

The Effect of Self Regulation and Directive Counseling on Students' Level of Anxiety in Facing The World of Work Final Level of Kediri City Private University

Badrus ¹, Mohammad Auza'i Aqib ², Nila Ainu Ningrum ³

¹ Universitas Islam Tribakti Lirboyo Kediri, Indonesia; badrus.kdr@gmail.com

² Universitas Islam Tribakti Lirboyo Kediri, Indonesia; aqibmohammad93@gmail.com

³ Universitas Islam Tribakti Lirboyo Kediri, Indonesia; nila@uit-lirboyo.ac.id

Received: 25/02/2026

Revised: 24/07/2026

Accepted: 01/10/2026

Abstract

The aim of this research is to examine the influence of self-regulation and directive counseling on final students' anxiety levels in facing the world of work. This study employed a quantitative research approach using a quasi-experimental design with a nonequivalent control group. The population of this study consisted of seventh-semester students from the Faculty of Da'wah, Islamic Psychology Study Program, Tribakti Islamic University Kediri, and the Faculty of Management and Business, Accounting Study Program, UNP Kediri. The samples were selected using a purposive sampling technique. The study involved 60 seventh-semester students, consisting of 30 students from the Islamic Psychology Study Program at Tribakti Islamic University Kediri and 30 students from the Accounting Study Program at UNP Kediri. The results of the research show that, 1) there is a significant influence of self-regulation on students' anxiety levels in facing the world of work. 2) there is a significant influence of directive counseling on students' anxiety levels in facing the world of work. 3) There is no joint influence of self-regulation and directive counseling on students' anxiety levels in facing the world of work. The findings obtained in this research are that strengthening students' mentality in facing the world of work is not enough with direct guidance, but more priority is given to developing self-regulation.

Keywords

Self Regulation; Directive Counseling; Anxiety Level; World of Work; Final-year Students

Corresponding Author

Badrus

Universitas Islam Tribakti Lirboyo Kediri, Indonesia; badrus.kdr@gmail.com

1. INTRODUCTION

The aim of this research is to examine the influence of self-regulation and directive counseling on the level of anxiety facing the world of work for final students. This is quite important considering that almost all students in their final semester will soon enter the world of work. Therefore, they need to receive sufficient provisions to reduce anxiety in facing the world of work. More than that, they need to equip themselves by organizing their thoughts, feelings and clear steps, so that when they enter the workforce they are ready to face various possibilities that may occur.

Anxiety about facing the world of work is experienced by all students, in fact there is no relationship between motivation to complete studies and anxiety about getting a job (Pambudhi et al., 2021). This shows that the average final year student experiences anxiety, however in different levels. Differences in anxiety levels are influenced by their professional level. This means that the more



© 2026 by the authors. This is an open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International License (CC-BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

professional a person is, the lower their anxiety level. This is confirmed by Limanov and Osnitsky's findings, that professional musicians are not too anxious when facing action in the field. Unlike vocational musicians, have higher levels of anxiety and less clear self-control (Limanov & Osnitsky, 2020). Furthermore, Limanov suggested improving good self-control in order to maintain professional skills.

On the other hand, anxiety about facing the world of work can be caused by negative information, such as news about unemployed college graduates. For example, the Secretary General of the Ministry of Manpower (Kemenaker), Anwar Sanusi, said that unemployment at university level was 6.97 percent and 6.61 percent was experienced by Diploma graduates (Kemenparekraf, 2021). Students receiving this kind of negative information does not rule out the possibility of contributing to their anxiety. Herrera and colleagues found that older adults who recognize less positive information can display more emotions (anxiety) than positive information (Herrera et al., 2015).

To reduce the level of anxiety in facing the world of work, significant efforts to increase self-regulation are needed. Self-regulation as the ability to control behavior, feelings and thoughts. Therefore, this self-regulation can be the basis for the successful completion of developmental tasks in adjustment at all stages of life. Humans are not deterministic procedural, they do not follow fixed rules, but instead they respond flexibly to environmental feedback. Self-regulation gives a person the opportunity to choose how to act or behave which is influenced by emotions (McClelland et al., 2017).

To improve a person's self-regulation skills, Lemanov discovered the characteristics of self-regulation, including 1) self-regulation structure skills, including setting goals, establishing models of conditions and situations, creating action algorithms to achieve desired results, evaluating results and improving them, 2) dynamic characteristics include, caution, confidence in action, practicality and maintaining the organization of activities, 3) functional skills include, skills in detailing, organizing, and maximizing actions, 4) personality style includes, initiative, awareness, responsibility, and quality discipline and will (Limanov & Osnitsky, 2020).

Apart from self-regulation, counseling therapy is thought to be able to help students reduce anxiety in facing the world of work. Diab and Eita prove that counseling can increase self-esteem and reduce anxiety levels (Diab & Eita, 2015). Diab further recommended that in order to improve the quality of nursing faculties, they could promote counseling programs through conferences, seminars and new courses or training. Likewise, Tanhan and his friends found that Apart from reducing anxiety, counseling can also improve mental health (Diab & Eita, 2015). For this reason, this research will provide counseling therapy to help solve the problems faced by students, especially in facing the world of work.

This research was carried out at a private university in Kediri City. The city is quite strategic as a research center, because it has no less than 20 universities in the form of universities, institutes, high schools and academies (Puspitawati, 2020). With a total of approximately 37,000 students. Meanwhile, final year students are quite high, more than 8,000 students. From this number, of course they hope that they will all get jobs in the future.

2. METHODS

This research is using experimental method. The method employed is based on an analysis incorporating various quantitative and qualitative approaches. This experiment is utilized to examine self-regulation and counseling therapy (Sørensen et al., 2010). Meanwhile, the research design uses a quasi non equivalent control group. The research population was students of the 7th semester Islamic Psychology Study Program (PI), Tribakti Islamic University, Kediri and the Faculty of Management and Business, UNP Kediri, 7th semester Accounting Study Program. Sampling was carried out based on student characteristics and in the same semester. Purposive sampling was employed to select participants based on predetermined criteria, namely seventh-semester students who were approaching

graduation and preparing to enter the workforce. One class from each institution was selected, with 30 students in each class.

The data collection technique uses a scale test with the aim of obtaining behavioral indicators which are a reflection of the research subject's self-state in facing the world of work, namely measuring 1) the level of self-regulation and 2) the level of student anxiety. a total of 20 items. This scale test is important for obtaining a valid measure of ability (Faiz et al., 2022).

Direct counseling treatment for 7 face to face meetings. In detail, one face to face pretest and one final face to face post test. The analysis technique used is quantitative data analysis techniques, namely descriptive statistical techniques and ANOVA (Akhmetzyanova, 2017). Descriptive statistics look at the mean, standard deviation, variance and presentation. Anava is used to measure the mean of several groups of research subjects.

The assessment results in determining the scoring scale used guidelines from Poerwanto. With the following table below:

Table 1. Category Percentage of Question Item

Level of Implementation of Predicate	Letter Values	Values
89 – 100%	A	Very Good
76 – 85%	B	Good
60 – 65%	C	Sufficient
55 – 59%	D	Less
≤ 54%	E	Very Poor

(Source: Ngalm Poerwanto, 2002)

The scope of self-regulation is adapted from (Miller & Brown, 1991) published in the Research Collaboration Journal with indicators, 1. Receiving relevant information, 2. evaluating information and comparing it with norms, 3. triggering change, 4. looking for options, 5. formulate a plan, 6. implement the plan, and 7. assess the effectiveness of the plan.

To determine the level of strength of self-regulation, the following interpretation guidelines are used. The number of questions is set at 63 items:

- If the total score is > 239, it is classified as high (intact) self-regulation (top quartile).
- If you get a score of 214-238, then your self-regulation capacity is medium (medium), (middle quartile).
- And if the value obtained is <213, then self-regulation is considered low (impaired) self-regulation capacity (lower quartile)

The study used both primary and secondary data. Primary data were obtained directly from respondents through self-regulation and anxiety questionnaires administered before and after the intervention. The self-regulation instrument measured students' ability to regulate their thoughts, emotions, and behaviors, while the anxiety instrument measured students' anxiety levels in facing the world of work. Secondary data were obtained from institutional documents, relevant literature, and previous studies that supported the theoretical framework and interpretation of the findings.

3. FINDINGS AND DISCUSSIONS

Findings

Table 2. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Postes	Control Class	30	71.27	7.511	1.371
	Experimental Class	30	75.27	7.561	1.380

From the group mapping table above, it can be explained that the number of respondents in the control class was 30, the average was 71.27 and the standard deviation was 7.511, while the experimental class 30 had an average of 75.27 and a standard deviation of 7.561. This data shows that the average of respondents from the experimental class is higher than that of the control class. The differences in the results of the T test analysis can be read in the following picture:

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Postes	Equal variances assumed	.004	.947	-2.056	58	.044	-4.000	1.946	-7.895	-.105
	Equal variances not assumed			-2.056	57.997	.044	-4.000	1.946	-7.895	-.105

The independent sample T test analysis table above shows that the 2-way (t-tailed) significance value of 0.044 is smaller than 0.05 ($0.044 < 0.05$). This means that the probability value is $p < 0.05$, indicating the null hypothesis is rejected. Thus there is a difference in score points between the control group and the experimental group. This means that there is a difference in students' anxiety levels in facing the world of work when direct counseling treatment is carried out versus without treatment. The description of the experimental class can be explained in the following table:

The table above explains that the number of students with 19 high regulations and high anxiety has an average of 66.74 and a standard deviation of 5.020. Then the number of students is 11, high regulation and low anxiety mean 62.64 and standard deviation 4,342. There were 11 students with low regulation, high anxiety, an average of 61.18 and a standard deviation of 5,154. Meanwhile, there were 19 students with low regulation, low anxiety with an average of 57.84 and a standard deviation of 4,246.

Table 4. Tests of Between-Subjects Effects

Dependent Variable: Anxiety					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	765.258 ^a	3	255.086	11.591	.000
Intercept	214925.616	1	214925.616	9766.236	.000
Selfregulasi	373.092	1	373.092	16.953	.000
Directivcons	192.825	1	192.825	8.762	.005

Selfregulasi * Directivcons	2.016	1	2.016	.092	.763
Error	1232.392	56	22.007		
Total	233755.000	60			
Corrected Total	1997.650	59			

A. R Squared = 0.383 (Adjusted R Squared = 0.350)

The table above shows that the significance of self-regulation (x1) is 0.00. This value is smaller than the probability of 0.05. This means that the hypothesis is not rejected, while the alternative hypothesis is accepted. This means that there is an influence of self-regulation on students' anxiety in facing the world of work (y). Then the significance of directive counseling (x2) is 0.005, this value is smaller than the probability of 0.05. This shows that the hypothesis is not rejected, meaning that there is an influence of directive counseling on students' anxiety levels in facing the world of work. Meanwhile, the significance of self-regulation (x1) and directive direction (x2) is 7.63. This value is greater than the probability of 0.05. This means that the hypothesis is not accepted. This means that self-regulation (x1) and directive counseling (x2) together address student anxiety in facing the world of work

Discussion

The influence of self-regulation on students' anxiety levels in facing the world of work.

As the table in the data shows, self-regulation has a significant effect on students' anxiety levels in facing the world of work. This means that the higher the student's level of self-regulation, the lower the student's level of anxiety in facing the world of work. This is quite reasonable because with self-regulation, individuals have the ability to regulate their cognition, emotions and actions. Even individual competence is developing well. Through self-regulation, individuals have a personal management system that involves the process of guiding thoughts, behavior and feelings to achieve goals (Matrić, 2018). Here individuals gradually organize themselves to control themselves including motivating themselves, regulating behavior, and developing themselves in a network of reciprocal influences when facing the environment (Lestari & Az Zahra, 2024). Mariyam Shareefa and colleagues found that the influence of self-regulation and awareness on well-being and academic self-efficacy in higher education(Shareefa et al., 2025).

Baumeister, one of the leading psychologists who has studied self-regulation, states that it has four components, namely, 1) standards of desired behavior, 2) motivation to meet standards, 3) monitoring of situations and thoughts that precede violations of these standards and finally 4) willpower ("Self-Regulation Theory," 2023). Baumeister and other colleagues developed three regulatory models, first, increasing willpower. At this level, the same as exercise makes muscles stronger. There are signs that regular self-knowledge can increase willpower (Allen et al., 2023). For example, control in the areas of spending money or exercising will lead to improvements in unrelated areas, such as studying or household chores. Likewise, when facing future employment opportunities, students tend to be more rational. They measure the current job arena in direct proportion to future jobs. This means that people's fate in getting a job is determined by their skill level. For this reason, students are more confident in building their own skills as capital to get a job in the future (Pedroso et al., 2022).

Second, savings. At this stage the individual tries to save his energy to achieve his goals. The main aim of learning, in this case, is that students are studying in their final semester, it is quite reasonable for them to think about jobs in the future, but at the same time, they save their minds so they don't worry too much about facing the world of work. The same thing happens, as athletes start to conserve their remaining strength when their muscles start to tire (Suchomel et al., 2016). The severity of behavioral disturbances during energy depletion depends in part on whether the individual expects further challenges and demands. When people wish to exercise self-control, they will reduce their performance as a cost-saving measure (Rafieian & Sharif, 2023). Such self-regulation is an important

component of psychosocial theories of exercise behavior and a lack of self-regulation skills is associated with lower health-related exercise adherence(Hagger et al., 2010).

Third, consistency. In this session the individual attempts to defend himself even though ego depletion occurs. So what is done is to shift the view that the goal must be achieved by remembering that the benefits and value of the goal are quite large(Baumeister et al., 2007). Therefore, individuals with self-regulation will understand high self-control. The function of individual self-control here has potential applications across a broad spectrum of human behavior (Duckworth et al., 2018). Conversely, poor self-control is associated with increased levels of psychopathological complaints and symptoms, as well as increased vulnerability to various substance abuse and eating disorders. As Nilsen and friends found, self-control and the relationship between self-control and factors that can increase individual goal attainment, quality of life, and mental and physical health(Nilsen et al., 2020).

The influence of directive counseling on final students' anxiety levels regarding the world of work.

As explained in the table, it can be seen that directive counseling has a significant effect on students' anxiety levels in facing the world of work. This shows that learning that is equipped with direct guidance will have an impact on students to learn to manage their thoughts and feelings to face the problems they are experiencing. In accordance with its function, directive counseling is to actively help students' thinking and mental conditions in an effort to become rational, responsible and complete individuals (Walsh et al., 2020). So that when facing problems such as the current conditions in the world of work, students can rationally prepare themselves enthusiastically and carefully. As Lubis and friends found, directive counseling can improve students' self-adjustment when they interact with the environment(Lubis et al., 2022). Of course, these findings are related to directive counseling therapy which can practically have a positive impact on clients. Apriata and Rosmaladewi, found that effective student counseling (GC) management, implemented through systematic planning, participatory implementation (Directive counseling), reflective evaluation, and continuous follow-up, contributed significantly to increasing students' academic motivation and emotional engagement (Apriata & Rosmaladewi, 2025).

In practice, directive counseling is carried out through 6 stages. First, data analysis is carried out relating to the client's condition, both the problems they think, feel and hope for. At this stage the counselor holds a conversation with the counselee to build a relationship with the counselee. Then the counselor plans alternative solutions that will be given to the counselee. This initial stage can be said to be successful if the client is open in expressing the problems they are experiencing (Žak, 2022). To support this success, the counselor shows empathy and asks questions to open the conversation, and remains silent when the counselor expresses things they are facing or thinking about. When the counselor expresses the events in mind, at this time the counselor gets data to solve.

Second, carry out a synthesis to identify all of the client's personalities until their strengths and weaknesses are known. This stage is carried out by the chancellor himself to recommend the counselee's thoughts and feelings. In fact, this can be done by the chancellor himself to improve good self-understanding. Next, the chancellor's action is to help the counselee be better able to understand themselves, including all their strengths and weaknesses. Next, the client is helped to overcome his weaknesses. For this reason, it can be understood that counselors must interpret data, including testing and non-testing data

Third, diagnose the problem and the main elements faced by the counselee which includes the causes. An interesting step in diagnosing is drawing logical conclusions regarding the problems faced by the client based on the client's personal picture from the results of analysis and synthesis. At this stage, three activities are carried out, namely, identifying the problem, formulating the sources of etiological causes of the problem and at the same time carrying out a prognosis. These three actions are important considering that counselee behavior is often too complicated or complex to understand, as a result of the influence of interactions with various factors.

Fourth, predictions. At this stage the counselor tries to test the counselee's understanding regarding the problems they are facing themselves (Irma et al., 2024). The purpose of this prediction is to provide answers to the counselee's questions according to the desire to find out his abilities, including facing the work that the counselee will later be able to do. However, a counselor must still be careful in making and testing prediction results, because they have an impact on the decisions taken by the counselee.

Fifth, problem solving. At this stage the counselor designs possible assistance, namely generating all potential counsees and the process of determining appropriate alternatives to anticipate problems. This is then followed by an agreement or contract between the counselor and the counselee. These include time contracts, assignments and collaboration. In connection with the time contract, students are given a time limit to try to solve the problem they are facing. For example, when students have difficulty deciding on post-college employment options. Students are given two twenty-four hour decision times. Meanwhile, regarding collaboration, students are given an overview to analyze a number of possible collaborations that could be carried out. Starting from close friends, seniors, lecturers, entrepreneurs, producers and other colleagues who you might be able to work with.

Sixth, follow-up or follow-up and review of results. In this stage, the counselor follows up on the results of the evaluation in the form of providing an explanation of the abilities that students must prepare to face post-college employment. There are 4 things that counselors recommend to clients, 1) Master the latest technology, from social media to collaboration and communication networks. The importance of this network is to enrich and share information, work together on projects, exchange ideas and even build work together, 2) choose the desired career path. Students in this offer are given advice on choosing a career according to the student's interests and talents. Especially those that are close to the study program they are taking, 3) It is recommended to continue developing intellectual, emotional and social abilities. This is very important to strengthen students' mentality in facing existing challenges. 4) foster and develop a system of values and ethics. This is needed by students as an effort to strengthen and mature themselves in relationships and communicating with each other.

The influence of self-regulation and directive counseling on final students' anxiety levels regarding the world of work.

The results of the Manava analysis explain that there is no influence of self-regulation and directive counseling on final students' anxiety levels regarding the world of work. This means that students who have high self-regulation do not affect their anxiety levels in facing the world of work, even if they are given direct counseling. In general, providing guidance can be influential when given to people who have low regulation. As Dignath found, counselors are quite instrumental in helping clients who may not have strong self-regulation, clients who have high self-regulation tend to be independent and do not need direct counseling (Dignath & Veenman, 2021). It could be that the counselor's role here is to strengthen self-regulation. Meanwhile, students who have high self-regulation no longer need self-regulation content.

Self-regulation involves interconnected core elements that shape an individual's ability to control themselves across various situations. Several supporting components include:

1) Standards and goals. This component encompasses an individual's ability to establish standards or criteria for desired outcomes—whether short-term or long-term goals. These standards serve as a benchmark for evaluating one's own behavior against expected results, thereby guiding the individual on the next course of action. A focused learning goal is a key determinant of learning success, and this experience is characteristic of learners with high self-regulation (Kashif & Shahid, 2021). It is concluded that self-regulation is a significant factor in academic success. Students with high levels of self-regulation achieve higher GPAs. Similarly, findings by Dekker et al. indicate that students with higher levels of metacognitive self-regulation demonstrate superior achievement—particularly performance-oriented achievement—compared to those with lower levels of self-regulation (Dekker et al., 2016).

Conversely, feelings of anxiety regarding the workforce fall outside the scope of self-regulation and do not intersect with it; in other words, self-regulation does not correlate with anxiety. Self-regulation focuses more on the process, beginning with planning and the setting of activity targets. This aligns with research findings by Junyi Li et al., which indicate that self-regulation significantly influences students' discipline in science subjects (including mathematics and physics) in China (Li et al., 2018).

2) Motivation and drive. Motivation acts as the driving force that compels individuals to achieve established goals. Without strong motivation, the self-regulation process lacks effectiveness, as individuals lack the internal drive to guide strategic decision-making or sustain goal-oriented actions. Goal setting is crucial for structuring subsequent stages, as it provides direction and ensures the appropriate use of steps, actions, and resources. At this level, self-regulation fosters focus, aids in task prioritization, and helps avoid distractions that do not contribute to goal achievement. Furthermore, regulation in this context serves to mediate the relationships among continuous assessment, equity, teacher support, task orientation, cooperation, and student motivation. (Cai & Lombaerts, 2024). At this level, self-regulation also fosters focus, aids in task prioritization, and helps avoid distractions that do not support goal achievement. Consistent with these findings, self-regulation has been shown to be closely linked to both intrinsic and extrinsic motivation. Intrinsic motivation centers on interest, personal significance, and a mastery orientation, whereas extrinsic motivation focuses on performance orientation, goal setting, self-imposed consequences, and environmental control (Ilshkina et al., 2022). When learners perceive satisfying progress toward their goals, they feel capable of enhancing their skills, which in turn motivates them to set new, more challenging goals (Schunk, 1990).

3) Monitoring and control. In this component, self-regulation plays a role in evaluating one's behavior, thoughts, and feelings while engaging in specific activities or tasks. In this regard, Werner and Ford observe that engaging in activities requires a clear framework comprising three stages of regulation: identifying needs and exercising self-control, selecting strategies to manage temptations, and implementing the chosen strategies. These regulatory stages are then monitored flexibly over time (Werner & Ford, 2023). Control refers to the ability to manage and adjust necessary actions to remain on track toward achieving goals. Research findings by Wilken Wehr indicate that self-regulation is important for task performance, alongside low levels of fatigue. Furthermore, research results highlight the benefits of self-regulation strategies for task performance (Wehrt et al., 2022).

4) Evaluation and reflection. At this stage, self-regulation plays a role in evaluating the outcomes of actions, comparing them against established standards, and reflecting on the successes achieved. This phase is crucial for refining future strategies. Self-regulation is quite effective for self-evaluation, particularly regarding the work environment (Begum & Venkatesan, 2026). Research by Pazhoman et al. indicates a positive relationship between teachers' reflective practices and self-regulation. Reflective practice has been identified as a strong predictor in language learning. To enhance the quality of instruction, it is recommended that teachers be equipped with self-regulation skills and reflective techniques (Fathizadeh & Khoshouei, 2017).

5) Execution and impulse control. This refers to self-regulation as the ability to carry out plans and remain consistent despite distractions, emotional disturbances, or temptations that could derail one from the intended goal. Self-regulation serves as a key psychological mechanism for controlling impulsive consumer behavior. As found by Ratnamaya and Dewi, self-regulation acts as a primary restraint against impulsive actions, particularly when supported by intrapersonal communication strategies (Ratnamaya & Dewi, 2025).

According to counseling theory, counseling is given for deviant behavior, solely to provide assistance to the counselee in the form of encouraging the desire for change and cooperation. The characteristic of psychological assistance in the event of deviant behavior is that it is active, organized and positive. The effectiveness of assistance is determined based on time, adequacy and extent (Ахметзянова, 2017). Counseling provisions state that the counselor's intervention is not limited, but is

still given more dominance to clients who have psychological deviation problems. Meanwhile, the students studied here were normal and very few experienced psychological deviations. Providing direct counseling to normal people does not have a significant effect.

On the other hand, if direct counseling is given to normal students, it is the same as direct guidance given to parents who experience psychological problems. As a result, it has an indirect effect on children, namely it can influence the child's low level of self-regulation. Like Mathis' findings, parental stress can influence the development of children's self-regulation, especially through indirect influence pathways. Especially parental reliance on negative control over time. In turn, parental use of negative control appears to be directly related to children's lower levels of self-regulation (Mathis & Bierman, 2014).

The condition of students who have high self-regulation will naturally do anything that can improve themselves. Because they are aware of their future interests. Students who have characteristics like this actually refuse or do not want intensive guidance from counselors, because they feel capable of solving the problems they face. Likewise, with anxiety in facing the world of work, clients who have high regulation do not seem to mind it, because they are confident that they will get a job according to the skills they have developed.

4. CONCLUSION

Finally, this research can be concluded from the results of the ANOVA test. There is an influence of self-regulation on students' anxiety levels in facing the world of work. This is proven by the significant value of self-regulation (x1) of 0.00. This value, when transformed into the Fisher distribution or F test, is smaller than the probability $\alpha \leq 0.05$. This means that there is an influence of self-regulation on students' anxiety in facing the world of work (y).

There is an influence of directive counseling on students' anxiety levels in facing the world of work. It is proven that the significance value of directive counseling (x2) is 0.005, this value is smaller than the probability of 0.05. This shows that directive counseling influences students' anxiety levels in facing the world of work.

Meanwhile, the significance value of the variables self regulation (x1) and directive counseling (x2) is 7.63. This value is greater than the probability of 0.05. This means that self regulation (x1) and directive counseling (x2) together have no effect on students' anxiety in facing the world of work

REFERENCES

- Akhmetzyanova, A. I. (2017). *Psychological Counselling In Deviant Behavior: Articulation Of Issue*. 41–48. <https://doi.org/10.15405/epsbs.2017.08.02.6>
- Allen, E. C., Masonheimer, A. T., & Wolters, C. A. (2023). Do dispositional motivational beliefs predict self-regulated learning strategies? An examination of willpower beliefs. *International Journal of Educational Research*, 119, 102174. <https://doi.org/10.1016/j.ijer.2023.102174>
- Apriata, E., & Rosmaladewi, O. (2025). Integrating Counseling Management and Multicultural Education: A Model for Enhancing Students' Learning Motivation. *Journal of Science and Education (JSE)*, 6(1.2), 1–14. <https://doi.org/10.58905/jse.v6i1.2.685>
- Baumeister, R., Vohs, K., & Tice, D. (2007). The Strength Model of Self-Control. *Current Directions in Psychological Science*, 16, 351–355. <https://doi.org/10.1111/j.1467-8721.2007.00534.x>
- Begum, N. F., & Venkatesan, D. (2026). Self-regulated learning behaviours and employability skills in online learning environments: The mediating role of self-evaluation. *Frontiers in Education*, 11, 1832369. <https://doi.org/10.3389/feduc.2026.1832369>

- Cai, J., & Lombaerts, K. (2024). Self-regulation matters: Examining the relationship between classroom learning environments and student motivation through structural equation modeling. *Social Psychology of Education*, 27(2), 411–434. <https://doi.org/10.1007/s11218-023-09827-6>
- Dekker, S., Krabbendam, L., Lee, N., Boschloo, A., De Groot, R., & Jolles, J. (2016). Dominant Goal Orientations Predict Differences in Academic Achievement during Adolescence through Metacognitive Self-Regulation. *Journal of Educational and Developmental Psychology*, 6(1), 47. <https://doi.org/10.5539/jedp.v6n1p47>
- Diab, S., & Eita, L. (2015). Impact of counseling on self-esteem and anxiety levels among nursing students. *Journal of Nursing Education and Practice*, 5. <https://doi.org/10.5430/jnep.v5n6p106>
- Dignath, C., & Veenman, M. V. J. (2021). The Role of Direct Strategy Instruction and Indirect Activation of Self-Regulated Learning—Evidence from Classroom Observation Studies. *Educational Psychology Review*, 33(2), 489–533. <https://doi.org/10.1007/s10648-020-09534-0>
- Duckworth, A. L., Milkman, K. L., & Laibson, D. (2018). Beyond Willpower: Strategies for Reducing Failures of Self-Control. *Psychological Science in the Public Interest*, 19(3), 102–129. <https://doi.org/10.1177/1529100618821893>
- Faiz, A., Putra, N. P., & Nugraha, F. (2022). MEMAHAMI MAKNA TES, PENGUKURAN (MEASUREMENT), PENILAIAN (ASSESSMENT), DAN EVALUASI (EVALUATION) DALAM PENDIDIKAN. *JURNAL EDUCATION AND DEVELOPMENT*, 10(3), 492–495. <https://doi.org/10.37081/ed.v10i3.3861>
- Fathizadeh, A., & Khoshouei, M. S. (2017). *The relationship between self-regulation and personality traits with job stress in University of Isfahan employees.*
- Hagger, M. S., Wood, C. W., Stiff, C., & Chatzisarantis, N. L. D. (2010). Self-regulation and self-control in exercise: The strength-energy model. *International Review of Sport and Exercise Psychology*, 3(1), 62–86. <https://doi.org/10.1080/17509840903322815>
- Herrera, S., Montorio, I., & Cabrera, I. (2015). Effect of anxiety on memory for emotional information in older adults. *Aging and Mental Health*, 21, 1–7. <https://doi.org/10.1080/13607863.2015.1093601>
- Ilishkina, D. I., De Bruin, A., Podolskiy, A. I., Volk, M. I., & Van Merriënboer, J. J. G. (2022). Understanding self-regulated learning through the lens of motivation: Motivational regulation strategies vary with students' motives. *International Journal of Educational Research*, 113, 101956. <https://doi.org/10.1016/j.ijer.2022.101956>
- Irma, I. S. N., Mona, L. S., Fitriani, W., & Quileste, R. M. (2024). INITIAL ASSESSMENT IN COUNSELING. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, 8(2), 143–150. <https://doi.org/10.26740/bikotetik.v8n2.p143-150>
- Kashif, M. F., & Shahid, R. (2021). Students' Self-Regulation in Online Learning and its Effect on their Academic Achievement. *Global Educational Studies Review*, VI(III), 11–20. [https://doi.org/10.31703/gesr.2021\(VI-III\).02](https://doi.org/10.31703/gesr.2021(VI-III).02)
- Lestari, V. D., & Az Zahra, A. (2024). Self-Regulated Learning for Active Organizational Students of the Faculty of Psychology and Humanities. *Journal of Islamic Communication and Counseling*, 3(1), 13–31. <https://doi.org/10.18196/jicc.v3i1.52>
- Li, J., Ye, H., Tang, Y., Zhou, Z., & Hu, X. (2018). What Are the Effects of Self-Regulation Phases and Strategies for Chinese Students? A Meta-Analysis of Two Decades Research of the Association Between Self-Regulation and Academic Performance. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.02434>
- Limanov, E. V., & Osnitsky, A. K. (2020). Activity Self-Regulation and Anxiety Level in Avocational and Professional Musicians. *European Proceedings of Social and Behavioural Sciences, Personal and Regulatory Resources in Achieving Educational and Professional Goals in the Digital Age.* <https://doi.org/10.15405/epsbs.2020.10.04.32>
- Lubis, S. A., Aswin, S., & Rusman, A. A. (2022). Implementation of Individual Counseling Service Management with Directive Counseling Methods in Improving Self-Adjustment. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 7(1), Article 1. <https://doi.org/10.31538/ndh.v7i1.1891>

- Mathis, E., & Bierman, K. (2014, May 29). *Direct and Indirect Influences of Parenting Stress on Children's Self-Regulation*.
- Matrić, M. (2018). Self-regulatory systems: Self-regulation and learning. *Journal of Process Management. New Technologies*, 6, 79–84. <https://doi.org/10.5937/jouproman6-19338>
- McClelland, M., Geldhof, J., Morrison, F., Gestsdottir, S., Cameron, C., Bowers, E., Duckworth, A., Little, T., & Grammer, J. (2017). Self-Regulation. In *Handbook of Life Course Health Development* (pp. 275–298). https://doi.org/10.1007/978-3-319-47143-3_12
- Nilsen, F., Bang, H., Boe, O., Martinsen, Ø., Lang-Ree, O., & Røysamb, E. (2020). The Multidimensional Self-Control Scale (MSCS): Development and Validation. *Psychological Assessment*. <https://doi.org/10.1037/pas0000950>
- Pambudhi, Y., Suarni, W., & Alirudin, A. (2021). Motivasi Mahasiswa Tingkat Akhir dengan Kecemasan Mendapatkan Pekerjaan. *Jurnal Sublimapsi*, 2, 32. <https://doi.org/10.36709/sublimapsi.v2i1.14696>
- Pedroso, J. E., Alcarde, M. L., Gordon, A. J., & Ponesto, C. B. (2022). Challenges and Opportunities Faced By Working Students amidst Pandemic. *JOURNAL OF DIGITAL LEARNING AND DISTANCE EDUCATION*, 1, 9–17. <https://doi.org/10.56778/jdlde.v1i5.38>
- Puspitawati, F. (2020). ANALISIS POTENSI WILAYAH BERBASIS PENGEMBANGAN DALAM SEKTOR PERINDUSTRIAN DI KOTA KEDIRI. *Journal of Historical Geography*.
- Rafieian, H., & Sharif, M. A. (2023). It's the Effort That Counts: The Effect of Self-Control on Goal Progress Perceptions. *Journal of Marketing Research*, 60(3), 527–542. <https://doi.org/10.1177/00222437221123969>
- Ratnamaya, N. P. D. C., & Dewi, N. L. Y. (2025). Self-Regulation as a Control of Consumptive Behavior. *Pasundan Social Science Development*, 6(1), 100–114. <https://doi.org/10.56457/pascidev.v6i1.260>
- Schunk, D. H. (1990). Goal Setting and Self-Efficacy During Self-Regulated Learning. *Educational Psychologist*, 25(1), 71–86. https://doi.org/10.1207/s15326985ep2501_6
- Self-regulation theory. (2023). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Self-regulation_theory&oldid=1150325931
- Shareefa, M., Moosa, V., Saeed, K., Hassan, V., & Kashif, M. (2025). Impact of students' self-regulation and mindfulness on academic self-efficacy; the mediation effect of mental well-being. *Cogent Education*, 12(1), 2498183. <https://doi.org/10.1080/2331186X.2025.2498183>
- Sørensen, F., Mattsson, J., & Sundbo, J. (2010). Experimental methods in innovation research. *Research Policy*, 39(3), 313–322. <https://doi.org/10.1016/j.respol.2010.01.006>
- Suchomel, T. J., Nimphius, S., & Stone, M. H. (2016). The Importance of Muscular Strength in Athletic Performance. *Sports Medicine*, 46(10), 1419–1449. <https://doi.org/10.1007/s40279-016-0486-0>
- Walsh, A., Wells, J., & Gann, S. M. (2020). Directive Counseling: Theory and Practice. In A. Walsh, J. Wells, & S. M. Gann, *Correctional Assessment, Casework, and Counseling* (pp. 153–175). Springer International Publishing. https://doi.org/10.1007/978-3-030-55226-8_8
- Wehrt, W., Casper, A., & Sonnentag, S. (2022). More than a muscle: How self-control motivation, depletion, and self-regulation strategies impact task performance. *Journal of Organizational Behavior*, 43(8), 1358–1376. <https://doi.org/10.1002/job.2644>
- Werner, K. M., & Ford, B. Q. (2023). Self-control: An integrative framework. *Social and Personality Psychology Compass*, 17(5), e12738. <https://doi.org/10.1111/spc3.12738>
- Žak, A. M. (2022). What Is Helpful: The Client's Perception of the Solution-Focused Brief Therapy Process by Level of Engagement и ро. *Journal of Solution Focused Practices*, 6(2). <https://doi.org/10.59874/001c.75017>
- Ахметзянова, А. (2017). *Psychological Counselling In Deviant Behavior: Articulation Of Issue*. 41–48. <https://doi.org/10.15405/epsbs.2017.08.02.6>

