

**PENERAPAN BIMBINGAN REGULASI EMOSI
UNTUK KESEJAHTERAAN SUBJEKTIF SANTRI
PONDOK PESANTREN DI KABUPATEN CIAMIS**

TESIS

**diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan
pada bidang Bimbingan dan Konseling**



oleh

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**PROGRAM STUDI BIMBINGAN DAN KONSELING
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Program Studi Bimbingan dan Konseling

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PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul “Penerapan Bimbingan Regulasi Emosi untuk Kesejahteraan Subjektif Santri Pondok Pesantren di Kabupaten Ciamis” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Tidak ada bagian di dalamnya yang merupakan plagiat dari karya orang lain dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila kemudian ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap karya ini.

Bandung, Januari 2023

Yang membuat pernyataan



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KATA PENGANTAR

Segala puji peneliti panjatkan kepada Allah subhanahu wa ta'ala karena dengan limpahan rahmat, nikmat, dan karunia-Nya sehingga peneliti dapat menyelesaikan tesis ini sebagai salah satu syarat untuk memperoleh gelar Magister Pendidikan di Program Studi Bimbingan dan Konseling, Sekolah Pascasarjana, Universitas Pendidikan Indonesia.

Tesis yang berjudul "Penerapan Bimbingan Regulasi Emosi untuk Kesejahteraan Subjektif Santri Pondok Pesantren di Kabupaten Ciamis" ini merupakan hasil penelitian terhadap santri kelas VIII yang berada pada usia remaja awal rentan terhadap krisis emosional yang dapat berdampak terhadap kesejahteraan subjektifnya. Sehingga tesis ini diharapkan mampu memberikan sumbangsih mengenai bimbingan regulasi emosi untuk kesejahteraan subjektif.

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ABSTRAK

Santri sebagai remaja memiliki tuntutan dan tantangan yang berbeda dalam menjalani kehidupannya. Santri memiliki pola pembelajaran dan iklim pendidikan di pondok pesantren yang menuntut kedisiplinan tinggi, ketat, teratur, serta mengikat, tentunya dapat menjadi sumber stress dan tekanan bagi santri yang mempengaruhi kesejahteraan subjektifnya. Bimbingan regulasi emosi sebagai intervensi positif diyakini dapat membantu santri mengelola emosinya, meningkatkan emosi positif, dan menurunkan emosi negatif yang berkontribusi terhadap kesejahteraan subjektif. Kesejahteraan subjektif merupakan evaluasi subjektif terkait dengan pengalaman kehidupan yang menyangkut dua komponen yakni komponen kognitif (kepuasan hidup) dan komponen afektif (emosi positif dan emosi negatif). Penelitian bertujuan untuk mendeskripsikan penerapan bimbingan regulasi emosi untuk kesejahteraan subjektif santri. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Partisipan penelitian terdiri dari dua belas santri laki-laki dan perempuan kelas VIII Pondok Pesantren di Kabupaten Ciamis Tahun Pelajaran 2021/ 2022. Partisipan penelitian ditentukan dengan teknik *purposive sampling*. Hasil penelitian secara umum menunjukkan bahwa penerapan bimbingan regulasi emosi dapat diimplementasikan untuk kesejahteraan subjektif santri di pondok pesantren. Hal tersebut dapat dilihat dari evaluasi keterlaksanaan rancangan bimbingan regulasi emosi dan dinamika pada masing-masing partisipan yang menunjukkan tingginya emosi positif dan rendahnya emosi negatif serta merasa puas dengan kehidupannya di pondok pesantren.

Kata Kunci: *Regulasi Emosi, Kesejahteraan Subjektif, Santri.*

ABSTRACT

Santri has learning patterns and an educational climate in Islamic boarding schools that demand high discipline, strictness, orderliness, and binding, which can be a source of stress and pressure for students that affect their subjective well-being. Emotion regulation strategies as positive interventions are believed to help students manage their emotions, increase positive emotions, and reduce negative emotions that contribute to subjective well-being. Subjective well-being is a subjective evaluation of life experiences involving two components, namely the cognitive component (life satisfaction) and the affective component (positive and negative emotions). This study aims to describe the implementation of emotion regulation strategies to improve students' subjective well-being. This research uses a qualitative approach with a case study method. The research participants comprised twelve male and female students of class VIII Islamic boarding schools in Ciamis Regency for the 2021/2022 academic year. The research participants were determined using a purposive sampling technique. The research results generally show that implementing emotion regulation strategies can be implemented in increasing students' subjective well-being. It can be seen from the evaluation of the implementation of the emotion regulation strategy design and the dynamics of each participant who showed high positive and low negative emotions and felt satisfied with their life in Islamic boarding schools.

Keywords: Emotion Regulation, Subjective Well-Being, Santri.

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