

Overview of emotional regulation in teachers with problematic students

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Abstract

This study aims to find out the picture of emotion regulation in private junior high school (SMP) teachers in Sleman Regency when dealing with problematic students. Emotion regulation is understood as the ability of individuals to recognize, control, and express emotions adaptively so as not to have a negative impact on themselves or others. This study uses a qualitative approach with a case study method. The research subjects consisted of three private junior high school teachers who were selected using purposive sampling techniques. The data collection technique was carried out through in-depth interviews and observations, then analyzed using phenomenological analysis. The results of the study show that teachers' emotional regulation can be seen through four aspects according to Gross's theory, namely: (1) emotion regulation strategies, which are shown by implementing religious teachings, self-control, and self-introspection; (2) the ability of individuals not to be affected by negative emotions, through an attitude of seeking solutions, being patient, avoiding emotional triggers, and reflecting on the responses that arise; (3) emotional control response, which can be seen from the ability to deal directly with emotional causes, calm down, and divert one's mind; and (4) acceptance of emotional responses, in the form of venting emotions in a certain way, recognizing the emotions felt, having the desire to change, and not caring too much about the views of others. Overall, this study confirms that teachers who are able to manage their emotions well will be more effective in creating a conducive and harmonious classroom atmosphere. Emotional regulation is not only important for the well-being of teachers themselves, but also has an impact on the quality of interaction with students.

Keywords: emotion regulation; problematic students; phenomenological studies; teachers

1. Introduction

Education is one of the biggest influences in creating a better quality of human resources. In today's sophisticated era, quality human resources affect how the development of globalization continues to increase. Every individual is required to maintain quality in accordance with the development of science and technology as a result of globalization that occurs. One way to prepare quality human resources is through quality education (Putri & Sudarto, 2019).

Education is a very important aspect of people's lives. Everything that everyone does, from waking up, falling asleep to dying, is part of the educational process and is also the result of education. Ki Hajar Dewantara said that "*lifelong education*" is defined as a lifelong education process. Benjamin Samuel Bloom has the concept of educational classification that includes three areas: cognitive, affective, and psychomotor. Cognitive refers to things related to intelligence and intellectual ability (intellect), emotional refers to things related to intelligence and personality skills (ethics/manners), and psychomotor refers to things related to intelligence and motor/mechanical abilities (physical activity) (Muchith, 2016).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. The front line in educating the nation's life is educators or what we usually call teachers. (Law of the Republic of Indonesia No. 20 of 2003).

Teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education through formal pathways, primary education and secondary education (Law No. 14, 2015). Teachers are also responsible for assessing the quality of the school. The quality of education in a country also depends on the quality of its educators.

As mentioned by Usman (Arianti (2018), teachers have a dominant role in the teaching and learning process which includes: teachers, classroom managers, supervisors, motivators, consulars, explorers, and evaluators. There are two functions of teachers, including (1) teachers are as educators and maintain

class discipline, where teachers are required to be the encouragement of their students. (2) teachers as didactic, the way teachers activate and involve their students in the learning process, the way teachers provide information and the quality of teaching provided and the ways that teachers deliver in the teaching and learning process.

According to (Sopian, 2016), the functions and roles of teachers are 1) as educators, 2) as managers, 3) as leaders or learning leaders, 4) as facilitators, 5) as administrators, 6) as innovators, 7) as motivators, 8) as dynamizers, 9) as evaluators and 10) as supervisors. According to Nidawati (2020) there are 3 functions and duties of a teacher in learning, namely: 1) instructional function, 2) educational function and 3) managerial function.

Jailani (2014) explained that a professional teacher is essentially a teacher figure who has a complete awareness of his position as an educator, in addition to being a teacher must have a good example that needs to be applied from speech, manners, and examples of good behavior in daily life. Conceptually and holistically, a teacher's activities include aspects of professional ability, social ability, personal ability, and self-expression as a role model and role model (Sanusi (Buchari (2018). Based on the results of research conducted by Nur and Fatonah (2022), qualified teachers will produce quality students as well, the role of teachers in accordance with educational standards will produce quality education. There is no teacher competence, it will fade the quality of education itself.

Once viral, a video circulated containing violent actions carried out by teachers at SMKN 2 Bengkulu against a number of students in class. In the video, it is clear that the teacher hit a number of students on the back. Twice the teacher has committed acts of violence at school, based on the results collected from one of the students at the school, it is true that the teacher is easily ignited by emotions, likes to hit and likes to demean others. The physical and mental violence that occurred was carried out by teachers at SMPN 9 Gresik which occurred in 2023 yesterday, the case that had been covered up by the principal by putting pressure on the victim was finally smelled by the media after the victim's parents accompanied by the General Chairman of the DPP NGO Extraordinary Investigation and Nusantara Human Rights but the school gave a speech that did not wear and there was a verbal altercation. This case is proof that there are still many teachers who still have difficulty managing their emotions, especially to students.

There are quite a lot of problems in the world of education that cause teachers who teach to experience obstacles. As explained by Nurhuda (2022), there are problems with national education in the macro and macro scopes. Problems in the macro scope include a confusing and overly complex curriculum, uneven education, problems with placement and low quality of teachers, quality and relevance of education, expensive education costs and efficiency of educational effectiveness. Meanwhile, in the micro scope, it is stated that the learning methods are monotonous, inadequate facilities and infrastructure, and low student achievement.

The characteristics of each student are also important for the teacher who teaches, moreover adolescence is the age of transition from children to adults, adolescence is also a period of change, adolescence is also said to be a problematic age with the inability to solve problems in a way that he believes is right and finally finds that the solution is not always according to what he thinks, and adolescence is a period of searching for identity where he adjusts himself to the existing group (Hurlock (Putro (2017). Gunarsa and Mappiere (Putro, 2017) explained that the characteristics of adolescents who are in junior high school are unstable, have many problems, have a critical period, start to be attracted to the opposite sex, lack of confidence, and like to develop new thoughts, restless, fantasizing and loneliness.

The different backgrounds of students in one of the schools in Sleman Regency are a new obstacle for teachers. Likewise with one of the teachers at school X who explained that there are 2 types of students in the school, namely students who come from the cottage and students who come from home. This is the difference from each other, students who come from the boarding school are usually more diligent and disciplined and they are given a leeway when they arrive at school. While students who come from home explore more about themselves, there are some delinquency committed but not as bad as reported. Delinquency that occurs at Mr. W's school is usually just laziness by the students, or there are reports from other teachers if Mr. W's students fall asleep during class hours. A teacher must be able to regulate his emotions because teachers are role models for his students, an example that can be imitated by his students.

Based on the results of an interview with one of the teachers with the initials W who works at a private junior high school in Sleman Regency, Mr. W's way of regulating emotions is to remember his position as a teacher at school. Mr. W also behaves professionally when he feels negative emotions but still has to teach by maintaining the comfort of the class and trying not to affect the classroom atmosphere with negative emotions that Mr. W has. Mr. W's way of dealing with negative emotions is to sit back and relax and drink coffee, while remembering that he is an example for his students.

Education not only contains academics but also contains social and emotional learning. The increasing number of cases that occur in the world of education, not only acts of violence but also side effects of it are emotional disturbances, to create a comfortable and supportive environment in schools, school residents should be able to improve the ability of empathy to feel and understand the feelings of others, reduce conflicts through understanding emotional regulation and problem solving. The training that teachers receive can help manage social problems so that they are able to guide students effectively, there have been many cases spread in the media that should be used as a lesson about the importance of regulating emotions. (blgsulawesiutara.kemendikbud.go.id. (2024, January 1). Therefore, it is important for teachers to be able to regulate the emotions they feel, especially when dealing with their students.

Emotions are activities or disorders of thoughts, feelings, and desires (Sarasati & Nurvia, 2021). Meanwhile, Bruno (Purna & Puspasari (2022) revealed that emotions are changes in physical aspects of a person, such as changes in breathing, heart rate, and glandular secretion, as well as changes in psychological aspects, which are usually characterized by strong emotions and the urge to act in a certain form, such as: situations. Laughter, sadness, crying.

Goleman (Ansori (2020) explained that emotions are any thoughts or upheavals of thoughts, feelings, passions, any great or overflowing mental state that can be in the form of anger, fear, sadness, happiness, love, shame and the like which is defined as the starting point for the inexhaustible nuances of emotional life. Meanwhile, according to Jahja (2012), emotion is a state in individuals at a certain time which is characterized by affective gradations ranging from weak levels to strong levels (Prasetya & Gunawan, (2018).

Pratisti, & Prihartanti (Saputra) (2017) stated that emotion regulation is a process where individuals are able to manage their emotions, including the process, intensity, duration, and which emotions are felt and when. These emotions respond appropriately to environmental demands. Regulation itself is a form of control carried out by the community over its own emotions (Syahadat, 2013; Pratisti, 2012). In addition, Gross (Anggraini (2018) said that the regulation of emotions is an internal and external process, awareness and unawareness of the influence of the emotional part that unites, realizes, confirms the situation from the facts and the course of consequences. Likewise, according to Thompson (Ningrum and Masing (2022), he defines emotion regulation as the ability to control status and behavior as a way of expressing emotions in accordance with environmental conditions. Another opinion from Thompson is that there are intrinsic and extrinsic processes that are responsible for monitoring, evaluating, and modifying emotional reactions in the regulation of emotions used to achieve a certain goal. Emotion regulation involves a person's ability to flexibly manage emotions according to environmental demands.

Emotion regulation consists of various aspects consisting of situation selection, situational changes, attention distribution, cognitive changes, and reaction changes (Strongman in Pristanti, et al. (2022). Gross also argues that the aspect of emotion regulation consists of (1) strategies to regulate emotions, (2) the ability of individuals not to be affected by negative emotions, (3) regulating responses from emotions that arise and (4) receiving responses from emotions that arise.

According to Thompson (Harmalis (2022), the aspect of emotion regulation consists of; 1) *emotions monitoring* or the ability to monitor emotions that are known to have the ability for processes that occur in individuals related to feelings, thoughts and behavioral backgrounds. 2) *emotions evaluating* or the ability to evaluate emotions in managing and stabilizing the emotions experienced, especially related to negative emotions. 3) *Emotions modification* or the ability to modify emotions to turn emotions into self-motivation, especially when individuals are in a state of despair, anxiety, and anger.

Then there are several factors that affect emotion regulation (Rusmaladewi, et al. (2020), namely; 1) age that shows increased emotion regulation, the higher the individual's age, the better the ability to regulate emotions. 2) gender between men and women shows differences in displaying emotions both

verbally and facial expressions. 3) religiosity, every religion is taught to be able to control its emotions, and 4) personality.

According to Hendrikson (Lutfianawati, et al., 2023) emotions in each individual are influenced by several factors, namely; 1) environmental factors, 2) parental affection, 3) traumatic experiences, 4) gender, 5) age, 6) physical changes and 7) changes in external appearance.

The process of emotion regulation according to Gross and Thompson (Harmalis (2022) includes all 1) consciousness which means that individuals try to regulate and control emotions by trying to enter the situation, understand, interpret and feel what is happening so as to reduce existing tension, and 2) unawareness is a state in which individuals experience emotions that explode, increased tension, physiological changes, impulse behaviors and participatory feelings so that individual behavior is not controlled.

Diana (2015) explained that emotional control is very important in human life, especially to reduce tension arising from peak inner conflicts. In this context, the Qur'an instructs people to control their emotions in order to reduce physical and psychological tensions and their negative effects. Likewise, in the hadith of the Prophet PBUH, many remind their followers to always control their emotions in order to create a harmonious and balanced life.

One of them is the message of the Prophet PBUH as narrated by al-Bukhari, Malik and at Tirmidhi, *Abu Hurairah said: "There is someone who said to the Prophet, advise me! He said: "Do not be angry. The man said it several more times and the Messenger still replied: "Do not be angry."*

In Nurhasanah's research on Emotional Regulation in Teachers of Children with Special Needs (Phenomenological Study of Extraordinary Schools X), the results of the study showed that teachers there could not contain their emotions and vent to their students. In the participants of the study conducted by Nurhasanah, they consciously had the ability to control emotions easily and with automatic responses, but nevertheless caused stress due to stress conditions coupled with interpersonal problems of each participant. The study shows the results of an overview of emotion regulation in teachers in the city of Padang. In the research that the researcher is currently doing, how is the description of emotion regulation that occurs in several schools in Sleman Regency, D.I Yogyakarta. Considering that the city of Yogyakarta itself is a city with the nickname "student city".

Based on the existing introduction, the researcher is interested in understanding how the regulation of emotions is applied by teachers working in private junior high schools in Sleman Regency. This research is quite important to find out how the picture of the emotional regulation of private junior high school teachers in Sleman Regency is. Because of this to find out related to these problems, the title of the research was formulated, namely "Overview of Emotional Regulation in Teachers with Problematic Students"

2. Method

This research uses a qualitative research method. Qualitative research is research on research that is descriptive and uses analysis (Wekke, 2019). Qualitative research has many methods, in this case the research is titled "Overview of Regulation in Teachers with Problematic STUDENTS" using qualitative research methods with a phenomenological approach to see the experience and description of emotion regulation carried out by teachers. The participants in this study were women and men who worked as private junior high school teachers totaling 3 people. The sampling technique in this study uses *the Purposive Sampling* technique. The data collection technique used in this study is by waancara. An interview is a communication interaction carried out by at least two people who are consciously willing with a conversation leading to a goal that has been set by prioritizing trust as the main point in the process of understanding, interviews are also used to find problems to be researched (Herdiansyah (Wekke, 2019). Data analysis techniques according to Saleh (2017) are the process of selecting, selecting and organizing data collected from field records, interviews and documentation, then gaining a deep understanding. The procedure for presenting and analyzing phenomenological data is 1) data organization. 2) memorizing and making fringe notes and forming initial codes, 3) descriptions of personal experiences of the phenomenon, 4) classifying data in codes and themes and grouping statements into units of meaning, 5) developing textual descriptions of how the phenomenon works, and 6) presenting and visualizing data about the essence of the experience in the form of tables or discussions.

3. Result and Discussion

3.1. Result

The description of the research data is presented in the form of a demographic table of participants which aims to explain the existing data. The demographic table of participants includes names/initials, age, occupation and education. In more detail, the demographic data of the participants is presented in table 1, which is as follows:

Table 1. Participant Demographics			
	Participant I	Participant II	Participant III
Initial Name	NWR	WWW	N
Age	29	39	29
Work	Teacher	Teacher	Teacher
Education	S1	S2	S1

Based on the demographics of the participants, sub-aspects were found. In more detail, the sub-aspects found are presented in table 2 as follows:

Table 2. Findings	
Aspects	Sub Aspects
Emotion Regulation Strategies	• Implementing Religious Teachings • Self-Control • Self-Introspection
Individual's Ability Not to Be Affected by Negative Emotions	• Finding a Solution • Patient • Avoiding Emotional Triggers
Emotion Control Response	• Reflecting on the Perceived Response • Facing Emotional Causes Head-On • Calm Down
Acceptance of Emotional Responses	• Diverting Thoughts from Emotional Causes • Venting Emotions • Recognizing Emotions Felt • The Desire to Change • Not Caring About Other People's Views

3.2. Discussion

This discussion contains experiences or descriptions of emotional regulation carried out by teachers. Several sub-aspects were found in the general aspect, which are as follows:

3.2.1. Strategies to Emotion Regulation

The results of the study on three participants that have been carried out by the researcher found that the three participants who were made participants by the researcher had different emotion regulation strategies. Based on these general aspects, sub-aspects were also found in the three participants, namely implementing religious teachings, self-control and self-reflection or self-introspection with the following explanation

3.2.2. Implementing religious teachings

Implementing religious teachings is one of the sub-aspects that arise in the emotion regulation strategy. Implementing religious teachings is a strategy used to regulate emotions in participants. NWR participants said that when dealing with students who have problems and cause negative emotions such as anger, participants will say istighfar and take ablution, and perform prayers if they have not. The same is true for WWW participants. WWW said that when they were angry or emotional, the first thing the participants did was to say istighfar.

3.2.3. Self-control

Self-control is a sub-aspect that appears in participants to regulate emotions. As the NWR participant said, when dealing with a problematic student, the participant will choose to remain silent to see the student's reaction, then give advice as well as to colleagues. However, it is different from the WWW participants. The WWW emphasizes that self-control is important, as it says about spirituality.

3.2.4. Self-Awareness/Self-Intropection

Self-introspection is one of the sub-aspects that arise in the emotion regulation strategy. Self-introspection is done to reassess thoughts, feelings and behaviors that have been done to learn lessons from the experience. As expressed by participant N, that N often displays negative emotions or anger towards students. N pondered and realized that the actions he had taken before were excessive.

3.3. Engaging in Goal Directed Behaviours or Individual Abilities to Avoid Being Affected by Emotional Triggers

In the second aspect, engaging *in goal behaviors* or can be interpreted as the ability of individuals not to be affected by negative emotions which aim to still be able to think and act well. In this general aspect, it is found that the sub-aspect of finding solutions, patiently avoiding emotional triggers, and contemplating the responses that arise.

3.3.1. Finding a Solution

Finding solutions is one of the sub-aspects that appear in this aspect. Finding solutions is an action or behavior that appears with the aim of being able to solve problems. As NWR said, when there is a conflict with a partner, he will be silent to ease his emotions, After the mood is calmer, then he tries to find a way out of the problems he is facing, including by advising each other so that there are no prolonged misunderstandings. This method shows that finding solutions is not only about resolving conflicts, but also a way to maintain good relationships with others and prevent negative emotions from developing further.

3.3.2. Patient

Patience is a sub-aspect that appears in this aspect. Patience is the act of refraining from staying calm in the face of difficult situations. NWR participants said that when they are emotional or angry, they should condition themselves as much as possible not to act further. NWR will calm down like remembering to stay patient and not act further.

3.3.3. Avoiding emotional triggers

Avoiding emotional triggers is the third sub-aspect that appears in this aspect. Avoiding emotional triggers is one of the strategies used by participants to stay away from situations of people or places that can cause negative emotions, this is done so that these feelings do not develop further or even take actions that they should not have. As explained by participant N, N will take out students who have problems during class and invite them to the library or prayer room.

3.3.4. Ponder the response that emerges

Reflecting on the responses that emerge is one of the sub-aspects of this general aspect. Reflecting on the response that arises is one of the actions not to be affected by further negative emotions. The action refers to the process of contemplation or self-reflection after displaying a response or reaction from a situation that triggers emotions. As Participant N said, after displaying negative emotions or anger, N rethinks his actions by asking himself. N admitted that the action was excessive to the students and convinced himself that the problem would subside on its own.

3.4. Control Emotional Response

Emotional control response is an individual's attitude or action to regulate emotions well so that they are able to display emotions and appropriate actions. The sub-aspects that arise in this general aspect are facing the emotional causes directly, calming down, and diverting the mind from the emotional cause.

3.4.1. Confronting emotional causes head-on

Facing the cause of emotions directly is a form of strategy used to deal with situations that trigger negative emotions such as reprimanding or taking action against students who have problems in class. As the NWR participant said, he did not hesitate to reprimand students who had problems in class. Especially when it is noon and the teacher's condition at that time is tired, NWR will reprimand students who are not conditioned

3.4.2. Calm down

Calming down is one of the strategies used so that the negative emotions that arise do not have an impact on yourself or others. As explained by the NWR participants, he will calm himself down by leaving the place or going to take ablution so that he can be calm and not excited.

3.4.3. Diverting thoughts from emotional causes

Diverting your mind from the cause of emotion is one of the sub-aspects of this aspect. This action is done to relieve emotions by diverting your mind from the negative emotions felt. As the N participant did, he said that when he was very emotional, N would choose to be quiet, play *on his phone*, or look at textbooks to reduce tension and emotional feelings that arise because of students who are difficult to manage. After taking his mind, N will be calmer and return to teaching.

3.5. Acceptance of Emotional Response

The aspect of receiving emotional responses is a common problem in the regulation of emotions where individuals receive and respond back to the emotional state that is being felt. In this aspect, it is found a sub-aspect of venting emotions, recognizing emotions that are being felt, the desire to change and not caring about the views of others.

3.5.1. Venting emotions

Expressing emotions is one of the sub-aspects in this main aspect. Expressing emotions is a form of acceptance in which individuals choose to express the emotions they are feeling. This was conveyed by the NWR participant who explained that when he was feeling negative emotions or anger, NWR would bring a broom handle or mop which would later be hit on the table as a form of bluffing against students. In contrast to WWW participants, WWW explained that when they feel negative emotions or anger venting in a high tone of voice, sometimes it cannot be tolerated by students or even colleagues. WWW is also aware that this has a negative impact on the interlocutor.

3.5.2. Recognize the emotions you are feeling

Recognizing the emotions that are being felt is one of the sub-aspects that appear in this main aspect. For example, in the WWW participant who explained that the WWW was able to understand and was aware of feeling emotions and what he did was to go for coffee. It was explained by participant N who said that N was aware and knew the emotions he was feeling, for example when he was angry, N would choose to leave the classroom rather than the anger would explode and something unwanted happened.

3.5.3. Desire to change

The desire to change is one of the sub-aspects that arise where individuals realize that the emotional responses displayed sometimes have a negative impact on students or colleagues and then appear to improve behavior. As explained by the WWW participant, when feeling negative emotions or anger, what WWW does is to leave the situation to calm down so that the emotional response that he wants to display is in accordance with his desires. In contrast to participant N who said that N wanted to change who was sensitive and did not solve problems to become a good teacher.

3.5.4. Not caring about other people's views

Not caring about other people's views is an attitude of accepting emotional responses where individuals do not think too much about other people's views of themselves. As explained by the WWW

participant who said that he did not care about the views of other teachers or even the principal when he was disciplining the problem student with firmness

4. Conclusion

Based on the results and discussions that have been presented in this study, it can be concluded that the three participants who are teachers who work in private junior high schools in Sleman Regency are described as having emotion regulation by fulfilling several aspects even with results that are different from each other. The description of emotional regulation in teachers working in private junior high schools in Sleman Regency has four aspects, namely; Emotion regulation strategies, the ability of individuals not to be affected by negative emotions, emotional resonance control and acceptance of emotional responses. An emotion regulation strategy is an initial strategy used to maintain emotional stability. Implementing religious encouragement, self-control and self-introspection are the foundations used to guide teachers' behavior not to be too far influenced by the negative emotions felt. This strategy is preventive because it is done before negative emotions develop further. The ability of individuals not to be affected by negative emotions is one of the aspects that strengthen the emotional regulation strategy that has been built, by looking for solutions, being patient, avoiding emotional triggers and reflecting on the perceived response is a defense made by teachers to maintain cognitive function and behavior like a teacher even when under pressure. This ability indicates the awareness that emotions should not dominate behavior, especially as an educator. Emotional control response is a teacher's description of managing emotions such as the act of facing the cause of emotions directly, calming down and diverting their minds. These actions are carried out to suppress emotions and also to manage constructively. Finally, there is the acceptance of emotional responses that affirm the existence of reflective awareness of teachers. In venting emotions, recognizing emotions, the desire to change and not caring about other people's views shows that emotions are controlling their emotions and also accepting emotions to be part of them so that there is an urge to improve in the future

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