

Exploring Teachers' Emotional Regulation in Inclusive Schools: A Pilot Study

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ABSTRACT

This study is aimed at understanding teachers' emotional regulation in inclusive schools. The problems identified are the emotional challenges teachers face in inclusive schools, which may affect their performance and well-being. This study applies a qualitative method that uses semi-structured interviews to uncover teachers' reflections on their emotions and school values or principles that influence their perspective on inclusive schools. This study involved three teachers. The results showed that the three teachers regularly used Gross's emotional regulation strategies. Two of them intensively used situation modification strategies, followed by response modulation, cognitive changes, and distraction. Meanwhile, one participant flexibly used gross emotional regulation strategies depending on the context of the interlocutor, time, and situation. This demonstrates good adaptability and regulatory capabilities. Meanwhile, the dynamics in the classroom generally include support between teachers and students, and teaching strategies that support children's rights but with conflicting social interactions.

Keywords: Emotional Regulation, Teachers, Inclusive Schools

Introduction

Inclusive education aims to establish a supportive learning environment for all students, including those with special needs. In this context, a teacher's emotional regulation is one of the key aspects that determines the quality of interactions in inclusive classes. Previous studies have highlighted the complexity of the emotional challenges teachers face in inclusive environments (Taxer & Gross, 2018). However, there remains a gap in the in-depth understanding of how teachers' emotion regulation specifically manifests and impacts inclusive school contexts (Nishina, Lewis, Bellmore, & Witkow, 2019).

Inclusive education is about learning and growing collaboratively. It refers to a system whereby all children – including those with disabilities, learn and collaborate and are equally valued in the classroom (UNICEF, 2019). This aligns with the Indonesian Ministry of Education's (Permendiknas, 2009) regulatory definition of inclusive education, emphasizing a system that gives an equal opportunity for students of all backgrounds, special needs, and disabilities to be engaged in the same learning environment. Considering these definitions, inclusive schools will require special educators who are trained to address children who have different learning requirements than the average or typical learner. Special educators receive training in areas such as planning, student assessment, curriculum adaptation, and facility

accessibility. These supports are designed to enhance the educational experience and overall well-being of students with special needs, as well as the teachers themselves (Winarsunu & Saraswati, 2020). However, the school under study is reported to have teachers who are not trained in providing special education, which may add to the challenges of teaching in inclusive schools.

Sutton et al. (2009) states that “teaching is an emotional endeavor”. Previous studies have identified the challenges faced by inclusive and special needs teachers in Indonesia on an emotional level. Among these challenges are difficulties in communicating, identifying the characteristics of the special needs students, and requiring more time to adapt to special needs children (Nurhaliza, Dewi, & Irmadhani, 2023). Another study reported that children with special needs have diverse intellectual, communication, social, and independence levels have led to increased physical and psychological strain on special educators, in addition to teaching and meeting the needs of typical students (Winarsunu & Saraswati, 2020). When teachers lack training and support in these domains, it may therefore negatively impact the quality of teaching and learning in the classroom.

Emotional regulation is an individual's ability to observe, evaluate, and modify their emotional reactions in various situations. In an inclusive school environment, emotional regulation is very important as it affects teachers' ability to manage behavior in the classroom, interact effectively with students, and maintain their health (Schlesier, Roden, & Moschner, 2019). Research shows that effective emotional regulation may increase teachers' resilience and job satisfaction, while poor regulation can lead to burnout and negative interactions with students, especially in inclusive environments that have high emotional demands (Jiang, Vauras, Volet, & Wang, 2016).

Although prior research has discussed the importance of emotional regulation in educational contexts, the focus on teachers in inclusive schools is still relatively limited. Many existing studies focus more on emotional regulation in students or teachers in public school settings. This creates a gap in the literature regarding the in-depth understanding of how teachers in inclusive schools regulate their emotions, and how this impacts classroom dynamics and their well-being (Kaloyirou, 2018).

This study aims to explore how teachers in inclusive schools regulate their emotions and how it impacts classroom dynamics. This study will answer the following questions:

1. What are teachers' emotional regulation strategies in inclusive schools?
2. How does their emotional regulation affect interactions with students?

Methods

This study applies a qualitative method with a phenomenological approach to explore the teachers' subjective experiences in inclusive schools in the context of emotional regulation. Phenomenology was chosen as it focuses on a comprehensive understanding of the human experience (Moustakas, 2010). This study aims to capture the essence of teachers' emotional regulation in inclusive environments.

This study uses semi-structured interviews as the main instrument for data collection (Denzin & Lincoln, 2017). Semi-structured interviews were chosen to provide flexibility in exploring various aspects of teachers' emotional regulation (Patton, 2014). Apart from this, field notes were also used to enrich the data.

The research population is teachers who teach in inclusive schools. A purposive sampling method was applied, which aims to select participants who have experience relevant to the research topic (Beuving & Vries, 2015). In this study, three participants were selected based on their educational background and experience in inclusive schools; Participant M is a teacher with a bachelor's degree in psychology, and is experienced in facilitating children and performing arts in theater. Participant H is a fresh graduate of English Language Education who is interested in teaching activities, and has teaching experience from the university's community service program and volunteering in children's facilitation activities. Participant I is a fresh graduate majoring in information systems who has experience teaching English to elementary school-aged children in Pare, Kediri, and has teaching experience from a university community service program as well.

Interviews were conducted at inclusive schools to obtain a fuller context. Each interview was recorded and transcribed verbatim for further analysis. Data analysis was carried out using axial coding which involved organizing the main research findings. The data selection process was carried out deliberately to identify significant information and categorize findings based on emerging themes (Miles, Saldana, & Huberman, 2014).

Results

This study reveals the complexity of emotional regulation experienced by teachers in inclusive education environments. Through a qualitative approach, this study succeeded in exploring the emotional experiences of teachers in depth. The main findings show that teachers use a variety of emotion regulation strategies developed by Gross.

Participant H

Participant H is a fresh graduate majoring in English Education, has experience facilitating children, and teaching experience in inclusive schools for approximately one year. Having teaching experience does not simplify facilitating children at this school. It is common for H to have trouble calming children in class, especially when one other teacher is not present.

"If, for example, I'm not accompanied by anyone, that's challenging for me too, because this is grass class, right? When they feel like their emotions are overflowing, I don't know how to control them yet, they don't have to do what I say, but at least they can follow the agreement. For example, if they sit quietly in a circle then they should stay calm like that, because they've been reminded many times but they still can't (sit still)" H

H had one unpleasant experience at school during a free play activity and was about to clean up the class toys. At that time, H felt annoyed when a child was unable to follow the class agreement, whereby after playing, the child had to put away the toys. At this school,

both children and adults are accustomed to solving problems by communicating with each other, so at that time Ms. H and the child tried to solve the problem by communicating with each other.

*"...They were just playing around nicely there, and I was just asking them 'Come on let's tidy up'. If I were to just sit around and ask them to tidy up, they wouldn't do it. So we have to go to them first. 'Come on G let's tidy up, store it here, and where is this (toy) part?' But then G said this, 'So you're a lazy teacher', But (deep inside) I asked 'What am I doing, who was the one who was playing? I wasn't the one who was playing, it was you, so if you were the ones who were playing then you should be responsible.' So when I said that, G was just quiet. G tidied up the balls. So I was, **I didn't do anything wrong, but why would they say that?...**"*
H

H puts an effort to regulate the children's emotions by modifying situations.

"... I am aware that the class' condition was not conducive, so the theme is about, what is the classroom ecosystem, because I think that I can attract their attention, if there is something they can gain, that's my way of making it conducive, right? I am enthusiastic to make them compete to get stars, and yesterday there was a competition and it was quite functional, so yes it is functional rather than instructing them without any rewards. They won't usually be willing, but if there are small rewards then they will follow." H

When class conditions are not conducive, H unconsciously uses distraction.

"...It's better if we clap first. Whether I want to clap enthusiastically, do the sincan clap sincan or cow clap. Any kind of clap, like that..." H

On other occasions, H also uses response modulation when things happen beyond their control and understands their role as teachers.

"...In class, because I have never seen Ms. M and Ms. I get angry, I never either. They try to smile. And here I'm a new teacher, so if suddenly I get angry, that's impossible. They're not feeling well, they're in a bad mood, but in front of them just try to smile..." H

While at school, H felt that the school's values influenced them to view inclusive schools as well as consciously adjust their behavior to be environmentally conscious. So far, H has used new learning media more often, while at school, H was encouraged to create learning media from the surrounding litter and continue to upcycle it until it could no longer be used. H's daily life has changed, H always carries a tumbler everywhere and sets aside trash that can be used as learning media. Based on their explanation, this is influenced by the ecosystem that exists in the school where they currently teach.

"... Seeing trash is trash. It's like that, after drinking bottles, throw them all away. If here, whatever garbage is still suitable for use, it can be saved, even though I don't know when it will be used, like a milk bottle or a milk carton like that, So that's like Oh, can that trash still be upcycled by educators? ..." H

Participant I

Participant I is a fresh graduate majoring in information systems, has experience facilitating children and teaching experience in inclusive schools for approximately one year. Has experience teaching English to elementary school children in Pare, Kediri, and from a community service program. Similar to H, I also experienced difficulty leading the class when there were no fellow teachers. The thing that made an impression was that when he led the class that day five children were crying at the same time and at that time in class I was helped by two fellow volunteers with no experience.

"When I was handling the class, it was just me, then there were two other volunteers... well, it was very chaotic, the children were fighting until 5 children were crying, and on Friday the root class and the grass class were combined... So that's what gave me a headache, a bit dizzy, and then I feel like my energy was draining at that time..." I

From this experience, I realized that there was only H alone in class. I often delegate responsibility for leading the class H to avoid such situations. However in the end I and H worked together in leading the class.

"Well, yes, sometimes I avoid situations like if Ms. M lets me and H handle the class. So, that's definitely more precise, you're the one bringing the class. I'll help her later. What that means is, I feel like, oh, I'm going to use up a lot of my energy, I'm not ready yet, that's it... Still, it's like, okay, just the two of us" I

With time, based on this experience, I felt that I was slowly able to overcome conditions like those above and consciously modify the situation when class conditions felt uncondusive.

"...if it's already chaotic like that, we'll have to do something like this so we can control it again. Well, for example, if there's a problem, if it's the two of us, I'll separate (our tasks) first, for example, like me and H. H. You hold this one first, so the problem can be resolved later. Which means there won't be any problems with me, so it's like sharing the tasks..." I

At times I felt incapable of helping overcome the problems that were occurring. I used attention diversion strategies. Even though I mentioned that distractions are rarely executed, they still involve children in activities that can help reduce tension, such as breathing techniques. I stated:

"...what I'm implementing now means relying on previous educators who have been here, so give them space first if, for example, they feel emotions like sad or happy. You have to be given space to express if you're sad, right? cry, if they're happy then they're excited, sometimes some people get so excited that they go here and there. Well, just leave them alone..." I

I also put effort into helping children change their perspective on emotionally triggering situations. For example, when children encounter different situations such as differences in body figures, he helps them understand and accept these differences. He explained

"...for example, like yesterday, the situation where L was teased about being fat, then R at that time was the one who said, eh, Ms. M that's ok but it's the same as bullying right, by saying that repeatedly. Then when I asked him to chat, yes, R is just normal, I mean, everyone is different..."

I also applies breathing and calming techniques to help manage emotional responses. This can be seen from their comments on breathing techniques:

"...so it's like inhale-exhale, sometimes, for example, like Z is easily touched, so it's like he's being stroked too, from like inhale-exhale, then later he's asked if he's sick, why is he hurt and when he gets punched or hurt, then it's like he's hurt. The hurt is like that, the breathing technique is calming, it's like inhaling, but they do it like Z you need to exhale properly, inhaling and exhaling while stroking their chest to make them calmer like that..."

I said that the school values that were able to change their perspective on education was inclusiveness. For them, the inclusivity present in this school is broader.

"I'm interested every time we are asked about the value of our school's inclusiveness, which means education. for everyone there is no difference whether it's religion, economy, and like which family I come from, I really like these school values. So education is not differentiated for everyone and at school now it's not just from the lower middle class either, that means there are already those from the upper middle class too, that means those who are economically sufficient but in terms of treatment we give them the same treatment. I mean, like children in general, they should be treated according to their age. This is what I think," I

Participant M

Participant M is a psychology graduate and has experience working in technology companies in the education sector. M also has a variety of child facilitation experience. M has been a facilitator at school since 2017, initially as an afternoon class facilitator for elementary school-aged children, then in 2018 they became a facilitator or regular teacher in the morning class. In 2022 M became a school coordinator or principal.

M remains actively involved in classroom teaching and learning, as well as handling administrative tasks and community outreach. This adds to the burden of having to address students with specific needs while having to meet the demands of a school leader. Moreover, the school currently does not have legal recognition from the Ministry of Education but instead is under the legal status of a social organization. Issues such as this make it difficult for M to fulfill the administrative workload. Moreover, the dynamics that occur in everyday life often cause discomfort, such as colleagues who are tardy and small conflicts with parents.

"The most influential thing is related to what makes us sad or (think) negative. When children or the parents are not actively involved in school, if there is a problem that irritates A or B, it's not negative for me, but when faced with a situation like that and the parents choose, for example, to avoid or even refuse to know more about how to solve this problem more holistically is what upsets me... Yes, for example, when both are facilitators, maybe when someone comes late, that's what makes me sad. Moreover, they are facilitators. What this means is that we imagine as facilitators, as people who, as adults, have the opportunity first to try various experiences. That is the image that becomes an example for children in the future when the adults or facilitators are late. That's sad on the one hand. We hope that the children and everyone taking part in the class will come on time and can follow the flow optimally. But if one is late, it's quite upsetting." M

Participant M consciously applies emotion regulation strategies adjusted to the interlocutor, goals, and other contexts. In selected situations, M often chooses to remain involved with children to manage their negative emotions. When there is an uncomfortable situation, they prefer to face it rather than avoid it. For example, when faced with inactive parents, they still choose to communicate and try to resolve the problem.

"Including people who are not active, we have to face it, don't let it happen. Regardless of what happens later, for example when we get stuck at a stage where it turns out that the parents still don't want to or maybe choose to withdraw, for example. But I've already faced it like that." M

The participant modifies situations by revisiting initial principles to ensure children's rights are fulfilled and create a safe and comfortable environment for them. For example, they always remind their self of their main goal in the activities with children.

"The first and easiest thing is usually what I do, is to go back to my original settings, which means returning to the initial principle, namely working toward children's rights." M

The participant shifted their attention from problems or people who upset them to more positive things, such as interacting with children. They chose to focus on children who were ready to learn rather than people who were late for class.

"So if there are things that might make you feel exhausted, or things that I swear I always remember, I did all this and got into a lot of trouble to be able to be involved in a fun way with the kids." M

The participant changes the way they view certain situations to reduce negative emotions. For example, when facing uncooperative parents, they try to understand the context and needs of the parents before raising the problem.

"I remember at one time, this parent had not been in contact with me for long, I didn't know what they were like. Oh yes, that's not wrong, so I already know what they're like. When they face problems they often tend to exaggerate, focusing on other people's problems instead of focusing on their own." M

In certain situations, participants use response modulation. Participants tended to delay or bottle up their upset feelings to manage the situation more effectively. For example, he doesn't immediately express his annoyance to parents or a new teacher because he knows that it won't help him achieve his goals.

"So that's what it was. What was highlighted was that the feeling hasn't changed, being upset is still being upset. It's just that I've learned to control it by, for example, why am I upset, and then how do I stop being upset, so I hold back this feeling first. To create a situation that doesn't upset me." M

For school values that influence M's behavior are their efforts to fulfill children's rights as the base mindset. It happened numerous times, including when M has to meet their personal needs on a fundamental level, such as when M strives to fulfill children's rights. For example, when M was upset about a parent's uncooperative attitude in solving children's problems. M restrained their self from trying to solve the problem by lowering their ego and

feelings. This also happens when there are local residents who are disturbed when children play in the prayer building. Even though the residents already have an agreement that children can play in the prayer building with the terms and conditions that M has set with the children.

*"What's not enjoyable is when we find locals or community members that, it turns out, don't share the same principles. but one time, during the morning activities, the children went to the prayer room to play as agreed. They kept the cleanliness including their feet, but still got scolded until later, "Please teach students as if they have no ethics". So, we don't have the same principles yet. That's it."*M

From the interview results above, it can be summarized into themes and theme units as shown in the following table.

Table 1. Table of Relationship between Research Questions and Themes

Research question	Theme	Participant	Theme Units
	Background and teaching experience	H	Fresh graduate majoring in English Education, has experience teaching during community service program and volunteering for children's facilitation activities
		I	Fresh graduate majoring in information systems, has experience teaching during community service and teaching English in Pare.
		M	Psychology graduate, active at school because of his theater activities and his love of children, has worked for a technology company in the education sector and has a range of experience in child facilitation.
What are teachers' emotional regulation strategies in inclusive schools?	Emerging emotional regulation strategies	H	a. Modifying the situation b. Distraction c. Response modulation
		I	a. Modifying the situation b. Selecting situations c. Attentional Deployment d. Cognitive Change
		M	a. Modifying the situation b. Selecting situations c. Attentional Deployment d. Cognitive Change e. Response Modulation
School values that influence behavior		H	Environmental approach / environmentally conscious
		I	Inclusivity
		M	Fulfillment of children's rights

How does their emotional regulation affect interactions with students?	Unpleasant or difficult experiences while at school	H	Difficulty in leading the class when they don't have a co-teacher and when they are only with volunteers and less comfortable when students call them a lazy teacher
		I	Difficulty in leading the class when there is no co-teacher attending and when there are only Volunteers, and facing children who are fighting and five children who are crying at the same time.
		M	Having dual responsibilities, both facilitating children and as school coordinator. Dynamics with other teachers who do not follow the agreement and parents who do not follow the agreement

Two of the three participants intensively used situation modification strategies. They tend to alter certain aspects of a situation to reduce the potential for negative emotional triggers. After modifying the situation, they proceed with a response modulation strategy, cognitive change, and distractions that are tailored to the required context. For example, when faced with unmanageable students, they choose to change their teaching approach, use more inclusive techniques, or adjust the physical environment of the classroom to create an atmosphere that is more conducive to learning. Response modulation strategies are used to control their emotional reactions, such as speaking in a calmer tone or using breathing techniques to calm themselves. Cognitive changes are carried out by trying to see situations from a more positive perspective or looking for deeper meaning in the challenges faced. Distraction is used to focus thoughts on other, more constructive matters.

One other participant showed flexibility in using Gross's emotion regulation strategies, depending on the context of the interlocutor, time, and situation. The participant was able to adapt the strategies according to current needs, demonstrating good adaptability and regulation abilities. When interacting with students with special needs, they choose to be more patient and divert the student's attention from negative behavior to more positive activities. In certain situations, such as when dealing with students' parents or colleagues, they prefer to use cognitive change strategies to maintain harmony in the relationship.

Dynamics in the classroom show that there is general support between teachers and students. The teachers strive to create a learning environment that is inclusive and supports children's rights. They use teaching strategies that focus on students' individual needs, including adapting teaching methods and teaching materials. However, social interactions in the classroom are still often conflicting, especially when students with different backgrounds and needs interact with each other. Teachers often act as mediators to resolve conflicts and create a harmonious atmosphere in the classroom. It is common that when teachers understand a student's ability to solve problems independently, space to do this is given to the student concerned.

The school values that influence teacher behavior in inclusive schools include environmental awareness, inclusiveness, and efforts to fulfill children's rights. Inclusivity in this school is slightly different from other inclusive schools. In other schools, inclusivity focuses on addressing issues caused by limited access to physical and psychological needs. In this school, inclusivity is related to access to administration, economy, and knowledge. Meanwhile, being environmentally friendly is central to the school's values, via the creation of learning media by recycling surrounding items, and the value of fulfilling children's rights, which influences the school system's establishment. The system that is presented at school is aimed at fulfilling children's rights to receive quality education. Therefore, when faced with a particular situation, teachers who are familiar with the school's values will prioritize these principles in their personal emotional regulation and interactions with students.

In-depth emotional understanding is demonstrated through reflections on everyday moments that impact their work as educators. The teachers demonstrate high sensitivity and emotional awareness, which helps them face daily challenges in inclusive schools. They recognize the importance of managing their own emotions to provide optimal support for students.

The inclusive school context emerged as an important element in emotional regulation processes. Teachers in inclusive schools not only act as educators but also as agents of change in underprivileged communities. They show tenacity in facing the demands and dynamics of a complex school environment. Their dedication to creating an inclusive and supportive learning environment is an important foundation in their emotional regulation.

Overall, despite the low methodological rigor of qualitative studies, the results of this study highlight the importance of effective emotion regulation strategies in supporting the role of teachers in inclusive schools. The ability to manage emotions well not only has a positive impact on the teacher's well-being but also the quality of interactions with students and the overall learning environment. These findings provide valuable insights to warrant further quantitative research that may capture emotional regulation competence of the faculty members, which may then be formulated for the development of teacher training programs that focus on improving emotion regulation skills in the context of inclusive education.

Discussion

The results of this research show that teachers in inclusive schools apply various emotional regulation strategies that are adapted to Gross's theory of emotional regulation. Two of the three participants intensively used the strategies of situation modification, response modulation, cognitive change, and distraction. These findings support the view that situation modification is an effective strategy for dealing with stress in educational contexts, where the environment often demands rapid adaptation to various situations and student needs (Gross, 2024). This strategy also shows that teachers can better manage their emotions through direct adjustments to challenging situations, which contributes to increased well-being and teaching effectiveness (Saputra, 2017).

The use of response modulation, cognitive changes, and attention shifts reflect a comprehensive approach to emotion regulation. Response modulation helps teachers respond to emotions in a more controlled way, while cognitive changes and attention shifting support them in maintaining a positive attitude and reducing the impact of negative emotions (Hasmarlin & Hirmaningsih, 2019). This corresponds with research showing that this strategy is important in maintaining emotional balance and improving the quality of interactions with students (Schlesier et al. 2019). Furthermore, Wilson, Marks Woolfson, and Durkin (2018) highlight that a supportive school environment and positive mastery experiences are critical predictors of teachers' self-efficacy in inclusive settings. This finding underscores the importance of cultivating environments where teachers feel empowered to apply these emotional regulation strategies effectively.

The third participant who flexibly uses strategies demonstrated adaptability which is important in inclusive teaching. This ability reflects the understanding that effective emotional regulation requires adjustments based on varying contexts and situations (Nurhaliza, Dewi, & Irmadhani, 2023). This adaptability is essential as inclusive classrooms present a wide array of challenges that require teachers to be versatile in their approach (Nwoko, Crowe, Malau-Aduli, & Malau-Aduli, 2019). This flexibility can help teachers face various challenges that arise from interactions with students who have various backgrounds and needs (Wan & Savina, 2015).

However, it is worth noting that the findings point toward the teachers' inherent skills. Each subject in this study revealed that they naturally possess Gross' regulation strategies. These are not novel mental skills – they are preexisting thinking skills that are manifested without prior formal training. However, as inclusive schools are more dynamic, the issue may be in how proficient teachers are in exerting emotional regulation in critical times, seeing that the subjects reported challenges originating from different sources – students, colleagues, local residents, and administrative work were some of the examples cited as emotional triggers. Round, Subban, and Sharma (2015) emphasize that the complexity of inclusive education can often overwhelm teachers, leading to significant stress and a sense of overburden. If emotional regulation training were to be embedded in special educator programs, each educator may be recommended to exercise different regulation strategies, implement better teaching approaches, learn how to better cultivate it, or become more aware of which regulation methods are effective in critical situations.

Additionally, dynamics in the classroom that show support between teachers and students as well as teaching strategies that support children's rights, although social conflict still occurs, reflect the complexity of the inclusive environment. This aligns with findings from Sailor (2014) showing that even though support strategies are implemented, harmonious social integration is often a challenge in inclusive teaching. The resulting social conflict may reflect a need for further development in teaching approaches and emotional support that is in the interest of child safeguarding. Srivastava, de Boer, and Pijl (2015) highlight the importance of in-service training programs for teachers, emphasizing that continuous

professional development is crucial in equipping teachers to handle the emotional complexities of inclusive education.

A deep understanding of daily emotions and reflections that impact their work as educators indicates high emotional sensitivity. This supports literature that emphasizes the importance of emotional awareness in improving the quality of interactions and learning outcomes (Sheftall et al. 2020). This sensitivity also contributes to teachers' personal and professional well-being, which is important for facing the complex demands of inclusive teaching (Puspitasari, Maharani & Tarmuji, 2022).

Overall, the study's results highlight the importance of effective emotion regulation strategies in supporting the role of teachers in inclusive schools. The ability to manage emotions has a positive impact on the teacher's well-being the quality of interactions with students and the overall learning environment. These findings provide valuable insights for the development of teacher training programs that focus on improving emotion regulation skills in the context of inclusive education, as supported by previous research.

Conclusion

This study shows that teachers in inclusive schools apply various emotion regulation strategies in diverse and adaptive ways, under Gross's theory. Two participants applied emotional regulation strategies intensely, including situation modification, response modulation, cognitive change, and attention redirection, which contributed to managing emotions and improving the quality of interactions with students. The third participant who showed flexibility in using strategies according to context showed high adaptability and readiness to face the challenges of inclusive education. The dynamics in the classroom illustrate that there is significant support between teachers and students and the implementation of teaching strategies that support children's rights, however, there are still social conflicts that require more attention. These findings emphasize the importance of teachers' emotional sensitivity and adaptability in creating an inclusive and effective learning environment. However, the findings indicate a need for further in-depth research on the emotional regulation skills of teachers within the school. Specifically, quantitative research is recommended to accurately measure the extent of these skills among the entire teaching staff. Therefore, the results of the quantitative research should be used to develop school policies that prioritize and enhance teacher emotional regulation, ultimately creating a safer environment for students.

Acknowledgment

This study was carried out with the support and contributions of various parties. This research is a pre-elementary study funded by a Thesis grant from the Ministry of Education and Culture in 2024, with primary contract number (DRTPM with LLDIKTI): 107/E5/PG.02.00.PL/2024 dated 11 June 2024, with derivative contract number (LLDIKTI with PTS): 0609.13/LL5-INT/AL.04/2024 dated 14 June 2024) and Derivative contract number (LPPM with Researchers): 283/C.0/H.1/VI/2024 dated 14 June 2024). We would also like to express our deep appreciation to all teachers in inclusive schools who have taken

the time and provided valuable insights through their participation in this study. We extend our gratitude to the school for providing access and a supportive environment to carry out this research. We also thank colleagues and friends who have provided encouragement, input, and technical assistance during this research process.

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