
THE RELATIONSHIP BETWEEN SELF-EFFICACY AND EMOTIONAL REGULATION IN STUDENTS IN TEACHING AND EDUCATION FACULTY AT SYIAH KUALA UNIVERSITY

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ABSTRACT

Emotional regulation is the ability of individuals to assess, manage and express appropriate emotions in order to achieve emotional balance. One of the factors that influences emotional regulation is self-efficacy. Individuals who have self-confidence in their abilities tend to be able to manage their emotions better. The aim of this research is to determine the description and relationship between self-efficacy and emotional regulation in students at the Faculty of Teacher Training and Education, Syiah Kuala University who are completing their final assignments. The population in the study were students from the Faculty of Teacher Training and Education, Syiah Kuala University who were completing their final assignments for the class of 2019 with a sample size of 270 out of 829 population. The sampling technique in this research used probability random sampling. The correlation coefficient value $r = 0.635$ which explains the strong correlation between self-efficacy and emotional regulation in students.

Keywords: Relationships, Self-Efficacy, Emotional Regulation, College Students

HUBUNGAN EFIKASI DIRI DENGAN REGULASI EMOSI PADA MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SYIAH KUALA

ABSTRAK

Regulasi emosi merupakan kemampuan yang dimiliki individu untuk menilai, mengelola dan mengungkapkan emosi yang tepat dalam rangka mencapai keseimbangan emosi. Salah satu faktor yang mempengaruhi regulasi emosi adalah efikasi diri. Individu yang memiliki keyakinan diri terhadap kemampuan yang dimilikinya maka cenderung mampu mengelola emosi dengan lebih baik. Tujuan dalam penelitian ini untuk mengetahui gambaran dan hubungan antara efikasi diri dengan regulasi emosi pada mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Syiah Kuala yang sedang menyelesaikan tugas akhir. Populasi dalam penelitian yaitu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Syiah Kuala yang sedang menyelesaikan tugas akhir angkatan 2019 dengan jumlah sampel 270 dari 829 populasi. Teknik pengampilan sampel pada penelitian ini menggunakan *probability random sampling*. Nilai koefisien korelasi $r = 0,635$ yang menjelaskan adanya korelasi yang kuat antara efikasi diri dengan regulasi emosi pada mahasiswa.

Kata Kunci: Hubungan, Efikasi Diri, Regulasi Emosi, Mahasiswa

Introduction

Students are a period whose age range is 18 to 25 years, at that time students have various kinds of task demands that must be completed on time, including completing the final project. According to Nisak (2018), the difficulties faced by students in completing the final project can result in psychological disorders. The psychological disorders experienced by students in completing final projects such as stress, depression, anxiety and insomnia. Based on the results of Sulastri's research (2017), it shows that initial data collection on students who are completing their final project indicates an emotional disorder. The emotional disorders experienced by students can be influenced by emotional factors, such as emotional instability, anxiety, depression and frustration. The existence of various kinds of psychological and emotional disorders in students, it is necessary to have good emotional regulation in order to be able to help students in completing the final project.

Emotion regulation is the ability that individuals have to assess, cope, manage and express appropriate emotions in order to achieve emotional balance. According to Gross (Rahmawati & Saptandari, 2021) emotional regulation is an individual's process in understanding the emotions felt and knowing when these emotions occur and how they experience or express their emotions. According to Karlina (2022), students who have high emotional regulation are less likely to experience less risk of stress, anxiety and hopelessness compared to students who have low emotional regulation. Based on the results of research data conducted by Karlina (2022) showing academic data from various Study Program sources, there are Study Programs whose graduates are on time and some are not on time. This is caused by several factors, namely difficulties in finding references, relationships with supervisors, lack of ability to compile a frame of mind in writing, emotional instability, student challenges in understanding research methodology and low student fighting power in completing the final project.

According to Aryansah & Sari (Vierdiana, et al., 2023), the low emotional regulation of students could be caused by a lack of self-efficacy in students in completing their final project. Self-efficacy is defined as an individual's belief in his or her ability to perform actions and obtain expected results. Fatimah, et al (2021) stated that self-efficacy is always related and has an impact on the choice of behavior, motivation and determination of individuals in facing every problem. With high self-efficacy, this will present positive emotions that are useful to encourage individuals to believe in their abilities.

From the explanation above, student problems in completing the final project can be caused by low emotional regulation and also caused by low self-efficacy. Therefore, this study was intended to

investigate the relationship between self-efficacy and emotion regulation in students of the Faculty of Teacher Training and Education, Syiah Kuala University who were completing their final project.

Literature Review

Emotion Regulation

Emotional regulation or often referred to as emotion regulation, is a combination consisting of two words, namely "regulation" and "emotion". Regulation is a form of control carried out by individuals in controlling their thoughts or feelings. While emotions are feelings or thoughts both positive and negative that arise in individuals because of an event that can be personal, public, simple or complex. Based on these two words, it can be concluded that emotional regulation is an effort made by individuals in expressing emotions so that the emotions released can be as expected. According to Gross & John (Luthfi & Husni, 2020), emotion regulation encompasses all conscious and unconscious strategies used to raise, manage and decrease one or more components of an emotional response.

Gross & Thomshom (Susanti, 2020) share the following aspects of emotion regulation: monitoring emotions, evaluating emotions and modifying emotions. According to Kumala & Darmawanti (2022), there are several factors that can affect a person's emotional regulation, namely age, gender, religiosity, personality, and experience factors.

Self-efficacy

Self-efficacy or also called *self-efficacy* is an individual's self-confidence or individual belief about self-ability so that individuals are able to implement what actions individuals must take to achieve goals. According to Hussein Fattah (Ermy, 2022), self-efficacy is part of personality attitudes, which are related to personal beliefs about self-competence and ability. Specifically, it refers to an individual's belief in the ability to complete a task successfully. Individuals who have a high level of self-efficacy then individuals have confidence that individuals are able to complete the challenges faced.

Bandura (Pai, 2022) states that there are several aspects of self-efficacy, namely magnitude (level), strength (strength), and generalization (generality). According to Bandura (Putri & Fakhruddiana, 2018) there are several factors that affect a person's self-efficacy, such as success experience, other people's experience, verbal persuasion, physiological and emotional conditions. Bandura (Afrilanatasa, 2022) said there are several ways to increase self-efficacy, namely self-confidence, confidence in the

ability to overcome problems or challenges, confidence in achieving set targets, and confidence in the ability to foster motivation.

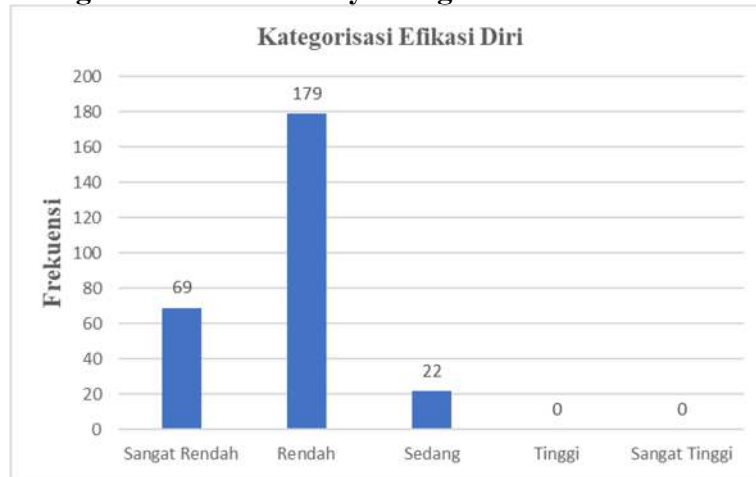
Research Methodology

This study used a quantitative approach with a correlational descriptive type. The population in this study was college students The Faculty of Teacher Training and Education, Syiah Kuala University, which is completing the final project of the class of 2019 with a sample of 270 from 829 populations. The sample display technique in this study uses *probability random sampling*. Data collection in this study used a Likert scale questionnaire that would Distributed with digital tools in the form of Google Forms, the number of self-efficacy scales consists of 53 items while on the emotion regulation scale there are 43 statement items. There are three aspects of self-efficacy that will be measured, namely: Magnitude (level), strength (strength) and generality (generality). While on the scale of emotion regulation, there are three aspects, namely monitoring emotions (emotions monitoring), evaluating emotions (emotions evaluating) and modifying emotions (emotions modification).

Research Results

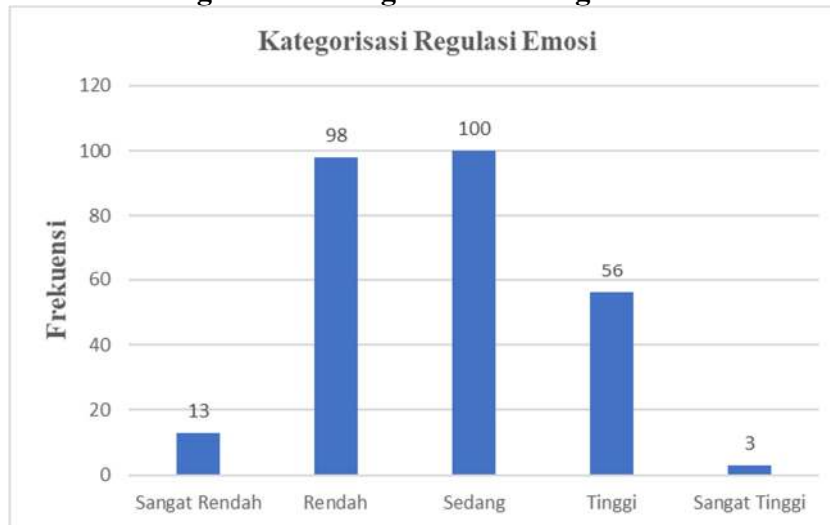
Based on the results of data analysis, the level of self-efficacy in students of the Faculty of Teacher Training and Education, Syiah Kuala University who were completing their final project showed that 69 students (26%) were in the very low category, 179 students (66%) were in the low category, and 22 students (8%) were in the medium category. Meanwhile, in the high and very high categories, no students are included in these categories. Further description of the results of descriptive analysis can be seen in the following figure:

Figure 1.1 Diagram of Self-Efficacy Categorization of FKIP USK Students



Based on the results of descriptive analysis, the level of emotion regulation in students of the Faculty of Teacher Training and Education of Syiah Kuala University who were completing their final project showed that 13 students (5%) were in the very low category, 98 students (36%) were in the low category, 100 students (37%) were in the medium category, 56 students (21%) were in the high category, and 3 students (1%) were in the very high category. Further description of the results of descriptive analysis can be seen in the following figure:

Figure 1.2 Emotion Regulation Categorization Diagram of FKIP USK Students



The first step to test the data is to find out in advance whether the data comes from a normally distributed population or not. The normality test was performed with the kolmogorov-Smirnov test through the SPSS 24 for Windows program. Based on the results of the normality test, it is known that the

significance value is $0.200 > 0.05$, it can be concluded that the residual value is normally distributed. Further descriptions of data normality tests can be seen in the following table:

Table 1.1 Data Normality Test
One-Sample Kolmogorov-Smirnov Test (Normality Test)

		Unstandardized Residual
N		270
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	21.08024193
Most Extreme Differences	Absolute	0.041
	Positive	0.041
	Negative	-0.037
Test Statistics		0.041
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

After the normality test then proceed with the linearity test. Based on the results of the linearity test shows that the significance value of $0.652 > 0.05$ can be concluded that the data is linearly distributed. The results of data processing can be seen in the following table:

Table 1.2 Data Linearity Test Results
 ANOVA Table (Linearity Test)

			Sum of Squares	Df	Mean Square	F	Sig.
Emotion Regulation * Self-efficacy	Between Groups	(Combined)	36726.894	72	510.096	0.963	0.565
		Linearity	2114.633	1	2114.633	3.991	0.047
		Deviation from Linearity	34612.261	71	487.497	0.92	0.652
Within Groups			104380.146	197	529.848		
Total			141107.041	269			

To test the relationship between self-efficacy and emotion regulation in students of the Faculty of Teacher Training and Education, Syiah Kuala University who were completing their final project, a correlation analysis was carried out using SPSS 24 *for Windows*. Further descriptions of correlation tests can be found in the following table:

Table 1.3 Correlation Correlations

		Self-efficacy	Emotion Regulation
Self-efficacy	Pearson Correlation	1	.635**
	Sig. (2-tailed)		0.000
	N	270	270
Emotion Regulation	Pearson Correlation	.635**	1
	Sig. (2-tailed)	0.000	
	N	270	270

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of data analysis, it shows that self-efficacy with emotion regulation has a correlation value of 0.635 with a significance value of 0.000. This explains the strong positive relationship between self-efficacy and emotional regulation in students of the Faculty of Teacher Training and Education, Syiah Kuala University who are completing their final project.

Discussion

The results of data analysis show that self-efficacy in students is generally in the low category, this shows that students have low self-confidence in their ability to complete the final project. Some factors that affect students' self-efficacy include lack of confidence in completing the final project, lack of social support, lack of motivation, negative views of themselves and other factors. In contrast to the results of research conducted by Asmarani (2021) which shows self-efficacy in students who are completing their final project is generally in the very high category. According to Bandura (Asmarani, 2021), environment and behavior are also one of the factors that affect a person's level of self-efficacy. In line with Widigdo's research (2018) which states that social support is one of the factors that affect the high and low level of individual self-efficacy.

When viewed based on aspects of magnitude, strength and generalization, it can be seen that almost half of the students of the Faculty of Teacher Training and Education, Syiah Kuala University who are

completing the final project are predominantly in the very low category. In the *aspect of magnitude (level)* the dominant level of self-efficacy is in the very low category of 118 students, in the strength aspect the dominant level of self-efficacy is in the very low category of 201 students while in the aspect of generalization the dominant is in the very low category of 87 students. From these three aspects, it can be seen that the highest level of self-efficacy is dominant in the aspect of strength. Which means that most students have a very low level of resilience in completing the final project.

The results of self-efficacy categorization based on 17 majors can be known that almost half of the students from the Faculty of Teacher Training and Education, Syiah Kuala University who are completing their final project are predominantly in the low category. The department that has the lowest self-efficacy dominance is the English Department with 19 (72%) students, followed by the Biology department with 16 (62%) students and finally the Economics department with 14 (88%) students. When viewed based on gender, the level of male self-efficacy is generally in the low category, which is 56 students (66%), while the level of self-efficacy in female students is also almost half of them have a low self-efficacy level of 123 female students (66%). In contrast to the results of research conducted by Pohan (2022) which shows that the self-efficacy experienced by male and female students is both in the medium category. As for another study conducted by Kamaruddin (2018) which showed the level of self-efficacy of men is higher than women. Descriptive data based on age shows that the age range of the sample ranges from 22 to 23 years. When viewed based on the results of self-efficacy categorization based on the age of 22 and 23 years, it can be seen that almost half of the dominant students are in the low category.

The results of the data analysis showed that the level of emotion regulation in college students was generally in the moderate category. This can be seen from the aspect of emotional regulation. When viewed based on the aspect of monitoring emotions, generally students are in the medium category, which is as many as 104 students or 39%. So it can be interpreted that students have the ability to realize and recognize the emotions that arise against them, but students in a certain time also have difficulty in realizing and recognizing the emotions that arise. In the aspect of emotional evaluation, students are generally in the high category, which is as many as 66 students or 24%. So it can be interpreted that students have the ability to assess the thoughts or feelings felt whether they are right or inappropriate, such as the example of item number 25 which reads "I know how to bring up the right emotions according to the conditions I am experiencing". In the sound of the item, many students choose the appropriate choice.

In the aspect of modifying emotions, students are generally in the very low category, which is as many as 123 students or 46%. So it can be interpreted that students have not been able to change negative thoughts or feelings in dealing with situations. This can be seen from the number of students who choose answers that are very inappropriate in statement item number 38 which reads "I motivate myself to calm negative thoughts when compiling a thesis". As for the results of the analysis based on majors, it can be seen that there are three categories that are the highest dominant, namely low, medium and high categories. The department that has the lowest level of emotion regulation is predominantly in the biology department with 14 (54%) students. While the department that has the most dominant category level is in the Department of Drama, Dance and Music Education with 8 (50%) students. Then continued the department that has the highest category level is predominantly in the physics department with the number of students as much as 7 (41%).

When viewed based on gender, men have a moderate dominant level of emotional regulation, which is as many as 36 students. While the level of emotional regulation in female students almost half had a predominantly low level of emotion regulation, which was as many as 70 female students. In line with the results of research conducted by Purnawati, et al (2022) which shows the level of emotional regulation between men and women has differences. Based on data obtained by female students who are carrying out the thesis guidance process have a low level of emotional regulation compared to male students. In line with research conducted by Hasmarlin (2019) which shows the level of emotional regulation of men is better than women.

Differences in male and female emotional regulation can be influenced by individual socialization. According to research by Ratnasari & Suleeman (2017), differences in general emotional regulation between women and men are a consequence of differences in *expressive suppression*. Women are given more flexibility in expressing their emotions, while men are required to suppress their emotions more. In general in Indonesia, women who are immersed in emotional experiences and tend to express their emotions are more accepted than men.

When viewed based on the age of 22 years, the dominant level of emotional regulation is low, which is 73 students (47%). Meanwhile, based on the age of 23 years, there was a moderate level of emotion regulation, which was 58 students (50%). This result is in line with research by Mulyana, et al (2020) which states that the level of individual emotional regulation is influenced by age. The higher the age of the individual, the individual will be able to regulate and express emotions better.

Based on the results of research and data analysis, it is known that there is a relationship between self-efficacy and emotional regulation in students of the Faculty of Teacher Training and Education, Syiah Kuala University. The correlation coefficient value of 0.635 and the significance value of 0.000 indicate that self-efficacy with emotion regulation has a strong relationship, in accordance with the correlation coefficient interpretation guidelines from Sugiyono (Yani, 2023) which states that the correlation coefficient is in the range of 0.61 to 0.80 included in the strong relationship category.

This research is in line with research conducted by Pratama & Suprihatin (2022) which shows that there is a significant relationship between self-efficacy variables and emotional regulation. According to Kamalia (2019), self-efficacy provides energy that encourages individuals to be able to face difficult situations both from the individual and from outside the individual. This belief provides a sense of confidence in individuals to control the difficulties or problems faced, recognize the origin of the problem, recognize how they play a role in overcoming it, recognize the range of problems experienced, and encourage individuals to persevere in the face of challenges.

According to Bandura (Putri & Fakhriddiana, 2018), individual self-efficacy is influenced by emotional factors. When individuals experience strong emotions, such as fear, anxiety, or high stress, this can lead to low individual self-efficacy. Therefore, good emotional management is very important in increasing confidence in one's own abilities. In addition, environmental factors also play an important role in shaping a person's self-efficacy. Social support and positive experiences can assist individuals in overcoming emotional challenges and increasing self-confidence. By understanding the relationship between emotional factors and self-efficacy, individuals can develop themselves and improve performance in completing tasks.

Conclusion

Based on the results of research from the discussion in the previous section, the following conclusions can be described: self-efficacy in students of the Faculty of Teacher Training and Education, Syiah Kuala University who are completing the final project is dominant in the low category, which is as many as 179 students (66%). The study also included additional analyses based on aspect, major, gender and age. The results of the analysis showed that self-efficacy in the three dominant aspects was in the very low category, while from the 17 majors studied, it can be known that almost half of the students had low

self-efficacy dominance. In addition, based on gender, male and female students have a low self-efficacy dominance, and the results of age-based analysis also show low dominant self-efficacy.

Emotion regulation in students of the Faculty of Teacher Training and Education, Syiah Kuala University who are completing their final project is dominant in the medium category, which is as many as 100 students (37%). The study also included additional analyses based on aspect, major, gender and age. The results of the analysis showed that the dominant three aspects of emotion regulation had the three highest category levels, namely the medium, high and very low categories. When viewed based on 17 majors, it can be seen that the dominant emotion regulation is high in the physics department. Then continued based on gender, the level of emotional regulation in male students was dominant in the medium category while in female students the dominant was in the low category. The results of the analysis based on age showed that students who had the age of 22 years had a low dominant level of emotion regulation while students aged 23 had moderate dominant emotion regulation.

Based on the results of the analysis conducted, it can be known that self-efficacy variables with emotional regulation have a positive and significant relationship. The value of the correlation coefficient is 0.635 and the significance value is 0.000 which shows that the two variables have a strong relationship.

Suggestion

Based on the results of the study, the level of self-efficacy of dominant students was in the low category while the dominant student's emotional regulation was in the medium category. So it is expected that all students need to improve self-efficacy and emotional regulation by participating in webinars, making timelines for tasks to be done and getting closer to the surrounding environment.

For the Faculty of Teacher Training and Education, Syiah Kuala University has an important role in improving self-efficacy and emotional regulation in students. To achieve this, the faculty can conduct various activities such as webinars, public lectures, and counseling for students who need further assistance. In addition, lecturers can also foster self-efficacy and emotional regulation in students by providing daily learning.

For future researchers, it is expected to be able to develop more in-depth and extensive research by involving more complete literature sources on self-efficacy and emotional regulation. Furthermore, if researchers want to use instruments in this study, it is advisable to examine the scale more carefully so

that the number of statement items becomes less so that the results obtained are more in-depth than previous studies.

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