



## EMOTIONAL REGULATION AMONG ENGLISH STUDENTS IN FACING ACADEMIC PRESSURE

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### Abstract :

*This study aims to examine emotional regulation among English department students in dealing with academic pressure. Academic pressure is a common condition experienced by students due to assignments, examinations, presentations, and the demands of mastering English language skills actively. These conditions may trigger various negative emotions such as anxiety, frustration, and stress, which can affect the learning process. This study employs a literature review method by analyzing various academic sources, including books, journals, articles, and previous studies relevant to the topic. The data were analyzed descriptively to obtain an overview of the forms of academic pressure, students' emotional responses, and the strategies they use to regulate their emotions. The findings show that English students apply several emotional regulation strategies, such as time management, social support, and relaxation activities, to cope with academic pressure. Effective emotional regulation helps students maintain focus, improve learning motivation, and support academic achievement. In contrast, poor emotional management may negatively affect academic performance and mental health. Therefore, emotional regulation is an important aspect in supporting students' academic success.*

**Keywords:** Emotional Regulation, English Students, Academic Pressure

### Introduction

College students are a group in the early adult development phase and face various demands in academic life. During their education at university, students are required to adapt to a dynamic and competitive learning environment. These demands include completing assignments, taking exams, giving presentations, and achieving good academic performance. This often creates academic pressure that can impact students' psychological well-being. Academic pressure is a common challenge experienced by students in various study programs, including those studying English. (Prastiwi & Imanti, 2022).

English language students face more complex academic challenges than some other study programs. They are not only required to understand learning theory but also to master active English language skills, such as speaking, writing, reading, and listening. Mastering these four skills requires intensive and consistent practice. Furthermore, the use of a foreign language in academic activities is often a source of anxiety for some

students. This makes English language students vulnerable to higher levels of academic stress (Simatupang et al., 2025) .

Academic pressure experienced by students can trigger various emotional reactions, such as anxiety, fear, frustration, and stress. These reactions arise when students feel unable to meet the academic demands they face. Mounting assignments, tight deadlines, and competition for good grades often exacerbate these conditions (Saharani et al., 2025) . If not managed properly, academic pressure can impact students' mental health. Therefore, the ability to regulate emotions is crucial.

Emotional regulation is an individual's ability to recognize, understand, and manage emotions in certain situations. In an educational context, emotional regulation helps students control their emotional responses when facing academic pressure (Sindy et al., 2025) . Students who are able to regulate their emotions well tend to be calmer, more focused, and able to solve problems effectively. Conversely, students who struggle to manage their emotions may experience decreased motivation to learn and impaired concentration. Thus, emotional regulation is a crucial factor in academic success.

Students' emotional regulation abilities are influenced by various factors, both internal and external. Internal factors include personality, self-confidence, and the individual's ability to adapt to the academic environment. Meanwhile, external factors include social support from friends, lecturers, and family. A conducive learning environment can also help students better cope with academic pressure. Therefore, emotional regulation is influenced not only by the individual but also by their environment (Novitasari & Laili, 2025) .

Based on this description, emotional regulation is a crucial aspect to examine in English language students. Research on emotional regulation can provide insight into how students cope with academic pressure during the learning process. Furthermore, the research findings are expected to provide input for universities in providing appropriate psychological support for students. By understanding emotional regulation, educational institutions can help students improve their psychological well-being and academic achievement. Therefore, this study is crucial to understand emotional regulation among English language students in dealing with academic pressure.

## **Research Methods**

This study uses a library research method *as* an approach to examine the phenomenon of emotional regulation among English language students facing academic stress. A library research method involves collecting, reviewing, and analyzing various written sources relevant to the research topic. These sources include books, scientific journals, articles, theses, and other documents related to emotional regulation and academic stress in students. This method was chosen because it allows researchers to gain in-depth understanding through analysis of theories and previous research findings. Thus, the literature review serves as a foundation for developing a systematic and comprehensive discussion.

Data collection in the literature review was conducted by exploring various relevant references through libraries and digital sources. Researchers identified literature related to the concepts of emotional regulation, academic stress, and the academic lives of English language students. After collecting these sources, researchers selected them based on topic suitability, source credibility, and year of publication. The selected literature was then read in depth to identify concepts, theories, and research findings that support the study. This stage aims to ensure that the data used is truly relevant to the research focus.

Data analysis in the literature review was conducted through a descriptive-analytical process. The researcher described various theories and previous research findings related to student emotional regulation in the face of academic pressure. This information was then analyzed to identify patterns, relationships, and differences in perspectives across previous studies. The analysis results were then systematically organized according to the focus of the study. Through this method, the study is expected to provide a deeper understanding of the importance of emotional regulation for English language students in the face of academic pressure.

## **Results And Discussion**

### **Academic Pressure on English Language Study Program Students**

English language students face various academic demands during their studies. These demands include completing individual assignments, group assignments, presentations, and exams. Furthermore, they are also required to actively understand English language materials. This requires students to adapt to a relatively high academic load. Academic pressure is a common challenge during their studies (Jaha & Ate, 2024). Academic pressure stems not only from the numerous assignments assigned by lecturers. English language students also face challenges in mastering speaking, writing, reading, and listening skills simultaneously. Each skill has its own level of difficulty, requiring intensive practice. When students are unable to adapt, this pressure can develop into academic stress. This indicates that academic pressure has a significant impact on students' psychological well-being (Marpaung & Pulungan, 2025).

In college life, academic pressure can be experienced differently by each student. Some students are able to adapt well to the demands of their studies. However, others find it difficult to cope with the ever-increasing workload. This difference is influenced by an individual's ability to manage their situation and emotions. Therefore, academic pressure is an important aspect that requires further study. The academic pressure experienced by students can also impact various aspects of life, both academic and social. Students who are unable to cope well with pressure tend to experience decreased concentration, motivation to learn, and even self-confidence. Furthermore, excessive pressure can cause students to feel isolated and less active in interacting with the campus environment. This condition indicates that academic pressure not only affects academic achievement but also students' overall psychological well-being. Therefore, understanding academic

pressure is crucial to helping students adapt healthily to the college environment. (Al Rivaldi, 2024) .

### **Sources of Academic Pressure**

Academic stress for English language students stems from both internal and external factors. Internal factors relate to the student's personal circumstances, such as anxiety and a lack of self-confidence. Students often fear making mistakes when speaking English. These feelings can create significant pressure during academic activities. Internal factors are a major cause of stress. In addition to internal factors, pressure also exacerbates this pressure. Expectations from family also come from external factors.

External factors include lecturer demands, a busy class schedule, and competition among students. English presentation assignments often pose challenges that stress students. Oral exams and academic writing assignments also pose a significant burden. The competitive academic environment is a source of stress for some students. Many feel compelled to achieve high grades to meet their parents' expectations. This pressure is exacerbated when students experience difficulties in their studies. As a result, students can experience stress, which can impact their academic performance. Thus, academic stress is influenced by various interrelated sources (Mufatihah et al., 2025) .

In addition to internal and external factors, an individual's ability to cope with stress is also influenced by their learning experience and adaptive skills. Students who are accustomed to facing challenging academic assignments tend to be better able to adapt to emerging pressures. Conversely, students who lack experience or effective learning strategies are more susceptible to academic stress. These differences in adaptive abilities cause each student to respond differently to the same stress. Therefore, experience and adaptive skills are also important factors in understanding the sources of academic stress in students (Zahwa & Hanif, 2024) .

### **Emotional Regulation in Students**

Emotional regulation is an individual's ability to recognize and manage their emotions (Fauzi et al., 2024) . English language students need this skill to cope with various academic pressures. When facing assignments or exams, negative emotions such as anxiety often arise. Emotional regulation helps students control their responses to these pressures. This allows them to stay focused on their learning process. The ability to regulate emotions is crucial in academic life. Students who have good emotional regulation tend to be calmer when facing challenges. They are able to adapt to changing situations that occur during lectures. Conversely, students who are less able to manage their emotions often experience excessive stress. This can interfere with the learning process and mental health. Emotional regulation is also related to decision-making skills. Students who can control their emotions can think more rationally when solving academic problems. They are less likely to panic when facing deadlines or sudden exams. This condition helps students navigate lectures more effectively. Therefore, emotional regulation is a crucial factor in academic success (Taufiqoh, 2025).

### **Forms of Emotions that Emerge During Academic Pressure**

Academic pressure evokes various emotions in English language students. One of the most common is anxiety. Anxiety typically occurs when students face presentations or oral exams. Students fear making mistakes when speaking English. This feeling is quite common during the learning process. Besides anxiety, students also often experience frustration. Frustration arises when students have difficulty understanding the material or fail to achieve their target grades. Piling up assignments can exacerbate this situation. Students become easily fatigued and lose motivation to learn. Unmanaged frustration can lower academic performance. Some students also experience emotional exhaustion. This fatigue arises from constant academic pressure. Students feel bored with the routine of assignments and lecture obligations. If this condition persists for a long time, it can lead to academic burnout. Therefore, it is important for students to recognize the emotions they are experiencing (Mahardhani et al., 2020) .

### **Emotional Regulation Strategies**

English language students use various strategies to regulate their emotions. One frequently used strategy is time management. By setting a study schedule, students can complete assignments in stages. This method helps reduce panic when facing deadlines. Time management is an effective way to deal with academic pressure. Another strategy is seeking social support. Students often share stories about academic difficulties with peers. Support from friends makes them feel less alone. Furthermore, talking to others can help reduce stress. Social support plays a significant role in maintaining emotional stability. Students also engage in relaxation activities to calm their minds. Some choose to listen to music or watch movies. Others engage in light exercise to reduce tension. These activities help students release emotional stress. Thus, relaxation strategies are an important part of emotional regulation (Kumala & Darmawanti, 2022) .

### **The Impact of Emotional Regulation on Academic Achievement**

Good emotional regulation has a positive impact on students' academic achievement. Students who can control their emotions tend to be more focused while studying. They can complete assignments more regularly. Furthermore, they are also better prepared for exams. This supports the achievement of optimal learning outcomes. Conversely, poor emotional regulation can decrease academic achievement. Students who are easily anxious often lose concentration while studying. They also have more difficulty understanding the material being taught. This condition results in suboptimal exam results. Academic achievement ultimately declines due to emotional stress. Emotional regulation also affects learning motivation. Students who are able to manage their emotions tend to have more stable morale. They remain motivated even when facing difficulties. Conversely, students who are unable to manage their emotions tend to give up easily. Therefore, emotional regulation contributes significantly to academic success. (Daryanto et al., 2025) .

## Conclusion

Based on the discussion on emotional regulation among English language students in dealing with academic pressure, it can be concluded that academic pressure is an integral part of college life. This pressure arises from the demands of assignments, exams, presentations, and the obligation to master English comprehensively. This situation often gives rise to various emotional responses such as anxiety, frustration, and mental exhaustion. Therefore, students need the ability to manage their emotions to cope effectively with this pressure. Emotional regulation is a crucial factor in supporting student academic success.

English language students employ various strategies to regulate their emotions, such as time management, seeking social support, and engaging in relaxation activities. These strategies help students reduce stress and maintain emotional stability during the learning process. Support from friends, family, and lecturers also plays a significant role in helping students cope with academic pressure. Students with strong emotional regulation skills tend to be better able to adapt to academic demands. This demonstrates that emotional regulation is a highly sought-after skill in higher education. Overall, emotional regulation significantly impacts the learning process and academic achievement of English language students. Students who are able to manage their emotions well tend to have better concentration, motivation, and optimal learning outcomes. Conversely, the inability to manage emotions can lead to excessive stress, which negatively impacts academic achievement. Therefore, developing emotional regulation skills requires attention from both students and educational institutions. With the right support, students can cope with academic pressure in a healthy and productive manner.

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