

The Role of *Self-Regulated Learning* and Emotional Intelligence Towards Anxiety To Math Lesson

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Abstract

Mathematics is an important subject due to the fact that it is an universal knowledge that applies to the development of modern technology and generally has applications in all disciplines. In reality, mathematics is considered a difficult subject that can generate anxiety in students learning it. The aim of this study is to discover the role of *self-regulated learning* and emotional intelligence towards anxiety in students studying mathematics in Cibinong High School. The subjects in this study are 137 students using stratified random sampling to select the participants. The analysis results show that there are significant correlation between *self-regulated learning* and emotional intelligence to anxiety due to mathematical lessons. The better the ability in *self-regulated learning* and emotional intelligence score, the lower the anxiety towards mathematical lessons. The data collection method used in the study is the scalar method, which is described as *the self-regulated* method scale. To conclude, the better the *self-regulated learning* ability and the higher the emotional intelligence score is, the lower the anxiety towards mathematical lessons. The reverse is also true. the lower their *self-regulated learning* ability and emotional intelligence score, the higher the anxiety will be towards math lessons.

Keywords: *Self-Regulated Learning*, Emotional Intelligence, Mathematics Anxiety