasi emosi dengan resiliensi guru BK ($r = 0,781$; $\text{sig.} = 0,000 < 0,05$). Nilai koefisien determinasi ($R^2 = 0,611$) menunjukkan bahwa regulasi emosi menyumbang 61,8% variasi resiliensi, sedangkan sisanya 38,2% dipengaruhi faktor lain, seperti dukungan sosial, pengalaman kerja, dan lingkungan sekolah. Kesimpulan penelitian ini adalah regulasi emosi berperan penting dalam meningkatkan resiliensi guru BK, sehingga disarankan agar guru BK mengembangkan keterampilan regulasi emosi melalui pelatihan maupun supervisi konseling, dan sekolah menciptakan iklim kerja yang mendukung kesejahteraan psikologis guru.

Kata kunci: Regulasi Emosi, Resiliensi, Guru BK, Kabupaten Langkat

ABSTRACT

AUDY FAIZA RAHMAINI. The Relationship Between Emotional Regulation and the Resilience of Guidance and Counseling Teachers in State Senior High Schools in Langkat Regency in 2025/2026. Skripsi. Medan: Faculty of Education State University of Medan, 2026.

This study aims to examine the relationship between emotional regulation and resilience among Guidance and Counseling (BK) teachers at public senior high schools in Langkat Regency. BK teachers face heavy workloads, limited staffing, and complex student problems, making emotional regulation and resilience crucial competencies. The research employed a quantitative approach with a correlational design. The population and sample consisted of 82 BK teachers selected using saturated sampling. The instruments were Likert-scale questionnaires that had been tested for validity and reliability. Data were analyzed using Pearson Product Moment correlation, simple linear regression, and coefficient of determination. The results indicate a positive and significant relationship between emotional regulation and teacher resilience ($r = 0.781$; $\text{sig.} = 0.000 < 0.05$). The coefficient of determination ($R^2 = 0.611$) shows that emotional regulation accounts for 61.8% of resilience variance, while the remaining 38.2% is influenced by other factors such as social support, work experience, and school environment. The study concludes that emotional regulation plays a vital role in enhancing resilience among BK teachers. Therefore, it is recommended that BK teachers develop emotional regulation skills through training and counseling supervision, and that schools foster a supportive work environment to promote teachers' psychological well-being.

Keywords: emotional regulation, resilience, BK teachers, Langkat Regency