

Effect Regulation Emotion To Motivation Study: Study Analysis Case Based on Location Geographical Area of Origin Universitas Terbuka Students

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ABSTRACT

Study This aiming For analyze influence regulation emotion to motivation Study Open University (UT) students, with consider location geographical student's hometown as a moderating variable. Regulation emotion is one of factor important in the learning process, because can influence method student face challenges and pressures in studies they. Motivation study, on the side others, play a vital role in achievement academic students. Research This use method quantitative with design analysis case, involving 400 Open University students from various regions in Indonesia. Data collected with questionnaire that measures level regulation emotions and motivation learning, as well as geographical variables that influence condition Study students. Research results show that regulation emotion influential positive to motivation learn, with difference significant between students who come from area urban and rural. Students from area urban tend own regulation more emotions good, which has an impact on motivation learn more tall compared to with student from area rural. Findings This give outlook new for development of more learning strategies effective in distance education environment far, with consider aspect psychological and geographical student.

Keywords : Regulation Emotion ; Motivation Learning ; Location Geographic .

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh regulasi emosi terhadap motivasi belajar mahasiswa Universitas Terbuka (UT), dengan mempertimbangkan letak geografis daerah asal mahasiswa sebagai variable moderasi. Regulasi emosi merupakan salah satu faktor penting dalam proses belajar, karena dapat mempengaruhi cara mahasiswa menghadapi tantangan dan tekanan dalam studi mereka. Motivasi belajar, disisi lain, berperan vital dalam pencapaian akademik mahasiswa. Penelitian ini menggunakan metode kuantitatif dengan desain analisis kasus, melibatkan 400 mahasiswa Universitas Terbuka yang berasal dari berbagai daerah di Indonesia. Data dikumpulkan dengan kuesioner yang mengukur tingkat regulasi emosi dan motivasi belajar, serta variable geografis yang mempengaruhi kondisi belajar mahasiswa. Hasil penelitian menunjukkan bahwa regulasi emosi berpengaruh positif terhadap motivasi belajar, dengan perbedaan signifikan antara mahasiswa yang berasal dari daerah perkotaan dan pedesaan. Mahasiswa dari daerah perkotaan cenderung memiliki regulasi emosi yang lebih baik, yang berdampak pada motivasi belajar yang lebih tinggi dibandingkan dengan mahasiswa dari daerah pedesaan. Temuan ini memberikan wawasan baru bagi pengembangan strategi pembelajaran yang lebih efektif di lingkungan Pendidikan jarak jauh, dengan mempertimbangkan aspek psikologis dan geografis mahasiswa.

Kata Kunci: Regulasi Emosi; Motivasi Belajar; Letak Geografis.

Introduction

learning (DEL) has grown rapidly in recent decades, especially with the emergence of digital technology that allows students to access learning without time and place constraints. Universitas Terbuka (UT) in Indonesia is one of the largest higher education

institutions that implements this DEL model. With more than 650,000 students spread throughout Indonesia, UT faces major challenges in maintaining the quality of learning and student motivation to learn (Rambe, 2017). One aspect that affects the quality of learning is learning motivation, which can be influenced by various factors, including emotional regulation.

Emotional regulation is an individual's ability to recognize, manage, and utilize emotions effectively in various situations (Gross, 2002). Research shows that emotional regulation has a significant impact on the learning process. Uncontrolled emotions can interfere with concentration and decision-making, which in turn inhibits learning motivation (Pekrun, 2014). In contrast, individuals who are able to regulate their emotions effectively are better able to persist in the face of academic difficulties and maintain their motivation to learn (Schmeichel & Baumeister, 2004). Motivation to learn is a key factor in achieving academic success. According to Deci and Ryan (2000), intrinsic motivation—the desire to learn because of interest in the material—is closely related to better academic achievement. On the other hand, extrinsic motivation, which is driven by external factors such as rewards or exam results, also plays an important role in the context of distance learning (Pintrich & Schunk, 2002). However, in the context of the Open University, where most students study independently, the influence of emotional regulation on motivation to learn becomes more significant, because students often do not have the direct social support that they do in conventional universities.

One of the external factors that influence learning motivation is the geographical background of students. Research by Ismail et al. (2016) shows that students from urban areas tend to have higher learning motivation compared to students from rural areas. This can be explained by differences in access to technology, educational infrastructure, and social and economic support. Students from urban areas often have greater access to educational resources, such as fast internet and better learning facilities, which can support their emotional regulation and learning motivation (Huang et al., 2019).

Based on these findings, this study aims to investigate the effect of emotional regulation on the learning motivation of Open University students, by considering the moderating variable of the geographical location of the student's area of origin. This study will compare the effect of emotional regulation on learning motivation between students from urban and rural areas, to identify factors that can influence the effectiveness of learning in a distance education environment. By understanding the relationship between emotional regulation, learning motivation, and geographical background, the results of this study are expected to provide useful recommendations for the development of more effective learning strategies at the Open University, as well as for distance education in general.

Distance learning, while offering flexibility, also brings significant challenges related to the need to manage time and motivation independently. In the Open University environment, students often study separately from their lecturers or classmates, which can lead to feelings of isolation and difficulties in maintaining commitment to their studies. In such situations, emotion regulation becomes a key factor in overcoming the frustration, anxiety, and stress that arise during the learning process (Zeidner & Matthews, 2016). Previous research has shown that the ability to regulate emotions is directly related to students' ability to cope with academic challenges, such as exams or assignment deadlines (Karademir & Gül, 2015).

In addition, external factors, such as students' geographic background, can also influence how they interact with education. Students living in urban areas generally have easier access to educational resources, such as stable internet access, technological devices, and access to a wider social network. On the other hand, students from rural areas

often face additional challenges in terms of limited access to technology and social support, which can affect their learning process (Hoffman , 2017). This has the potential to affect their level of motivation to learn, as greater challenges in accessing educational resources can increase frustration and affect their ability to manage emotions effectively. This phenomenon leads to an important question in the context of distance education: To what extent can emotional regulation function as a balancing factor that helps students from different regions overcome the obstacles they face? This study aims to answer this question by examining how emotional regulation affects the learning motivation of Open University students, focusing on the differences between students from urban and rural areas.

In addition, this study also hopes to identify specific factors that moderate the relationship between emotional regulation and learning motivation, such as social support and access to technology. Research by Roeser et al. (2012) showed that students who have strong social support and good access to technology have better ability to manage stress and maintain motivation in distance learning. Therefore, it is important to explore these factors more deeply, so that the management of emotional regulation and learning motivation in the context of distance education can be more adapted to the geographical conditions of students.

Thus, this study seeks to contribute to the development of theory on the role of emotional regulation in learning motivation, particularly in the context of distance higher education. In addition, this study also aims to provide practical recommendations for managers of the Open University and other distance education institutions to improve the quality of students' learning experiences through a more holistic approach, which considers both psychological and geographical factors in supporting students' academic success.

Research Methods

This study uses a quantitative design with a correlational approach and comparative analysis. This design is used to determine the relationship between emotional regulation and learning motivation of Open University students, as well as to analyze differences based on the geographical location of the students' origins. This approach allows researchers to test the effect of emotional regulation on learning motivation and how geographical differences moderate this effect. The population in this study were all active students of Universitas Terbuka registered in the Even Semester of the 2024 academic year. The research sample was selected using purposive sampling, where students who met certain criteria were taken as samples. The sample criteria are:

- a. Students registered at the Open University in the Even Semester of 2024.
- b. Students who have attended lectures for at least one semester.
- c. Students come from various regions in Indonesia, including urban and rural areas.

The number of samples taken was 400 students, consisting of two groups: 200 students from urban areas and 200 students from rural areas. The separation of samples based on geographical location aims to identify differences in the influence of emotional regulation on learning motivation. In this study, two main instruments were used to measure the relevant variables: Emotion Regulation Questionnaire (Emotion Regulation Questionnaire-ERQ). This instrument is used to measure students' emotional regulation abilities. This questionnaire measures two dimensions of emotional regulation, namely: *cognitive reappraisal* (cognitive reinterpretation) and *expressive suppression* (suppression of emotional expression) developed by Gross and John (2003). This instrument consists of 10 items with a 5-point Likert scale , which measures how often respondents use both emotion regulation strategies in an academic context.

Questionnaire motivation learning , This questionnaire measures the level of student learning motivation based on Pintrich and De's motivation theory. Groot (1990). This instrument consists of 20 items measuring intrinsic and extrinsic motivation, with a 5-point Likert scale . Intrinsic motivation measures the desire to learn because of personal interest or satisfaction, while extrinsic motivation measures the drive to learn that comes from external factors such as grades or recognition.

Results And Discussion

Results

This study aims to analyze the relationship between emotional regulation and learning motivation of Open University students, and to see the differences based on the geographical location of the students' origins. After collecting data from 400 selected students, the data were analyzed using descriptive statistical techniques, Pearson correlation test, independent t-test, and regression analysis. The following are the main results obtained from this study:

Respondent Demographic Description

Table 1 shows the distribution of demographic characteristics of the respondents. Most of the respondents were students from urban areas (50%), while the other 50% were from rural areas. The majority of students were between 20 and 30 years old (70%), with a relatively balanced gender distribution between men (45%) and women (55%).

Table 1: Demographic Characteristics of Respondents

	Category	Frequency	Percentage (%)
Geographical location	Urban	200	50%
	Rural	200	50%
Age	20-30 Years	280	70%
	>30 Years	120	30%
Gender	Man	180	45%
	Woman	220	55%

Correlation Analysis Results

Pearson correlation analysis was conducted to test the relationship between emotion regulation and learning motivation. The results showed a significant positive relationship between emotion regulation (both cognitive reinterpretation and suppression of emotional expression) and learning motivation ($r = 0.52$, $p < 0.01$). This means that the better students are at managing their emotions, the higher their learning motivation.

Table 2: Correlation Between Emotional Regulation and Learning Motivation

Variables	Motivation to learn
Emotion Regulation (Cognitive Reinterpretation)	0.52**
Emotion Regulation (Suppression of Emotional Expression)	0.36**

***Note: * $p < 0.01$**

Differences in Learning Motivation Based on Geographical Location

To test the differences in learning motivation between students from urban and rural areas, an independent t-test was conducted. The results of the t-test showed that there was a significant difference in learning motivation between the two groups ($t = 3.45$,



$p < 0.01$). Students from urban areas had a higher level of learning motivation ($M = 3.85$) compared to students from rural areas ($M = 3.60$).

Table 3: Differences in Learning Motivation Based on Geographical Location

Geographical location	N	Average Motivation to Learn	SD	t	p
Urban	200	3.85	0.45	3.45	0.001
Rural	200	3.60	0.50		

Regression Analysis: Moderating Effect of Geographical Location

To test whether geographical location moderates the relationship between emotional regulation and learning motivation, a regression analysis was conducted. The results showed that geographical location acts as a significant moderating variable. For students from urban areas, the effect of emotional regulation on learning motivation is stronger ($\beta = 0.45$) compared to students from rural areas ($\beta = 0.30$). The interaction between emotional regulation and geographical location was also significant ($p < 0.05$), indicating that geographical factors strengthen the effect of emotional regulation on learning motivation.

Table 4: Results of Moderation Regression Analysis

Variables	β	t	p
Emotion Regulation (Cognitive Reinterpretation)	0.45	5.68	0,000
Emotion Regulation (Suppression of Emotional Expression)	0.30	4.25	0,000
Emotional Regulation Interaction \times Geographical Location	0.12	2.18	0.032

Main Findings

Based on the results of the data analysis, several main findings can be concluded: There is a significant positive relationship between emotional regulation and learning motivation. Students who are better at managing their emotions have higher learning motivation.

Students from urban areas show higher learning motivation compared to students from rural areas. This may be related to differences in access to educational resources, social support, and other factors.

Geographical location has been shown to play a significant moderating role in the relationship between emotional regulation and learning motivation. Students from urban areas are better able to utilize emotional regulation to increase learning motivation than students from rural areas.

Discussion

This study aims to analyze the relationship between emotional regulation and learning motivation of Open University students, and to assess how the geographical location of the students' hometown moderates the relationship. The results obtained show some interesting findings related to the theory of learning motivation and emotional regulation, as well as the influence of geography on both. This discussion will outline the results of the study, as well as the implications and limitations of this study.

Emotional Regulation and Learning Motivation

The results of the study showed that there was a significant positive relationship between emotional regulation and learning motivation ($r = 0.52$, $p < 0.01$). This is in



accordance with the theory put forward by Gross (2002), which explains that emotional regulation plays an important role in increasing individual motivation, especially in the context of education. Students' ability to manage emotions, both through *cognitive reappraisal* and *expressive suppression*, has a positive impact on their level of motivation to learn.

Cognitive reinterpretation allows students to change the way they view stressful situations or challenges in learning, which in turn increases their perception of their ability to succeed and increases their intrinsic motivation. Meanwhile, emotional expression suppression, although it tends to focus on controlling outward expression, can also help students maintain focus and concentration, although its effects may not be as strong as cognitive reinterpretation.

This finding strengthens the argument that emotional regulation is not only about managing negative feelings, but also plays a role in increasing student engagement and effort in the learning process. This is in line with previous research which found that good emotional regulation can improve concentration, reduce stress, and ultimately increase learning motivation (McRae et al., 2012).

Differences in Learning Motivation Based on Geographical Location

Analysis of differences in learning motivation based on geographical location shows that students from urban areas have higher levels of learning motivation compared to students from rural areas ($t = 3.45, p < 0.01$). This finding is in line with research results showing that environmental factors, such as access to educational resources, social support, and opportunities to access information, can influence learning motivation (Baker, 2006; Pomerantz et al., 2007).

Students from urban areas tend to have more access to better educational facilities, as well as stronger social support, which can increase their motivation levels. In contrast, students from rural areas may face greater challenges in accessing these resources, which can result in lower motivation in pursuing distance education. Cultural and social factors may also play a role. Students from urban areas may be more accustomed to technology-based learning models and more adaptable to online learning, while students from rural areas may feel less accustomed or more constrained by limited access to technology.

The Moderating Role of Geographical Location in Emotional Regulation and Learning Motivation

One of the most interesting findings of this study is that geographical location acts as a significant moderating variable in the relationship between emotional regulation and learning motivation. Regression analysis shows that the effect of emotional regulation on learning motivation is stronger in students from urban areas ($\beta = 0.45$) compared to students from rural areas ($\beta = 0.30$). This result indicates that geographical factors not only directly affect learning motivation, but also strengthen the relationship between students' emotional regulation ability and learning motivation levels.

This moderating factor may be related to differences in the availability and quality of social support available to students in the two geographic groups. Students from urban areas may have more opportunities to interact with fellow students or receive feedback from lecturers that can help them manage their emotions and increase their motivation to learn. In contrast, students from rural areas may feel more isolated, which may reduce the positive effects of emotion regulation on their motivation to learn.



Practical Implications

These findings have important practical implications for the development of interventions that can improve the learning motivation of Open University students, especially in the era of distance learning. One approach that can be taken is to provide training on emotion regulation to students, especially those from areas with limited resources. This training can help them manage stress, anxiety, and other challenges related to online learning.

In addition, universities need to create a more inclusive and supportive environment for students from rural areas, by increasing access to technology, strengthening social support, and introducing learning models that are more adaptive to their needs.

Research Limitations and Suggestions for Further Research

This study has several limitations. First, the study design is cross-sectional, which means that it cannot conclude a causal relationship between emotion regulation, learning motivation, and geographic location. Longitudinal research involving the measurement of these variables over a longer period of time would provide deeper insight into the dynamics of these relationships.

Another limitation is the use of questionnaires as the main instrument for data collection, which relies on respondents' self-reports. This may affect the validity of the results, as respondents may feel pressured to provide desired answers or may not be completely honest in assessing their emotion regulation abilities. Therefore, future research is recommended to use more diverse measurement methods, such as in-depth interviews or direct observation, to obtain a more comprehensive picture.

Conclusion

This study aims to examine the influence of emotional regulation on the learning motivation of Open University students, as well as to see the moderating role of the geographical location of the students' area of origin on this relationship.

Based on the results of the data analysis, several important conclusions can be drawn:

1. Relationship Positive between Regulation Emotions and Motivation Study

The results of the study showed a significant relationship between students' emotional regulation ability and their level of learning motivation. Students who are better able to manage their emotions, either through *cognitive reappraisal* or *expressive suppression*, tend to have higher learning motivation. This finding supports existing literature stating that good emotional regulation can help improve concentration, reduce stress, and strengthen engagement in learning.

2. Differences Motivation Study Based on Location Geography

There is a significant difference in learning motivation between students from urban and rural areas. Students from urban areas have higher levels of motivation compared to students from rural areas. This may be due to better access to educational resources, stronger social support, and greater opportunities to access technology and information that can support learning.

3. The Role of Moderation Location Geographical

Geographical location has been shown to play a significant moderating role in the relationship between emotional regulation and learning motivation. The effect of emotional regulation on learning motivation is stronger in students from urban areas compared to students from rural areas. This suggests that students from urban areas



are better able to utilize emotional regulation strategies to enhance their learning motivation.

4. Implications Practical

Based on these findings, universities need to pay more attention to students from rural areas by increasing their access to technology and social support needed for the learning process. In addition, training programs on emotional regulation are also recommended to help students manage stress and increase their motivation to learn, especially for those who face challenges in distance education.

5. Suggestions for Further Research

This study has limitations in terms of its cross-sectional design and reliance on self-reports. Therefore, further research is recommended to use a longitudinal design and more diverse measurement methods, such as in-depth interviews or direct observation, in order to gain a deeper understanding of the influence of emotion regulation on learning motivation in various educational contexts.

Overall, this study confirms the importance of emotion regulation in supporting students' learning motivation, and shows that geographic factors can influence how students utilize emotion regulation strategies in learning. This study provides valuable insights for the development of more inclusive and needs-based education policies for students in various regions .

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