

## Quantitative Study on the Influence Of Emotional Regulation on the Resilience of Preschool Teachers in Inclusion Schools

1<sup>st</sup>Alucyana<sup>1</sup>, 2<sup>nd</sup>Raihana<sup>2</sup>, 3<sup>rd</sup>Sisra Zeni<sup>3</sup>

<sup>1,2,3</sup>Universitas Persada Indonesia YAI Jakarta, Indonesia

### Corresponding Author:

#### Raihana

Universitas Persada Indonesia YAI Jakarta, Indonesia (Jl. Pangeran Diponegoro No.74, RT.2/RW.6, Kenari, Kec. Senen, Kota Jakarta Pusat, Daerah Khusus Ibukota Jakarta 10430)

e-mail: Raihana.2166290012@upi-yai.ac.id

ARTICLE INFORMATION	ABSTRACT
<b>Article History:</b> Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>Abstract: This research examines the resilience of early childhood education (ECE) teachers in relation to emotional regulation and age within inclusive schools. The aim of this study is to analyze how a teacher's emotional regulation and age influence their resilience. This is a correlational quantitative study, as it seeks to determine whether there is a relationship between one variable and another, and if so, to what extent these variables are related. The variables in this study include resilience, emotional regulation, and age. The sample consists of 60 participants. The data analysis method used is multiple regression. The findings indicate that emotional regulation and age have a significant impact on the resilience of ECE teachers, with 75.1% of ECE teachers' resilience being influenced by emotional regulation and 75.1% being influenced by age in inclusive schools. Future researchers are encouraged to explore the resilience of ECE teachers in inclusive schools from other perspectives.</i>
<b>Keywords:</b> <i>Resilience; Emotional Regulation; ECE Teachers; Early Childhood</i>	

## INTRODUCTION

Education is the right of all people, both normal children and children with special needs. Their equal rights with other citizens are affirmed in Article 31 of the 1945 Constitution which states that "Every citizen has the right to receive instruction". The forms of education for children with special needs are special schools and inclusive schools. According to Article 1 of Permendiknas No. 70 of 2009, Inclusive education is an education delivery system that provides opportunities for all students who have abnormalities and have the potential for intelligence and/or special talents to attend education or learning in one educational environment together with students in general (Darma and Rusyidi 2015).

The practice of the inclusive education system itself has been going on since 2007, but the reality is that until now it still causes problems in various aspects. Inclusive education in early childhood cannot be separated from the discussion about their development as a student. The role of teachers and parents is very important for early childhood inclusive education (Kristiana, 2015). Teachers are an important part of the running of the wheels of education. An education system unit can run well depending on several factors, such as teachers, students, curriculum, and facilities. Of the factors of the education system, the teacher is the party that

gets a lot of attention and is used as a study because it is the main axis of the entire educational structure (Hapsari and Mardiana 2016).

The presence of inclusive education currently plays a very important role for a teacher. Teachers are required to manage the learning process optimally in a classroom that has students with special needs. Many methods are used by teachers to produce a positive classroom environment, but in reality there are still other problematic behaviors in the classroom. The responsibility of teachers in educating children well is the expectation of every parent who entrusts their children at school, but sometimes the expectations are too high, making teachers feel pressured. According to Reilly (Reilly 2014) in carrying out their duties, teachers who have poor performance will be poor in managing their classes and will also cause dissatisfaction with their work. This is also one of the causes of teachers feeling pressured to be at school.

The existence of teachers with a special education background is important in inclusive schools, because regular teachers feel a lot of burden when dealing with students with disabilities or learning difficulties where they need more time and attention than other friends and do not show results as expected (Amalia and Kurniawati, 2021). This burden is added to the ability and educational background of inclusive school teachers who are not special education teachers. The results of initial interviews with researchers in several PAUD schools that accept children with special needs experience stress, pressure because they do not understand how to deal with and learning methods for children with special needs. Challenges and pressures on inclusive school teachers require resilience skills. Self-resilience is an individual's ability to

Resilience describes an individual's ability to respond to adversity or trauma in healthy and productive ways. In general, resilience is characterized by a number of characteristics, namely the ability to deal with adversity, resilience in dealing with stress or recovering from trauma experienced. Resilience is also defined as the ability of an individual to bounce back from the pressures of life, learn and look for positive elements from their environment to help the success of the process of adapting to all circumstances and developing all their abilities, despite being in a depressed living condition, either externally or internally (Ruswahyuningsih and Afiatin, 2015). The resilience process between individuals is different, even some individuals do not have resilience in their personalities. Some individuals are able to achieve resilience, but some are not.

Individuals are able to rise from the trauma they face if they have good resilience. Individuals learn that failure is not the end and seek new, more challenging experiences. Individuals view failure as a meaningful learning for the next life. This means that individuals who have good resilience will be able to survive and even bounce back in difficult life pressures, and vice versa, individuals who have low resilience who are unable to survive and bounce back in difficult life pressures (Wijaya and Noviyanti 2024). Another impact of individuals who have resilience, according to Amalia & Ridho (2021), can make individuals able to adapt to the discomfort that occurs in their lives and be able to control their emotions and also be able to take the positive side of every event that happens to them.

Reivich and Shatte (Septiani and Fitria 2016) describe seven abilities that make up resilience, namely: (a) Emotion regulation is the ability to remain calm under stressful conditions. Reivich and Shatte revealed two skills that can make it easier for individuals to carry out emotional regulation, namely calm and focus. These two skills will help individuals to control uncontrollable emotions, maintain the focus of individual thoughts when many things are distracting, and reduce the stress experienced by individuals. (b) Impulse control is the

ability of individuals to control desires, urges, preferences, and pressures that arise from within. Individuals can control impulsivity by preventing thinking errors, so that they can provide the right response to existing problems. (c) Optimism is when we see that our future is bright. Optimism possessed by an individual indicates that the individual believes that he has the ability to overcome misfortunes that may occur in the future. (d) Causal analysis indicates that an individual has the ability to accurately identify the cause of their problem, and they will not make mistakes continuously. (e) Empathy, which is the ability to understand and have concern for others. Empathy is closely related to an individual's ability to read other people's emotional signs or conditions. (f) Self Efficacy, which is the individual's ability to organize and carry out an action to achieve the desired results. Self efficacy also describes a person's feelings about how effectively they function in this world. It describes the belief that we can solve problems, that we have luck, and the ability to succeed. (g) Reaching Out, which is a person's ability to get out of the difficult conditions they have. Individuals who have the ability to reach out, they are curious and want to try new things in their life environment.

In order to survive in carrying out their profession, SLB teachers must have high resilience. Likewise, conversely, the low resilience of special education teachers will certainly have an impact on student learning in special schools, Resilience can be obtained through several aspects, one of which is emotion regulation. (Kumala Sari and Ika Mariyati 2023). Emotion regulation is the ability to remain calm under stressful conditions. If someone has good emotional regulation, they will be able to cooperate and help others (Pusvitasari and Yuliasari 2021). Conversely, if someone has low emotional regulation, it will have a negative impact on both themselves and others (Asiyah, 2018). This condition also applies to Inclusion Teachers. According to Hendrickson, emotional regulation is influenced by age and experience. This is the background in this study. The purpose of this study is to determine the effect of emotional regulation on teacher resilience in inclusive schools.

This research is a refinement of research that has been done before. Research conducted by Vinny Kurnia Vionita explains that the resilience of SLB C Rindang Kasih Megelang teachers is influenced by aspects such as emotion regulation, impulse control, optimism, problem cause analysis, and self-efficacy empathy (Vionita 2022). In addition, another study conducted by Eka Yulia Asfiyah that a special education teacher is said to have resilience if they are able to survive and adapt to the difficult conditions faced in teaching children with special needs (ABK). If this is balanced with having a work engagement attitude, the teacher will look positively at the problems faced and at the organization where he works (Asfiyah and Kurniawati P 2014). Another research conducted by Amalia & Ridho (2021) regarding resilience in honorary teachers during the pandemic, where these two honorary teachers have good resilience. These teachers are able to overcome their discomfort, control emotions and take positive aspects from every event that has occurred.

From the results of these studies it appears that research on resilience of PAUD teachers is rarely done. Therefore, this research is complementary and the latest that will examine and examine the resilience of PAUD teachers in terms of emotional regulation in inclusive schools. This research becomes one of the references that can be used as additional knowledge about teacher resilience in inclusive schools. Especially with the rarity of similar research, this research is expected to be a reference in knowing the resilience of PAUD teachers in inclusive schools. With the aforementioned reasons, this research will focus on examining the resilience of PAUD teachers in terms of emotion regulation in inclusive schools.

## METHOD

This research was conducted using a correlational quantitative approach. This approach is included in the correlational category because this research seeks whether or not there is a relationship between one variable and another and if there is a relationship, it is sought how far the relationship between these variables is (Sugiyono 2016). The variables in this study consist of resilience (dependent variable) and emotion regulation (independent variable). The sample in this study amounted to 60 people using random sampling, in which each individual in the population has the same possibility of being selected (Creswell 2021). The strata of this research subject are PAUD teachers in inclusive schools, aged 30-50 years with 2-5 years of service. The data collection method in this study was to use the resilience scale and emotion regulation scale. The data analysis method used is multiple regression.

## RESULTS AND DISCUSSION

### Result

Adapun hasil dari penelitian ini adalah sebagai berikut:

Tabel 1. Uji Koefisien Determinasi (Adjusted R<sup>2</sup>)

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.875 <sup>a</sup>	.766	.751	3,93825

a. Predictors: (Constant), Masa Kerja, Regulasi Emosi, Usia

b. Dependent Variable: Resiliensi Guru PAUD

The table above obtained an Adjust R<sup>2</sup> value of 0,75 or 75,1%. This means that 75.1% of PAUD teacher resilience is influenced by emotional regulation. The hypothesis in this study is (a) there is an effect of emotional regulation on the resilience of PAUD teachers.

Tabel 2. Uji Simultan (Uji F)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2336,549	3	778,850	50,217	,000 <sup>b</sup>
	Residual	713,451	46	15,510		
	Total	3050,000	49			

a. Dependent Variable: Resiliensi Guru PAUD

From the table above, the calculated F value is 50.217 with a significance of 0.000. While the F table value at the 5% significance level with the equation:

$$\begin{aligned} F_{\text{tabel}} &= n - k - 1 ; k \\ &= 50 - 3 - 1 ; 3 \\ &= 46 ; 3 \\ &= 2,807 \text{ (lihat table F dengan df1 = 3 dan df2 = 46)} \end{aligned}$$

Keterangan: n = Jumlah sampel  
k = Jumlah variabel bebas  
1 = konstan

Thus, the results obtained F count (50.217) > F table (2.807) or significance (0.000) < 0.05. Thus it can be seen that emotion regulation, together have a significant effect on the resilience of PAUD teachers. Thus the hypothesis is accepted.

Tabel 3. Uji Parsial (Uji T)

Model		Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	13,141	6,611		1,988	,053
	Regulasi Emosi	,551	,081	,492	6,804	,000

a. Dependent Variable: Resiliensi Guru PAUD

The table above shows that the t value and the significance of the independent variables. It is known that the t table value (2-sided test at 5% alpha) with the equation:

Keterangan: n = Jumlah sampel

k = jumlah variabel bebas

1 = konstan.

Thus, the following results are obtained that for the emotion regulation variable, the t value is 6.804 with a significance of 0.000. Thus, it is known that t count (6.804) > t table (2.013) or significance (0.000) < 0.05. This means that emotion regulation has a significant effect on the resilience of PAUD teachers.

Multiple Linear Regression Equations:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$Y = 13,141 + 0,551 X_1 + 0,382 X_2 + 0,023 X_3 + e$$

The meaning of the regression equation above is:

- The constant value (a) is 13.141. This means that if emotional regulation is assumed to be zero (0), then the resilience of PAUD teachers is 13.141.
- The regression coefficient value of the emotion regulation variable is 0.551. This means that every increase in emotional regulation by 1 unit, it will increase the resilience of PAUD teachers by 0.551.

## Discussion

Education is the right of all people, both normal children with special needs. Teachers have an important role in the continuation of education. In educational institutions, there is what is known as an inclusive school. Inclusive schools are a metamorphosis of human culture. That every human being is the same, has the same rights and the same opportunity to develop and get an education for the continuation of a better life. In education, everyone has the right to be equal. Inclusive schools are one of the answers, that education does not recognize discrimination, that all have the right to get it (Asiyah 2018) A. In inclusive schools, teachers are required to remain able to teach with diverse sisea conditions including children with special needs. This condition is a heavy burden for teachers so they must have good resilience and emotional regulation (Nirmala and Hikmah 2022)

Emotion regulation is a very significant function in human life. Emotion regulation itself is a form of control that a person exercises over his emotions (Poegoeh and Hamidah 2016). Gratz and Roemer (Hasmarlin and Hirmaningsih 2019), explain that emotion regulation includes efforts for emotional acceptance, the ability to control impulsive behavior and the ability to use emotion regulation strategies according to the situation flexibly. Gratz and Roemer (Hasmarlin and Hirmaningsih 2019) explain that there are four aspects used to determine the ability of individual emotion regulation, namely: (a)

acceptance of emotional response. It is an individual's ability to accept an event that causes negative emotions and is not ashamed to feel these emotions when facing problems. (b), strategies to emotion regulation, namely individual beliefs to be able to overcome a problem, have the ability to find a way to reduce negative emotions and can quickly calm themselves back down after feeling excessive emotions. The belief that there are no limitations in managing emotions effectively when faced with situations with negative emotions. (c), engaging in goal directed behavior is an individual's ability not to be affected by the negative emotions he feels so that he can stay concentrated, think and do something well. (d), controlling emotional responses, namely the ability of individuals to be able to control the emotions they feel and the emotional responses they display (physiological responses, behavior and tone of voice), so that individuals will not feel excessive emotions and show appropriate emotional responses.

The hypothesis in this research is that there is an influence of emotion regulation on the resilience of PAUD teachers. The results showed that there was a significant effect of emotional regulation on the resilience of ECD teachers in inclusive schools. The significance value of  $0.000 < 0.05$ , meaning that emotion regulation has a significant effect on the resilience of PAUD teachers. This is in line with what Robertson, Daffern and Bucks said if someone has good emotional regulation, they will be able to cooperate and help others. Conversely, if someone has low emotional regulation, it will have a negative impact on both themselves and others (Akbar & Tahoma, 2018). This means that if the teacher has good regulation, he will be able to help students to learn optimally, including students with special needs.

On the other hand, it can also be mentioned that by having good regulation, PAUD teachers in inclusive schools also have high resilience in dealing with children with special needs (Lestari and Mariyati 2016). This study also shows that 75.1% of resilience of PAUD teachers is influenced by emotion regulation. The results showed that the regression coefficient value of the emotion regulation variable was 0.551. This means that every increase in emotional regulation by 1 unit, it will increase the resilience of PAUD teachers by 0.551. Thus it can be conveyed that the better the emotion regulation, the more resilience of PAUD teachers in inclusive schools will increase.

## CONCLUSION

Resiliensi merupakan hal yang penting dimiliki oleh guru PAUD di sekolah inklusi. Terlihat secara jelas hasil penelitian yang didapat bahwa regulasi emosi berpengaruh signifikan terhadap resiliensi guru PAUD sebesar 75,1%. Saran pada penelitian ini yaitu bagi guru-guru PAUD untuk memiliki resiliensi dalam mengajar dan menghadapi anak berkebutuhan khusus terlepas dari regulasi emosi. Sedangkan bagi peneliti selanjutnya penelitian ini bisa dikembangkan lebih lanjut dengan variable-variabel lainnya.

## REFERENCES

- Amalia, N, and F Kurniawati. "Studi Literatur: Peran Guru Pendidikan Khusus di Sekolah Inklusi." *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 2021: 7(2), 361. <https://doi.org/10.33394/jk.v7i2.3730>.
- Asfiah, E. Y, and E Kurniawati P. "Hubungan antara Resiliensi dengan Work Engagement pada Guru SLB." *Psikoislamika: Jurnal Psikologi Dan Psikologi Islam*, 2014: 11(2). <https://doi.org/10.18860/psi.v11i2.6385>.



- Asiyah, D. "Dampak Pola Pembelajaran Sekolah Inklusi terhadap Anak Berkebutuhan Khusus. ." *Prophetic : Professional, Empathy and Islamic Counseling Journal*, 2018: 1(01), 69–82. <https://doi.org/10.24235/prophetic.v1i01.3480>.
- Creswell, J. *Research Design Pendekatan Metode Kuantitatif, Kualitatif dan Campuran*. Yogyakarta: Pustaka Pelajar, 2021.
- Darma, I. P, and B. Rusyidi. "Pelaksanaan Sekolah Inklusi Di Indonesia." *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat.*, 2015: 2(2), 223–227. <https://doi.org/10.24198/jppm.v2i2.13530>.
- Hapsari, I. I, and M Mardiana. "Empathy And Motivation of Outstanding School Teacher Work. ." *Jurnal Penelitian Dan Pengukuran Psikologi*, 2016: 5(1), 48– 56.
- Hasmarlin, H, and H Hirmaningsih. "Self-Compassion dan Regulasi Emosi pada Remaja." *Jurnal Psikologi*, , 2019: 15(2), 148.
- Kumala Sari, D, and L, Ika Mariyati. "Resiliensi Orang Tua dengan Autism Spectrum Disorder (ASD) di SLB Aisyiyah Tulangan Sidoarjo. Researchjet." *Journal of Analysis and Inventions*, 2023: 2(3), 1–7. <https://doi.org/10.47134/researchjet.v2i3>.
- Lestari, F. A, and L. I. Mariyati. "Resiliensi Ibu Yang Memiliki Anak Down Syndrome Di Sidoarjo." *Psikologia : Jurnal Psikologi*, 2016: 3(1), 141.
- Nirmala, A. P, and F. Hikmah. "Hubungan Stres Kerja Dan Beban Kerja Dengan Kecerdasan Emosi Guru Slb Di Kabupaten Batang." *Jurnal Koloni*, 2022: 1(4), 657– 663.
- Poegoeh, D. P, and H Hamidah. "Peran Dukungan Sosial Dan Regulasi Emosi Terhadap Resiliensi Keluarga Penderita Skizofrenia." *INSAN Jurnal Psikologi Dan Kesehatan Mental*, 2016: 1(1), 12.
- Pusvitasari, P, and H Yuliasari. "Strategi Regulasi Emosi Dan Resiliensi Pada Ibu Yang Mendampingi Anak Study From Home (Sfh) Di Masa Pandemi Covid-19." *Motiva: Jurnal Psikologi*, ., 2021: 4(2), 109.
- Ruswahyuningsih, M. C, and T, Afiatin. "Resiliensi pada Remaja Jawa." *Journal of Psychology*, ,2015: 1(2). 96-105.
- Septiani, T, and N, Fitria. "Hubungan Antara Resiliensi Dengan Stres Pada Mahasiswa Sekolah Tinggi Kedinasan." *Jurnal Penelitian Psikologi*, 2016: 7(02).
- Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta., 2016.
- Vionita, V. K. *Resiliensi Pada Guru Slb C Rindang Kasih Magelang Selama Pandemi Covid-19*. Magelang: (Doctoral dissertation, Universitas Muhammadiyah Magelang), 2022.
- Wijaya, M. L, and L. K Noviyanti. "Gambaran Resiliensi dan Kebersyukuran Caregiver pada Anak yang Mengalami Down Syndrome di Wilayah Kota Semarang." *Jurnal Ilmu Kesehatan dan Gizi*, 2024: 2(1).