

EMOTION REGULATION AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF MINDFUL TEACHING IN INCLUSIVE PRESCHOOL TEACHERS

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Abstrack

Inclusive education is a central issue in global education reform. An element of education is the teacher. The complex role of teachers makes them vulnerable to burnout. This condition requires good emotional regulation and emotional intelligence to facilitate mindful teaching. This study aims to explore how emotion regulation and emotional intelligence can predict teachers' ability to conduct mindfulness teaching. The research method used is quantitative research with a correlational approach. The number of research samples was 67 inclusive PAUD teachers with a purposive sampling technique, with the criteria that teachers teach in inclusive PAUD and have a minimum teaching experience of one year. Data analysis using descriptive analysis and multiple regression. The results showed that emotional intelligence and emotion regulation together had a significant effect on Mindful Teaching in Inclusive PAUD teachers. The research findings obtained 58, 3% of the variance in mindful teaching was influenced by emotion regulation and emotional intelligence. Emotion regulation and emotional intelligence play a strong role as predictors of mindful teaching.

Keywords: Mindful Teaching, Emotion Regulation, Emotional Intelligence, Inclusive PAUD

Abstrak

Pendidikan inklusi menjadi salah satu isu sentral dalam reformasi pendidikan global. Unsur pendidikan adalah guru. Peranan guru yang kompleks, membuat guru rentan mengalami *burnout*. Kondisi ini memerlukan regulasi emosi dan kecerdasan emosional yang baik agar memiliki *mindful teaching*. Penelitian ini bertujuan untuk mengeksplorasi bagaimana regulasi emosi dan kecerdasan emosional dapat memprediksi kemampuan guru dalam melakukan pengajaran secara *mindfulness*. Metode penelitian yang digunakan adalah penelitian kuantitatif dengan pendekatan korelasional. Jumlah sampel penelitian 67 org Guru PAUD Inklusi dengan teknik *purposive sampling* dengan kriteria guru mengajar di PAUD Inklusi dan memiliki pengalaman mengajar minimal satu tahun. Analisis data menggunakan analisis deskriptif dan regresi berganda. Hasil penelitian menunjukkan kecerdasan emosional dan regulasi Emosi secara bersama-sama berpengaruh signifikan terhadap *Mindful Teaching* pada guru PAUD Inklusi. Temuan penelitian memperoleh 58, 3 % variansi dalam *mindful teaching* dipengaruhi oleh regulasi emosi dan kecerdasan emosi. Regulasi emosi dan kecerdasan emosional berperan kuat sebagai prediktor pada *mindful teaching*.

Keywords: *Mindful Teaching*, Regulasi Emosi, Kecerdasan Emosional, PAUD Inklusi



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INTRODUCTION (single-spaced)

Education is the right of every child, 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 education." Special needs education takes the form of special schools and inclusive schools. Inclusive schools are places where children with special needs can join regular children in receiving educational services. According to Article 1 of Ministry of Education Regulation No. 70 of 2009, "inclusive education is an educational system that provides opportunities for all students with disabilities and those with special intelligence and/or talents to participate in education or learning in the same educational environment alongside other students." (Darma & Rusyidi, 2015 in Alucyana, Yenni Yunita, 2024)

Inclusive education has become one of the central issues in global education reform. Although there are many inclusive schools in Indonesia, in reality, many inclusive schools are not yet ready to implement inclusive education (Wahyudi & Kristiawati, 2016). The research findings of Nikmatuzzahro (2015, in Wahyudi & Kristiawati, 2016). conclude that some of the challenges in implementing inclusive classrooms include a lack of understanding of differentiated curriculum, inadequate facilities and infrastructure, limited knowledge about inclusion, resistance toward students with special needs, resistance from regular students to learn alongside students with special needs, and insufficient teacher knowledge on how to interact with students with special needs appropriately.

The state of inclusive education in Indonesia is also evident in Riau Province. Research indicates that the implementation of inclusive education in Riau is still in the development stage, with varying levels of maturity in practice across different regions. A study by Ediyanto et al. (2017) revealed that schools in Riau are striving to accommodate students with special needs, including disabilities, despite facing challenges such as inadequate infrastructure and limited teacher training. Data from Rahmi (2024) indicate that only 45% of elementary schools in Riau have accessible facilities, while 60% of teachers report a lack of specific training to handle students with special needs.

In the implementation of education, teachers play a crucial role in the functioning of the educational system (Aprida et al., 2022, in (Alucyana, Yenni Yunita, 2024) Alucyana et al., 2024). The effectiveness of an educational system depends on several factors, such as teachers, students, curriculum, and facilities. Among these factors, teachers receive the most attention and are the subject of extensive research because they are the central pillar of the entire educational structure (Fauzi et al., 2022; Hapsari & Mardiana, 2016 (in Alucyana & Yunita, 2024).

Being a teacher at a regular school is certainly different from being a teacher at an inclusive school. The problems faced are increasingly complex. Research findings (Sunaryo, 2009, in Marsidi, 2018) on 12 inclusive schools in Bandung Regency and City indicate that the challenges faced by these schools include understanding and



implementing inclusive education, school policies, the learning process, teacher conditions, and support systems. Another issue is the emergence of negative emotions among teachers at inclusive schools related to managing inclusive classrooms, involving both individuals and groups. (Herdiana, 2010, in Marsidi, 2018)

The complex role of teachers, including inclusive teachers, makes them vulnerable to burnout. Jennings & Greenberg (2009 in Maharani, 2015) state that teachers are one of the professions with high levels of stress, making them prone to stress, burnout, and low emotional regulation. Research by Bauer et al. (2006 in Maharani, 2015) also found that in developing countries, teachers are a profession with high levels of emotional exhaustion (burnout). This high-pressure environment is caused by the high expectations placed on teachers by parents, the institutions where they work, and the government, without adequate support for their well-being. This high level of stress ultimately leads to other logical consequences: teachers struggle to implement effective teaching methods, their psychological well-being is compromised, and students' academic achievements fall short of expectations.

In stressful situations, teachers need to be aware of the need to improve their psychological well-being. Philosophical, spiritual, and psychological experts have agreed to underline the importance of the consciousness factor to personal well-being and the achievement of optimal human functioning. One attribute of consciousness that has received much attention and is being discussed and researched is mindfulness. Mindfulness is a state of a person paying attention to a situation in a certain way, consciously, calmly, focusing on the current state, and there is no element of judgment (Kabat-Zinn, 1994, 2003, in Khairani et al., 2021). In education, the practice of mindfulness can also be developed in the context of teacher-student relationships through mindful teaching.

¹⁶ Teaching Mindfulness to students adds to the impact of teacher presence by training students to practice simple, practical, and universal mindfulness skills. Both approaches are mutually reinforcing and benefit everyone in the classroom (Schoeberlein, 2009). Mindfulness teaching is a method that involves mindfulness and awareness of the present moment, thoughts, feelings, and bodily sensations, done in a non-judgmental way. Through mindfulness practice, teachers can enhance their self-awareness, emotional regulation, and emotional stability, which enables them to deal more effectively with work demands (Kusmiran et al., 2024). Teachers who practice mindful teaching are aware of and compassionate toward their students, looking both inner and outside. Teachers can reflect on and manage the conflicts that arise in their job by including mindful teaching in their teacher education (Schussler, 2020). Being mindful will also give individuals the awareness that they have control over their choices, encouraging responsiveness rather than reactivity to situations around them. Teachers can manage stress when interacting more responsively with children, parents, and coworkers by practicing mindfulness. (Kabat-Zinn, 2003, Maharani, 2015). Mindful teaching is fostering a learning community where students thrive academically, emotionally, and socially while teachers thrive professionally and personally. The development of a mindfulness measurement tool, hereinafter referred to as the mindful teaching scale, identifies two factors in mindful teaching, namely the intrapersonal factor of teachers and the interpersonal factor of



teachers. (Frank et al., 2015) argue that intrapersonal and interpersonal mindfulness may play an important role in effective teaching.

Kounin's (Frank et al., 2015) opinion that, Early research on good classroom management revealed that the most successful instructors were able to pay close attention to one child or a group of children while simultaneously maintaining a broad awareness of the variety of activities taking place in the classroom. Because she can detect when students are going to give up on a task or become disruptive, the teacher can use this capacity to proactively manage the classroom and position herself to avoid issues. A teacher needs to be able to switch between whole-class awareness and individual student needs regularly to respond to each student's needs while also being aware of what is going on in the entire class at any given time. The observing and noticing dimensions of attention may play an important role in supporting this mindful teaching competency (Frank et al., 2015). The importance of teachers being mindful when teaching and the importance of emotional regulation and emotional intelligence in optimizing mindful teaching are the objectives of this study, which explores how emotional regulation and emotional intelligence can influence or predict teachers' ability to teach mindfully (with full awareness). This study has the following hypotheses: H1: Emotional regulation and emotional intelligence have a significant positive influence on the implementation of mindful teaching among teachers. H2: Emotional regulation and emotional intelligence play a strong role as predictors of mindful teaching in the teaching practices of teachers.

As mentioned earlier, emotional exhaustion (burnout) is experienced by many teachers in developing countries. Emotional burnout experienced by teachers requires emotional competence so that individuals can identify, understand, regulate, and use their emotions (Mikolajczak, 2009, in Kotsou et al., 2018). One of the necessary emotional competencies is emotion regulation. Emotion regulation is the ability to remain calm under stressful conditions. If someone has good emotion regulation, they will be able to cooperate and help others (Pusvitasari & Yuliasari, 2021, in Alucyana, Yenni Yunita, 2024). Gross (2014) states that emotion regulation refers to the formation of emotions that a person has, when these emotions arise, and how a person experiences or expresses these emotions. So, emotion regulation focuses on how emotions themselves are regulated (emotion regulation), not how emotions regulate other things (regulation by emotion). One of the emotional competencies that has received widespread attention is emotion regulation (Gross, 2002, in Kotsou et al., 2018). There is strong evidence that anxiety, depression, and stress are multifactorial disorders that are at least partly related to maladaptive patterns of emotion regulation (Cisler and Olatunji, 2012; Joormann and Gotlib, 2010, in Kotsou et al., 2018).

When emotion regulation experiences difficulties, it becomes ineffective and maladaptive, and can lead to a loss of functional value of emotions. On the other hand, adequate emotion regulation ability is a protective factor for mental health. In this regard, it has been observed that mindfulness is directly related to these emotion regulation skills (Oyanadel et al, 2023). Oyanadel (2023) found the relationship between emotion regulation and mindfulness by obtaining the result ($R^2 = 0.54$). Teachers who implemented mindfulness not only experienced better emotion regulation mediating their work stress, but these teachers also



perceived greater efficacy in their ability to use appropriate emotion regulation skills in their interactions (Schussler, 2020). Teachers' improved emotion self-regulation, particularly their recognition of potentially negative emotional reactions, demonstrates awareness of both internal conditions, particularly their emotional state, and external conditions, particularly the way their emotions affect the individuals with whom they interact. In a qualitative study on CARE, (Sharp and Jennings, 2016 in Schussler, 2020) noted that teachers implemented 'intentional pauses' aimed at achieving present-centered awareness and reappraisal of emotions, or as Shapiro et al, 2006, (in Schussler, 2020) call it, 'reperceiving' where individuals can more easily remain neutral, reducing the likelihood of negative or exacerbating emotional responses.

Gross (2014) states that there are five process models in emotion regulation, namely: (1) Situation selection, namely: choosing certain situations to deal with so that emotions are more controllable, (2) situation modification: changing the existing situation so that the emotional impact becomes more positive, (3) attentional deployment: shifting the focus of attention from the emotional aspects of the situation, (4) cognitive change (cognitive reappraisal): changing the interpretation or meaning of the situation to reduce negative emotional impact, and (5) Response Suppression: controlling the expression or emotional reaction after the emergence. According to these five process models, which are used to determine a person's emotion regulation ability.

Another emotional competence needed to have mindful teaching for a teacher is emotional intelligence. Emotional intelligence can be defined as one's ability to understand, regulate, and express those emotional events in an adaptive way (Celma-Pastor and Rodríguez-Ledo, 2017 in Rodríguez-ledo et al., 2018) Schoeberlein (2012 in Vieira & Faria, 2024) claims that using mindfulness practices with teachers improved their ability to accept students' needs, improve emotional balance, help manage stress, support interpersonal relationships, enhance classroom climate, and promote overall well-being.

Emotional intelligence (EI) adalah salah satu dari sepuluh kemampuan hidup yang membantu orang bertindak dengan cara yang fleksibel dan positif (Vieira & Faria, 2024) Menurut analisis sistematis, mindfulness meningkatkan emotional intelligence, emotional awareness, emotional acceptance, emotional recognition, expressive suppression, dan emotional exhaustion. Vieira & Faria (2024) examined the Role of Mindfulness and Emotional Intelligence on Adolescent Well-Being and Secondary School Achievement. Vieira & Faria, (2024) examine how emotional intelligence and conscious awareness influence students' health and academic performance in secondary school. The data showed a positive and statistically significant relationship between emotional intelligence (EI) and well-being. Rodríguez-ledo et al. (2018) found that emotional intelligence (EI) and mindfulness are related to many variables measured by the instrument. Demonstrating good mindfulness competence is specifically related to having a good general trait emotional intelligence, as well as many other social and emotional variables, including empathy.

Emotional intelligence is, therefore, a construct that explains how emotions are felt, regulated, and expressed with more or less skill. In the field of Educational psychology, it is of concern and interest to examine emotional intelligence and mindfulness to improve



student learning. Thus, educators feel that these aspects are important and should be promoted in their classrooms (Deci and Ryan, 2008 in Rodríguez-ledo et al., 2018).

The Brief Emotional Intelligence Scale (BEIS-10), developed by Davies et al. (2010 in Buchanan 2025), is a concise yet comprehensive measure of emotional intelligence based on Salovey and Mayer's theoretical framework. The BEIS-10 consists of five factors: emotion utilization, self-emotion, self-emotion regulation, others' emotion, and others' emotion regulation (Davies et al., 2010 in Balakrishnan & Saklofske, 2015). Emotions of self and others reflect how individuals display and perceive their own emotions and the emotions of others (Salovey & Mayer, 1990, in Balakrishnan & Saklofske, 2015). Self-emotion regulation and others' emotion regulation describe how individuals control their feelings and influence the feelings of others. Emotion utilization refers to how emotions are used in the context of problem solving (Salovey & Mayer, 1990, in Balakrishnan & Saklofske, 2015).

Emotion regulation has previously been studied by Ballarotto et al. (2024), who wanted to see if mindfulness could mediate between emotion regulation, pro-environmental behavior, and gender. The results showed that emotion dysregulation and mindfulness were related to pro-environmental behavior. Shabankare et al. (2021) in their research linked mindfulness and emotion regulation difficulties with emotional divorce and sexual satisfaction in married students. The results showed that sexual satisfaction plays an important role in the relationship between mindfulness, difficulty in emotion regulation, and emotional divorce. In Indonesia, research related to emotion regulation was also examined by Dewi et al. (2024), who examined the Role of Spirituality and Emotion Regulation on Forgiveness of Vocational High School Students (SMK). The results showed that simultaneously and individually, spirituality, emotion regulation can have a significant impact on forgiveness. Emotional intelligence variables were studied by Zamira & Suharto (2024), specifically, the role of goal commitment as a mediator in the relationship between vocational high school students' emotional intelligence and career decision-making challenges. The findings demonstrated that the association between emotional intelligence and challenges in making career decisions was somewhat mediated by goal commitment. Rahman et al. (2024) also examined emotional intelligence, his research related to Emotional Intelligence and Academic Resilience as Predictors of Student Academic Achievement. The results showed that academic resilience is a significant predictor of academic achievement, with a coefficient of academic resilience (0.050) and emotional intelligence (-0.032) on academic achievement.

Although there are many studies on emotion regulation and emotional intelligence in educational contexts, there is a lack of studies that specifically explore the relationship between these two variables as predictors of mindful teaching among teachers, especially teachers in inclusive schools. Most previous studies have focused on the impact of each variable on student learning outcomes or teacher well-being without considering the interaction between emotion regulation and emotional intelligence in the context of mindfulness teaching. Therefore, this study aims to bridge the gap by analyzing how much emotion regulation and emotional intelligence contribute to mindful teaching practices by inclusive preschool teachers.



Research related to mindful teaching in the context of inclusive early childhood education (ECE) is still very limited. Puswari et al. (2018) examined mindful teaching, mindfulness narrative exploration. Dahlan et al. (2023) examined The Effectiveness of Mindful Teaching and Cognitive Training. Schussle (2020) researched Mindful teaching: a construct for developing awareness and compassion. Kidd et al. (2015) researched Mindful Teaching Practice: Lessons Learned through a Hearing Voices Simulation. The results of the study show that it does not yet cover the role of emotional regulation and intelligence simultaneously in mindful teaching, especially among inclusive early childhood teachers. This study aims to fill the gap in existing literature by exploring how emotional regulation and emotional intelligence of inclusive early childhood education teachers can effectively contribute to mindful teaching, thereby improving the quality of teaching in the classroom. The novelty of this study lies in mindful teaching focused on inclusive early childhood education teachers, who often face unique challenges related to stress and workload.

The research questions to be answered in this study are: (1) What are the demographic characteristics of inclusive ECD teachers who are the subjects of this study, (2) Is there a significant influence between emotion regulation and emotional intelligence with mindful teaching in inclusive ECD teachers, and (3) How big is the role of emotion regulation and emotional intelligence in predicting the mindful teaching ability of inclusive ECD teachers.

METHOD (single-spaced)

This research uses a quantitative design with a correlational approach. In this study, there are three main variables to be measured:

1. Dependent Variable: Mindful Teaching (Y)
2. Independent Variables: Emotion Regulation (X1) and Emotional Intelligence (X2).

The subjects of this study were inclusive early childhood education teachers who teach in schools in Riau Province. The number of subjects in this study was 67 teachers. Subject selection was carried out by purposive sampling, namely by selecting teachers who teach in inclusive PAUD and have teaching experience in inclusive classes for at least one year.

The instruments used in this study are three measuring instruments, namely: Emotion Regulation Scale, Emotion Regulation Questionnaire (ERQ) from Gross, J. J. (2008 in Indriani 2023). Aspects measured: Strategies to emotion regulation (strategies); Engaging in goal-directed behavior (goals); Control of emotional responses (impulse); and Acceptance of emotional responses (acceptance), consisting of Number of Items: 26 statement items. Sample statement items: "When angry with students, I easily feel emotional in a short time", "I can still think clearly when I am angry". The ERQ has good validity as well as reliability with a Cronbach's alpha of 0.79. The next scale is Emotional Intelligence from Davies, M. S., et al. (2010), the Brief Emotional Intelligence Scale (BEIS-10). Measured Aspects: emotion utilization, self-emotion, self-emotion regulation, other people's emotions, and other people's emotion regulation, consisting of 10 statement



items. Sample statement items: "I know why my emotions change", "I have control over my own emotions". The BEIS-10 showed good validity as well as reliability with Cronbach's alpha of 0.85. The next scale is Mindful Teaching with the name of the measuring instrument, Mindful Teaching Scale (MTS) by Frank, J. et al. (2015). The aspect measured is the teacher's Intrapersonal and Interpersonal in the context of teaching, which consists of 14 statement items. example statement items: " When I am in the classroom, I have difficulty staying focused on what is going on in the classroom, " I am often so busy thinking about other things that I don't listen to my students". The MTS has good validity, with a Cronbach's alpha of 0.88, indicating excellent reliability.

The research procedure was carried out by distributing research instruments to teachers of Inclusive PAUD listed at the beginning of the instrument. The answer options used a Likert scale with 1 (very unsuitable) and 5 (very suitable). Data analysis techniques used include descriptive analysis, which is used to describe the demographic characteristics of research subjects based on variable measurements, and Multiple Regression analysis, which is used to determine the extent to which emotion regulation and emotional intelligence contribute to mindful teaching in Inclusive PAUD Teachers.

The validity of the analysis results in this study uses statistical assumption tests, namely the normality test, Multicollinearity, and Heteroscedasticity test. The normality test can be seen if the p-value > 0.05 (5% significance level), then the normality assumption is met, meaning that the residual data is normally distributed, or by looking at the Q-Q plot graph. In the Multicollinearity Test, if the VIF value is less than 10 and the tolerance value is greater than 0.1, then the multicollinearity assumption is considered fulfilled, and there is no high correlation problem between predictors. While in the Heteroscedasticity test, the assumption test is fulfilled is to using the Residual Scatterplot Graph Test. Patterns such as cones or patterns that widen/shrink indicate heteroscedasticity

RESULT AND DISCUSSION (single-spaced)

The results of this research can be described in the form of:

1. Validity and Reliability Test

In the validity test, the calculated r value of all statements > r table (0.240). This means that the measuring instrument used is valid.

Table 1. Reliability Test

Variabel	Cronbach's Alpha	Decision
Mindful Teaching	0,953	Reliabel
Emotional Intelligence	0,885	Reliabel
Regulasi Emosi	0,928	Reliabel

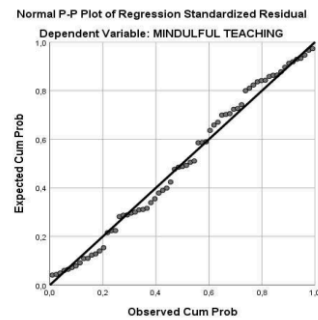
A measuring instrument is considered reliable if it has a Cronbach's Alpha value greater than 0.6. The reliability values for all variables are above 0.6, so it is clear that the measuring instrument that was used in this study is reliable or dependable.

2. Uji Normalitas



Table 2. Normality Test Results

Variabel	Nilai Signifikansi	Description
<i>Mindful Teaching</i>	.200	Data normal
Kecerdasan emosional	.200	Data normal
Regulasi emosi	.200	Data normal



The significance value (Asymp. Sig.) derived from the Kolmogorov-Smirnov test above is $0.200 > 0.05$. Therefore, it may be concluded that the regression model satisfies the normality assumption.

3. Multicollinearity Test

Table 3. Multicollinearity Test

Variabel	Tolerance	VIF
Kecerdasan Emosi	0,726	1,377
Regulasi Emosi	0,726	1,377

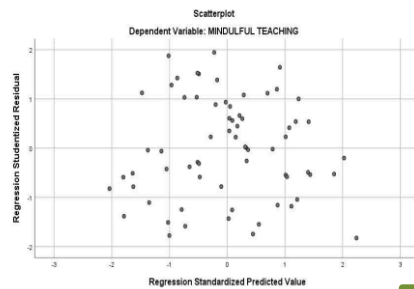
The tolerance value, as determined by the above table, is $0.726 > 0.1$, or VIF of $1.377 < 10$. Therefore, it may be concluded that the regression model does not exhibit any multicollinearity symptoms.

4. Heteroscedasticity Test

Tabel 4. Uji Heterokedastisitas

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As shown in the above image, the dots are dispersed haphazardly above and below the number 0 on the Y axis and do not create any particular pattern. It indicates that the regression model does not exhibit any signs of heteroscedasticity.

1. Data Analysis Results

a. Descriptive Analysis Results

The research data were collected from several Inclusive ECD teachers using instruments that have been tested for validity and reliability. The main variables in this study are Mindful Teaching as the dependent variable, and Emotion Regulation and Emotional Intelligence as the independent variables. The statistical description shows that the mean score for mindful teaching of Inclusive ECD teachers is in the high category at 53.46, indicating that most teachers have applied the principles of mindful teaching in their learning process. Emotion regulation score is in the medium category at 37.40, and emotional intelligence also shows in the high category at 93.22, at a good level of ability among respondents.

Descriptive analysis results can be seen in the table.4

Table.4. Descriptive analysis results

Variable	Score	Category Score	Description
Mindful Teaching	53,46	High	Mindful teaching of inclusive PAUD teachers has been well implemented
Emotion Regulation	37,40	Medium	Emotional regulation of inclusive PAUD teachers is at a moderate level.
Emotional Intelligence	93,22	High	Emotional intelligence of inclusive PAUD teachers in the high category

b. Hypothesis Test Results.

This study has two hypotheses, namely: H1 Emotional regulation and emotional intelligence have a significant positive influence on the application of mindful teaching in inclusive PAUD teachers. The research results are shown in the following table.

Table 5. Simultaneous Test (F Test)



Sumber Variasi	Sum of Squares	df	Mean Square	F	Sig.
Regression	1390,583	2	695,291	44,764	0,000
Residual	994,074	64	15,532		
Total	2384,657	66			

from Table 5. The outcomes of significance (0.000) < 0.05 or F count (44.764) > F table (3.140) can be justified. Therefore, it is evident that Mindful Teaching in Inclusive PAUD teachers is significantly impacted by both Emotional Intelligence and Emotion Regulation.

The findings from the partial test (T-test) are as follows:

Table 6. Partial Test (T Test)

Model	B	Std. Error	Beta	t	Sig.
(Constant)	13,782	4,261		3,234	0,002
Kecerdasan Emosi	0,631	0,114	0,523	5,519	0,000
Regulasi Emosi	0,173	0,047	0,347	3,664	0,001

- The ability to deal with emotions. obtained a significance level of 0.000 and a t value of 5.519. Therefore, it is recognized that significance (0.004) < 0.05 or t count (5.519) > t table (1.998). This indicates that inclusive PAUD instructors' mindful teaching is significantly impacted by emotional intelligence. This shows that the higher the emotional intelligence of teachers, the better they are at implementing mindful teaching in the classroom. Emotional intelligence helps teachers manage their own and students' emotions so that they can maintain focus and create a conducive learning environment.
- Emotional Control. obtained a significance level of 0.001 and a t value of 3.664. Therefore, it is recognized that significance (0.001) < 0.05 or t count (3.664) > t table (1.998). This indicates that Mindful Teaching is significantly impacted by Emotion Regulation. Emotion regulation relates to the ability of teachers to control and adjust their emotions to remain stable and positive in learning situations. Teachers who can regulate their emotions well can create a calm and effective classroom atmosphere and can support good mindful teaching practices.

Both independent variables, namely Emotional Intelligence and Emotion Regulation, have a significant and positive influence on the application of Mindful Teaching of Inclusive ECD teachers. This indicates that emotional aspects play an important role in the success of teachers implementing mindful teaching, showing the importance of developing emotional soft skills in improving the quality of inclusive learning.

Hypothesis 2 (H2) test results are obtained below



Table. 7 Test Coefficient of Determination (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,764 ^a	,583	,570	3,94112



From the table above, the R^2 value is 0.583 or 58.3%. Thus, it can be explained that 58, 3% of the variation in mindful teaching can be explained by emotion regulation and emotional intelligence. Emotion regulation and emotional intelligence play a strong role as predictors of mindful teaching in teaching by Inclusive ECD teachers.

¹² The results of this study reinforce previous findings that mindfulness practice interventions can improve emotional regulation (Chioldelli et al., 2018). Furthermore, Nakamura et al. (2021) found in their study that regulation plays an important role in maximizing mindfulness, thereby reducing stress. Hill & Updegraff (2012) found that high mindfulness is associated with effective emotional regulation. On the other hand, when it comes to teachers, emotional regulation is an important factor for teachers in applying mindfulness while teaching (Cristián Oyanadel, Yalín Núñez, Melissa González-Loyola, Ignacio Jofré, 2023). Teachers with the ability to effectively manage emotional stress tend to be able to maintain full attention during learning moments without being distracted by stress or external disturbances. This aligns with what Aldrup et al. (2024) stated, that the theoretical perspective emphasizes the importance of teachers regulating their emotions for positive interactions between teachers and students, as well as student learning outcomes and teaching effectiveness. In a study by Amna et al. (2023), a connection was found between emotional regulation and mindfulness in teachers of children with special needs. Although not directly related, the results showed that teachers of children with special needs have high levels of emotional regulation and mindfulness.

Additionally, emotional intelligence has been proven to play a significant role as a supporting competency for inclusive early childhood education teachers to conduct mindfulness teaching optimally (Rodríguez-Iedo et al., 2018). The ability to understand and respond to one's feelings as well as those of others enables the creation of harmonious interpersonal relationships between teachers and students with special needs, as well as other colleagues in the inclusive school environment.

The R^2 value of 0.583 in the determination test reflects the substantial contribution of both factors together in explaining the mindful teaching behavior of inclusive early childhood education teachers, highlighting the importance of training to enhance emotional regulation skills alongside the development of emotional intelligence as part of future inclusive educator professionalism programs.

² How teachers interact with their students not only impacts learning outcomes but also significantly contributes to the overall classroom atmosphere. The research findings reveal a strong and direct relationship between teacher mindfulness and the quality of teacher-student relationships. In addition to this primary relationship, it is important to note that emotional intelligence serves as a crucial mediating factor in this relationship. Interpersonal interaction is a variable that supports effective teaching and positive relationships between teachers and students (X. Wang, 2023). Furthermore, Han et al., (2023) successfully found that the interaction between emotional intelligence and mindfulness is a potential strategy to enhance teachers' resilience and well-being in educational settings and reduce emotional exhaustion. In Y. Wang et al., (2023) study, emotional intelligence was found to act as a mediator between mindfulness and the quality of teacher-child relationships ($\beta=0.118$, $p=0.004$), and empathy acted as a mediator between mindfulness.



The results of this study show that emotional intelligence and emotion regulation have a significant effect on mindful teaching, reinforcing the theory that emotional soft skills are an important component in teaching effectiveness, especially in the context of inclusive education. Teachers who are able to recognize, manage, and express their emotions effectively tend to be more successful in creating a learning environment that is supportive and adaptive to the needs of children with diverse special needs.

Furthermore, the results of this study provide practical implications for inclusive early childhood education providers to provide mindfulness-based interventions through regular workshops or trainings to improve the psychological well-being as well as the pedagogical effectiveness of their teachers, which ultimately has a positive impact on the quality of education services for children with special needs in Indonesia.

The limitation in this study is the small sample size due to the limited number of Inclusive PAUD teachers in Riau. Suggestions for future researchers can add other variables by using intervening variables so that more will see the interrelationship between variables in the study of mindful teaching.

CONCLUSION (single-spaced)

Based on the results of data analysis and discussion, it can be concluded that inclusive ECD teachers have diverse demographic characteristics, but in general show a level of experience and educational background that supports the implementation of mindful teaching. Emotion regulation and emotional intelligence variables are at moderate to high levels among inclusive ECD teachers, indicating their ability to recognize and manage emotions in good categories during the learning process. Emotion regulation has a positive and significant effect on mindful teaching, meaning that the better teachers' ability to regulate their emotions, the higher their mindfulness while teaching. Emotional intelligence also has a positive and significant effect on mindful teaching, indicating that the ability to recognize and understand one's own and others' feelings supports more mindful teaching practices. The two variables together are significant predictors of mindful teaching in inclusive ECD teachers, so improving emotion regulation and emotional intelligence can improve the quality of mindful teaching. This research confirms the importance of developing emotion regulation and emotional intelligence competencies as part of professional training for inclusive ECD teachers to improve learning effectiveness through mindful teaching approaches.

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EMOTION REGULATION AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF MINDFUL TEACHING IN INCLUSIVE PRESCHOOL TEACHERS Alucyana¹, Rahma², Dian Tri Utami³, Raihana⁴, Restu Nabila⁵

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