

THE ABILITY OF EMOTIONAL REGULATION IN TEACHERS OF CHILDREN WITH SPECIAL NEEDS IN SLB AL-CUSNAINI SIDOARJO

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Abstract

Teachers who handle special need students good emotional regulation skills. This is intended so that teachers do not get dragged into negative emotions. This research was conducted to explore how special school teachers regulate their emotions in dealing with difficult situations and conditions every day. As well as analyzing the efforts made by SLB teachers to strengthen emotional regulation abilities using Thompson's theory. This research was conducted using a phenomenological approach with descriptive qualitative methods. The findings of this research show that in Thompson's theory of emotional regulation, both participants performed well in three aspects: monitoring, evaluating, and modifying emotions. The study's findings indicate that both participants already have a strong understanding of emotional control, thus they have no issue interacting with students with special needs.

Keywords: Emotion regulation, SLB Teacher, special needs children

INTRODUCTION

Teachers who deal directly with children with special needs (ABK) have a crucial role in the world of special education. A teacher who handles children with special needs or SLB teacher is a teacher who is in charge of handling, assisting, and educating children with special needs in special schools (SLB) (Hasanah & Alivia, 2023). SLB is one of the forms of education guaranteed to children with special needs by the state based on Article 31 paragraph 1 of the 1945 Constitution and Law No. 20/2003 on the National Education System. Both articles state that children with disabilities have the same rights as normal (regular) children in education (Mulyah & Khoiri, 2023).

Children with special needs are children who in the process of growth and development experience abnormalities from the conditions of children in general in terms of physical, mental, and social behavior (Setiawan, 2020). The special background of children with special needs makes them look different, both in terms of behavior and intellectual aspects. The differences that occur to them cause many difficulties in daily activities. Therefore, in dealing with problems related to children with special needs, a special treatment

is needed, starting from education, guidance and training so that these problems can be resolved according to the child's abilities (Hasanah & Alivia, 2023).

Learners who are included in the group of children with special needs need special services and guidance in the field of education. In this case, Learners with Special Needs (PDBK) will be very dependent on the treatment of special assistant teachers because they need educational services that are in accordance with the developmental barriers and learning barriers they experience by each learner (Yunita et al., 2019). Moreover, children with special needs are very difficult in terms of controlling their emotions so that they often vent their emotions with excessive things such as shouting, hurting themselves and the people around them, and other things that can harm themselves and others. Not infrequently when children with special needs experience tantrums, they tend to take destructive and negative actions such as holding their breath, throwing things around them, kicking whatever they pass, crying loudly while rolling on the ground, screaming while hitting their heads, and so on (Anjani et al., 2019).

These conditions can illustrate the situation that SLB teachers must face in dealing with PDBK every day. SLB teachers in handling these situations are required to have the ability to process and control good emotions. In this case, it requires them to have the ability to regulate their own emotions so as not to be dragged into negative emotions (Rizky & Fasikhah, 2019). This is why the emotional burden faced by special education teachers is heavier than that of teachers in ordinary schools. Patience and control are key in self-control to educate and reduce the uncontrollable emotions of PDBK. In this problem, emotion regulation affects the emotional balance of SLB teachers, so that SLB teachers do not quickly feel tired, stressed, and turnover with the situation they are facing (Purna et al., 2023).

Departing from the above, the problem formulations found include how the emotion regulation of SLB teachers in dealing with situations and conditions that are not easy every day? As well as analyzing what efforts are made by SLB teachers in strengthening emotion regulation skills? The purpose of this research focuses on analyzing the emotion regulation carried out by a special school based on Thompson's theory (1994) by paying attention to three aspects, namely emotion monitoring, emotion evaluating, and emotion modification.

Similar research has been conducted previously by Alivia & Hasanah (2023) with research findings that teachers who deal directly with children with special needs have good knowledge and skills in regulating emotions so that they can create an inclusive, supportive and positive learning environment for children with special needs. In addition, another study by Nurhasanah (2023) with the results of research in the form of the three subjects used in the

study had good emotional regulation with aspects of analysis using Gross's theory, namely using positive emotions and negative emotions well and being able to master the pressure due to the problems being faced. Another study by Khaerunnisa et al. (2019) with research findings that emotional regulation in the research subject is very good by involving memorization of the Qur'an as a medium in carrying out emotional regulation.

METHODS

This research was conducted using a phenomenological approach with descriptive qualitative methods. The qualitative approach used in phenomenological research can examine the subject in detail and comprehensively by interpreting the meaning obtained from the collected data. The phenomenological research perspective works with data collection techniques in the form of interviews or direct observation of research subjects to explore and collect data related to the phenomena that occur (Yusanto, 2020).

This research was conducted at one of the special schools in Sidoarjo, namely Al-Chusnaini Special School, which is located on Jalan Raya, Karangnongko, Pekarungan, Sukodono District, Sidoarjo Regency. The subjects in this study amounted to 2 (two) respondents with the subject determination technique using purposive sampling, which is a data collection technique with the aim of determining the sample based on consideration of certain criteria or objectives of the research subject (Ismail, 2018). The criteria for consideration in this study are teachers at Al-Chusnaini Special School with more than 1 year of teaching experience and handling children with Autism or Mentally Disabled. Based on the determination of these criteria, three participants were found:

Table 1. 1 Characteristics of Research Participants

Pseudonym	Teaching Experience	Type of PDBK
Mrs. L	> 1 Year	Autism
Mrs. D	± 2 Years	Mentally Disabled

Data collection techniques in this study used direct observation and interview techniques. The type of interview conducted is a semi-structured interview to anticipate the birth of new questions to dig deeper into the answers that have been given by participants to support research data. The points in this structured interview are asking opinions about emotional regulation and how the subject's efforts in doing so. Observation in this study acts as a

supporter of the interview results. The type of observation used is structured observation. Structured observation is an observation that has been designed in accordance with the research focus so that it is carried out systematically regarding what will be observe and d, when and where the observation is carried out (Ardiansyah et al., 2023). The data analysis technique in this study uses Thompson's (1994) theory. The data that has been collected will first be studied and reviewed and then reduced to important points to focus on things that are in accordance with the objectives and research formulations

RESULT AND DISCUSSION

Data collection techniques in this study used direct observation and interview techniques. The type of interview conducted is a semi-structured interview to anticipate the birth of new questions to dig deeper into the answers that have been given by participants to support research data. The points in this structured interview are asking opinions about emotional regulation and how the subject's efforts in doing so. Observation in this study acts as a supporter of the interview results. The type of observation used is structured observation. Structured observation is an observation that has been designed in accordance with the research focus so that it is carried out systematically regarding what will be observed, when and where the observation is carried out (Ardiansyah et al., 2023). The data analysis technique in this study uses Thompson's (1994) theory. The data that has been collected will first be studied and reviewed and then reduced to important points to focus on things that are in accordance with the objectives and research formulations.

Table 1. 2 Overview of Emotion Regulation Ability Analysis Based on Thompson's theory (1994)

Aspect	Activity
Emotion Monitoring	Activities with PDBK
Emotion Evaluating	Perspective on the Problem
Emotion Modification	Problem Solving

The following is a detailed description of the findings on each aspect along with activities based on the results of interviews and observations that have been carried out.

Emotion Monitoring

The emotion monitoring aspect is the ability of an individual to understand and realize the emotional process that is within him, how he feels, thinks and what is behind his overall actions. This aspect is the most basic aspect in emotion regulation because it is a foundation aspect in helping the achievement of other aspects (Safitri, 2018). Emotion monitoring can be seen from the subject's assessment of situations or events experienced in his daily life. In this case, the activities carried out by SLB teachers during teaching hours in the classroom and the subject's feelings when facing PDBKs in certain situations.

Activity: Activities with PDBK

From the observation results, both participants claimed to be familiar with regulating emotions. Given that the participants have had experience in dealing with PDBK for more than one year. The participants themselves have realized that emotion regulation is very important for SLB teachers, especially when dealing with PDBK in the classroom. So that participants try to practice emotion regulation by putting aside other problems that might be a factor in the emergence of feelings of burden or stress.

“Because emotional regulation is important, so if there are problems at home, or there are any problems when in the classroom we have to be professional teachers. That problem is left first.”

However, sometimes there are situations where participants themselves feel confused in overcoming a problem related to PDBK. The problem they often face tends to be how to find media or other teaching strategies that can be given in order to understand the material. Both participants revealed that one material such as recognizing numbers 1-5 can take up to one month to teach to PDBK with an age range of 10-13 years old

“.....So far, there are no difficulties that make us burdened. It's just that sometimes the name ABK is yes, especially since we hold autistic and mentally disabled children, sometimes teaching one material is not finished. So sometimes I think we have to use what other strategies, what other media. For example, yesterday, learning to count 1-5 for a month was not memorized. Finally we, changed the media...”

In the special education curriculum itself, there is relief in the form of flexible Learning Outcomes (CP) by adjusting to the abilities of students with special needs. This is different

from the curriculum that applies in regular schools, where students try to pursue Learning Outcomes (CP) as the main target of the learning process. Meanwhile, the curriculum in SLB applies the opposite, where the learning environment and its components are adjusted to the abilities of PDBK so that starting from learning strategies, media a,nd learning resources, to Learning Outcomes (CP) are adjusted to the abilities of PDBK (Ministry of Education Culture Research and Technology, 2021). In this context, PDBK does not pursue CP so this condition is a little bit Mrs. D as the SLB teacher relieves the SLB teachers. However, given the limited abilities of the PDBK, this sometimes takes a lot of time and energy.

Mrs. D as the SLB teacher who handles the mentally disabled revealed that sometimes PDBK feel bored if they learn the same thing every day. But he still hasn't mastered the material. It is not uncommon for PDBK to feel angry, stop learning and refuse to learn, preferring to play rather than learn. Mrs. L confirmed this. As a teacher who handles PDBK autism, Mrs. L often faces her students crying, refusing to learn, throwing things, and not paying attention to Mrs. L's explanation.

“ they can't, they get angry. But we still patiently teach them again, we give them understanding. We slowly teach them. Sometimes they say they are bored, some of and them cry too. ...”



Picture 1. 1 One of the participants invited a PDBK who was crying and talking to his friend to pray nicely and slowly.

Emotion Evaluating

The evaluation aspect of emotions is the ability of an individual to see an event or situation that is being experienced from a positive side and can take lessons or goodness

behind the situation that is being experienced. The evaluation has the intention of managing and balancing the emotions that are being experienced so that this aspect is intended to avoid the influence of negative emotions that usually appear like irrational thinking (Safitri, 2018). This aspect can be seen through the way the subject views a problem and the way the subject solves the problem.

Activity: Perspective on the Problem

From the results of the interviews, the participants considered that dealing with PDBK with all their limitations is not a burden but rather an entertainment. Mrs. D revealed that PDBK is sometimes difficult to control, especially when their wishes are not approved. However, this is not made a burden by Mrs. D. Mrs. D admitted that when such difficulties occur she considers that her students want more attention. So maybe Mrs. D will give more attention to reduce the reducing of PDBK. Only after it subsides, participants will invite their students to learn again.

Mrs. L also agreed with this. It is precisely with the presence of PDBK that Mrs. L has a new atmosphere that she faces. Meeting with children, according to her, is quite entertaining from the cause problem that exist outside the context of learning in SLB. Although sometimes it feels difficult, Mrs. L always tries to find another way. So that in this way there is no sense of burden or pressure when dealing with students with special needs

“.....No, we never think of our work as a burden. It's not a burden at all, it's more like entertainment for us. Because at home, for example, if we're stuck at home and we meet children with funny behavior, sometimes we don't understand what they're doing, so we end up laughing. So yes, there is no burden for us. It's just fun for us...”

From the observation while teaching in class, both participants also did not show fatigue, stress or, burden. During the observation, it was seen that some students played ball throwing until it hit the roof of the room, some other students shouted while talking to their friends, and some others were silent as if they were disturbed by their noisy friends. However, both participants did not show any confusion in conditioning the class. Participants recognized that this was natural because it was the characteristic of autistic and mentally disabled children. Participants did not scold them, but instead told them in a good way so that they would listen to their friends...

Emotion Modification

The emotion modification aspect is an ability that makes an individual able to survive the problems being faced and continue to try to get through all the obstacles that occur properly. Emotion modification here is intended to change emotions to avoid the flow of negative emotions such as anxiety, anger, despair, and others. So that this situation can foster a sense of optimism in the individual in running life (Safitri, 2018). The indicator in seeing individual reactions in modifying emotions is by looking at the way the individual solves a problem that is being faced. In this case, it can be reviewed by looking at the ability of SLB teachers to handle problems related to PDBK.

Activity: Problem Solving

From the interview results, when participants are facing confusion in handling PDBK, participants will consult with each other as fellow teachers. Usually, participants will exchange ideas and ask for advice with other SLB teachers after teaching in class during break time in the teacher's office. Mrs. L said that she would consult and seek advice from Mrs. D first as a teacher who is more senior than her. Mrs. L asked Mrs. D for advice first because Mrs. D, who handles students with disabilities, understands the character of her students well, whereas the autistic students handled by Mrs. L have similar characteristics..

“...usually when . are in the teacher's office we share, but it's not just about student problems, others are also discussed. If I often ask Mrs. D first, it's because Mrs. D is more senior than me so she understands better because the characteristics of autistic and mentally disabled children are almost the same too....”

Both participants said that if they feel tired, they will do other things to take a short break while calming down. Interestingly, both participants have the same way of reading news, social media such as Instagram, TikTok or X, and watching, Korean dramas. Mrs. L said that when she is on social media, she does not only watch or look for actual news that is being discussed, but she also looks for media inspiration, learning strategies or techniques that can help solve problems. Mrs. D agreed, admitting that she often looks for media inspiration videos and strategies on TikTok rather than looking at other videos.

From this it can be seen that both participants can be said to be very capable of modifying emotions with problem solving activities. Both participants from the beginning

have understood well the meaning of emotion regulation so that the perceptions built by them refer to a positive direction. This is not in line with research by Purna (2020), with the findings stating that of all subjects, the aspects of regulation that can be done are only in monitoring emotions and evaluating emotions. In the aspect of modifying emotions, the subjects had difficulty. This is because all subjects who are able to monitor and evaluate emotions tend to be in line. Meanwhile, not all subjects who are able to monitor and evaluate are able to modify their emotions. In view of this, the two participants in this study are considered to have passed in regulating emotions according to Thompson's theory.

CONCLUSION

From the results of interviews, observations and analysis using Thompson's theory, two special education teachers as participants understand and implement emotion regulation well. In Thompson's emotion regulation theory, both participants went through three aspects namely emotion monitoring, emotion evaluating, and emotion modification very well. In the aspect of emotion monitoring, both participants do positive activities with PDBK. both participants recognize their emotions well, manage and control emotions very well. And In the aspect of evaluating emotions, both participants have the perspective that dealing with PDBK is not a burden, instead they consider it as entertainment. While at the stage of emotion modification, both participants have the same way of overcoming problems. Both participants will take a short break while looking for inspiration such as looking at TikTok to find ideas for media or learning strategies.

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