

ABSTRAK

HUBUNGAN REGULASI EMOSI DENGAN *COMMUNICATION APPREHENSION* PADA MAHASISWA FKIP UNIVERSITAS LAMPUNG TAHUN ANGKATAN 2021

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Communication apprehension masih menjadi masalah yang sering ditemui pada mahasiswa, khususnya ketika mereka harus berkomunikasi dalam konteks akademik yang melibatkan penilaian sosial. Tingginya tingkat kecemasan dalam berkomunikasi ini berpotensi menghambat kemampuan mereka menyampaikan ide, berpartisipasi dalam pembelajaran, serta memengaruhi kesiapan mereka sebagai calon pendidik. Penelitian ini bertujuan untuk mengetahui hubungan antara regulasi emosi dengan *communication apprehension* pada mahasiswa Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Lampung angkatan 2021. Pendekatan yang digunakan adalah kuantitatif korelasional dengan teknik pengambilan sampel *accidental sampling* terhadap 146 responden menggunakan *Emotion Regulation Questionnaire* (ERQ) dan *Personal Report of Communication Apprehension* (PRCA-24). Hasil analisis *Spearman's Rho* menunjukkan hubungan yang sangat signifikan antara regulasi emosi dan *communication apprehension* ($r = 0.855$, $p < 0.01$), yang mengindikasikan bahwa kemampuan mengelola emosi berperan dalam menurunkan persepsi ancaman serta reaktivitas fisiologis saat berkomunikasi. Temuan ini menunjukkan bahwa semakin baik regulasi emosi yang dimiliki mahasiswa, semakin rendah tingkat *communication apprehension* yang mereka alami, sehingga penguatan kemampuan regulasi emosi menjadi strategi penting dalam menurunkan kecemasan komunikasi mahasiswa.

Kata kunci: regulasi emosi, *communication apprehension*, mahasiswa FKIP

ABSTRACT

THE RELATIONSHIP BETWEEN EMOTION REGULATION AND COMMUNICATION APPREHENSION AMONG STUDENTS OF THE FACULTY OF TEACHER TRAINING AND EDUCATION, UNIVERSITY OF LAMPUNG, CLASS OF 2021

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This study is driven by the problem that many university students experience difficulties in regulating their emotions when facing communication situations involving social evaluation, which in turn heightens communication apprehension and potentially disrupts their academic performance and readiness as future educators. The purpose of this study is to examine the relationship between emotion regulation and communication apprehension among students of the Faculty of Teacher Training and Education (FKIP), University of Lampung, class of 2021. This quantitative correlational study employed an accidental sampling technique with a total of 146 respondents, using the Emotion Regulation Questionnaire (ERQ) and the Personal Report of Communication Apprehension (PRCA-24) as measurement instruments. Data analysis using Spearman's Rho revealed a highly significant relationship between emotion regulation and communication apprehension ($r = 0.855$, $p < 0.01$), indicating that the ability to manage emotions plays a direct role in reducing perceived threat and physiological reactivity in communication settings. These findings demonstrate that students with better emotion regulation tend to experience lower levels of communication apprehension, emphasizing the importance of strengthening emotion regulation skills as an effective strategy to reduce communication anxiety.

Keywords: *emotion regulation, communication apprehension, FKIP students.*