



THE LINK BETWEEN TEACHER EMOTIONAL REGULATION AND MALADAPTIVE BEHAVIOR OF PRE-SCHOOL STUDENT

KAITAN ANTARA REGULASI EMOSI GURU DAN PERILAKU MALADAPTIF SISWA PRA-SEKOLAH

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ABSTRACT

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Maladaptive behavior often appears in preschool-aged children as form of child adjustment to wider social environment. Maladaptive behavior that is not managed early on will have negative impact on child development. Intervention is needed so that maladaptive behavior is not attached to the child's character. Teachers are social agents who play an important role in changing children's behavior, high teacher emotional regulation is needed to weaken children's maladaptive behavior. This study aims to determine the link between teacher emotional regulation and maladaptive behavior of preschoolers. This research is correlational quantitative research. The data collection technique used questionnaire using Emotional Regulation Questionnaire scale with reliability of 0.783 and Strength and Difficulty scale with reliability of 0.756. The subjects of this study were 200 'Aisyiyah Sidoarjo KB/TK teachers. The sampling technique uses quota sampling technique and data analysis uses Spearman Rho Correlation. The results of this study indicate the value of the correlation coefficient $r = -0.54$ with significance value of 0.001 ($P < 0.05$). This shows that there is negative link between teacher emotional regulation and maladaptive behavior of pre-school in 'Aisyiyah Sidoarjo KB/TK students. The higher the teacher's emotional regulation, the lower the maladaptive behavior raised by 'Aisyiyah Sidoarjo KB/TK students.

Keywords: Early Childhood Education; Emotion Regulation; Maladaptive behavior; Preschool Children; Teachers

ABSTRAK

Perilaku maladaptif seringkali muncul pada anak usia prasekolah sebagai bentuk penyesuaian diri anak terhadap lingkungan sosial yang lebih luas. Perilaku maladaptif yang tidak dikelola sejak dini akan berdampak negatif pada perkembangan anak. Intervensi diperlukan agar perilaku maladaptif tidak melekat pada karakter anak. Guru merupakan agen sosial yang berperan penting dalam mengubah perilaku anak, diperlukan regulasi emosi guru yang tinggi untuk melemahkan perilaku maladaptif anak. Penelitian ini bertujuan untuk mengetahui kaitan regulasi emosi guru dengan perilaku maladaptif anak prasekolah. Penelitian ini merupakan penelitian kuantitatif

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korelasional. Teknik pengumpulan data menggunakan kuesioner dengan skala *Emotional Regulation (ERQ)* dengan reliabilitas 0,783 dan skala *Strength and Difficult (SDQ)* dengan reliabilitas 0,756. Subyek penelitian ini adalah 200 orang guru KB/TK 'Aisyiyah Sidoarjo. Teknik pengambilan sampel menggunakan teknik quota sampling dan analisis data menggunakan Korelasi *Spearman Rho*. Hasil penelitian ini menunjukkan nilai koefisien korelasi $r = -0,54$ dengan nilai signifikansi 0,001 ($P < 0,05$). Hal ini menunjukkan bahwa terdapat kaitan negatif antara regulasi emosi guru dengan perilaku maladaptif prasekolah pada siswa KB/TK 'Aisyiyah Sidoarjo. Semakin tinggi regulasi emosi guru maka semakin rendah perilaku maladaptif yang dimunculkan oleh siswa KB/TK 'Aisyiyah Sidoarjo.

Kata kunci: Pendidikan usia dini; Regulasi Emosi; Perilaku maladaptif; Anak Prasekolah; Guru

INTRODUCTION

Every individu has different response to something that happens to him. Behavior is a manifestation of the brain's response in managing stimuli from outside the human self (Asri & Suharni, 2021). Behavior is formed from various human activities, behavior is divided into 2, namely adaptive behavior and maladaptive behavior (Imtikhani Nurfadilah, 2021). Maladaptive behavior is deviant behavior that is not in accordance with the context and conditions of behavior that apply to each environment (Romadhona, 2017). Maladaptive behavior is behavior that is unable to adapt or adapt to its surroundings normally, and is unable to adapt according to the stages of development of its age (Dulay, 2021).

Maladaptive behaviors that are often raised by pre-school aged children are usually maladaptive behaviors such as tantrums, impulsivity, disobeying the rules, mocking, damaging and even disturbing, not understanding the rules, lying, stealing, being physically aggressive (hitting, kicking, biting, throwing things). This is also supported by research conducted (Dominick et al., 2007) regarding the intensity of maladaptive behavior that appears, including: aggressiveness, tantrums, self-harm, and repetitive behavior. Maladaptive behavior is often found, especially in several pre-school environments in 'Aisyiyah Sidoarjo, many students exhibit maladaptive behavior such as tantrums in the form of crying and screaming and aggressive behavior that continues to be repeated for relatively the same reasons, namely unfulfilled desires. Likewise (Samson et al., 2015) confirmed that low emotion regulation strategies in children can increase negative emotions which ultimately lead to maladaptive behavior. Several categories of maladaptive behavior, namely tantrum, aggressive, and depressive behavior with the results of research that this behavior is classified as dangerous for the child's future (Supriyanti & Hariyanti, 2018) (Webster-Stratton et al., 2004) (Taxer & Gross, 2018) (Los, n.d.).

Children's maladaptive behavior can be a serious problem and will have a negative impact if solutions or interventions are not immediately sought for the behavior displayed by children (Dulay, 2021). The impact of maladaptive behavior is not only felt by parents, but children also feel the negative impact, for example when children are less able to manage their emotions, children are prone to experiencing depression, anxiety, stress, and other psychological disorders (Fitriani & Alsa, 2015). If allowed to continue it will be very influential in the formation of children's character, and students feel that there is no need to try to be good and behave politely to get what they want because all their wishes

are always achieved by behaving maladaptively towards those around them. So that the child will grow up with a bad character.

Factors that trigger maladaptive behavior that is raised by individuals can be grouped into 2, namely internal factors and external factors. This external factor is the solution in dealing with maladaptive behavior in pre-school children, which includes the family environment and the school environment (Sari, 2011). Pre-school children need adult supervision in every activity, therefore when in the home environment they need supervision and direction from their parents and when at school they need supervision and direction from the teacher. Some parents realize the important role of the teacher at school in the process of forming and developing children's character, especially in pre-school children. To deal with children with maladaptive behavior, teachers need stable emotions. A teacher's emotions are very influential on student cognition, motivation given to students, and teacher behavior and student final behavior, so it is necessary to manage the teacher's positive emotions to guide students to become good and wise students (Jiang et al., 2016).

Emotions play an important role for teachers when dealing with various situations in the school environment. The management of these emotions is used by individuals as a strategy to regulate their emotions which is defined as emotion regulation (Şenkal Ertürk et al., 2020). Emotion regulation is an individual's ability to manage emotions and express their emotions (Yulianto et al., 2020). Emotion regulation also includes the individual's ability to evaluate and change emotional responses to act according to the situation that occurs (Thompson, 2008). Research conducted by Restina, 2017 said that teachers who are able to manage their emotions well, the emotions that are released to deal with the behavior that is raised by their students are positive emotions such as being patient, thereby minimizing tantrum behavior in their students (Khaerunnisa et al., 2019). This is reinforced by Indanah and Karyati's research on 2017 which suggests that teachers must be able to control children's behavior at school, so that the teacher's knowledge of managing student behavior based on teacher emotions is considered very important (Karyati & Indanah, 2020). A teacher's emotions are very influential on student cognition, motivation given to students, and teacher behavior and student final behavior, so it is necessary to manage the teacher's positive emotions to guide students to become good and wise students (Yulianto et al., 2020).

The aspects that determine a person's regulatory ability are divided into 4, namely emotion regulation strategies, behavior to achieve goals, control of emotional responses, and acceptance of emotional responses (Taxer & Gross, 2018). According to Thompson, et al, regulation of a person's emotions is influenced by 2 factors, namely the first is intrinsic factors which include the temperament of the individual character that appears from birth and the nervous and physiological systems that support and are related to the process of regulating emotions. Second, extrinsic factors include parenting style, and the attachment link between individuals and their environment (Hidayah, 2020).

Good emotional regulation is needed to deal with students with maladaptive behavior at school, especially students who are still at the pre-school level. If a teacher has good emotional regulation, then his teaching skills are more effective, he is able to manage the class well so that he has a more positive link with his students (Sutton & Mudrey-Camino, nd). This is reinforced by research conducted by Indanah and Karyati which suggests that teachers must be able to control children's behavior at school so that teacher knowledge and management of student behavior is very important (Jiu et al., 2021).

Previous research conducted by Samson et al., 2015 mentions that the lack of strategies for managing children's emotions can increase negative emotions, so that these negative emotions make children respond by eliciting maladaptive behavior in autistic children (Samson et al., 2015). This prompted researchers to conduct further research on maladaptive behavior in conjunction with the teacher's emotional regulation variable and focus on the maladaptive behavior of general pre-school children.

So that teachers who have good emotional regulation can weaken the maladaptive behavior of their students (Wisener & Khoury, 2021). If the teacher's emotional regulation is not good, it will have an impact on the formation of bad student characteristics. So that good teacher emotional regulation will also have a good impact in guiding, controlling and responding to students, especially pre-school students who feature maladaptive behavior. So this study aims to find out how the link between teacher emotional regulation in dealing with maladaptive behavior of pre-school children in KB/TK teachers 'Aisyiyah in Sidoarjo.

METHOD

The method used in this study is quantitative correlation which aims to determine the link between variables. This study uses 2 variables, namely emotional regulation as a variable (X) and maladaptive behavior as a variable (Y). The subjects in this study were 'Aisyiyah Sidoarjo KB/TK teachers who have students with maladaptive behavior. Based on research that has been conducted by Siti Zaharah, the variable of maladaptive behavior of children can be measured through the teacher because teachers are considered parents at school and feel more familiar with the characters and behaviors that are often carried out by children, so this research uses teachers who have students with maladaptive behavior (Ahmad et al., 2018).

The population in this study were 265 'Aisyiyah Sidoarjo KB/TK teachers. While the sample in this study were 200 'Aisyiyah Sidoarjo KB/TK teachers. According to (Sugiyono, 2016) a sample size of 200 is sufficient to conduct quantitative research. The sampling technique used is the quota sampling technique. The quota sampling technique is a sampling technique that is carried out by taking a number of sample quotas from the population and stopping sampling after the quota is fulfilled (Susanti, 2019).

The data collection technique uses a psychological scale questionnaire with a Likert scale model. The emotion regulation scale used is the Emotional Regulation Questionnaire (ERQ) adaptation scale by Gross and John with 10 items used to measure teachers' emotional regulation in this study (Radde & Nur Aulia Saudi, 2021). The emotional regulation scale was obtained from a rating scale with a score range of 1 for statements that did not fit up to a score of 7 for items that were felt to be very appropriate to the subject. From the results of item analysis, Cronbach's Alpha results were 0.783. which means that this ERQ scale has high and good reliability. so it's worth testing.

While the maladaptive behavior scale used in this study used the adaptation scale of the Strengths and Difficulties Questionnaire (SDQ) by Goodman with 25 items which are used to determine children's emotional and behavioral problems and determine their level of learning readiness (Istiqomah, 2017). The maladaptive behavior scale is obtained from a rating scale with a score range of 1 for statements that are not appropriate to a score of 3 for items that are felt to be very appropriate to the subject. Cronbach's Alpha results are 0.756, which means that this SDQ scale has high and good reliability, so it is feasible to be tested. The data analysis technique used the Spearman's Rho correlation method through JASP 0.16.3.0 and the linearity test used SPSS 22.0 for windows.

RESULT AND DISCUSSION

Demographic data description

The results of this descriptive analysis are based on the research that has been done, namely in the form of questionnaire responses obtained from 200 respondents to the 'Aisyiyah Sidoarjo KB/TK teachers as research subjects. The data collected is then presented in tabular form so that it will be easy to understand. This descriptive analysis is used to provide information related to the demographic characteristics of the research subjects. The following is table 1 which presents the demographic data of the subject.

Table 1.
Demographic Data

Character Demographics		Respondents	Percentage
Student Gender	Man	148	74%
	Woman	52	26%
Student Age	4	51	25.50%
	5	89	44.50%
	6	60	30%
	D2	2	1%
Teacher Education Level	S1	117	58.50%
	S2	1	0.50%
Position	Senior High School	80	40%
	Teacher	174	87%
	Headmaster	26	13%

Based on table 1. Demographic data in this study revealed that the number of male students was greater with a total percentage of 74% than female students with a total percentage of 26%. Based on age category, the most children are 5 years old with a percentage of 44.5% and the least number of children are 4 years old with a percentage of 25.5%. Level category the education of the teacher with the most number of respondents in this study was the undergraduate education level, namely 58.5%, and the least was the master's education level, with a total percentage of 0.5%. In the category of respondent positions in this study the most were teacher positions with a percentage of 87% and the least were school principal positions with a total percentage of 13%.

Normality Test Results

calculation is the calculation of the normality test. The normality test is carried out to see whether or not the distribution of the subject's score distribution is normal for the variable being analyzed or used to determine whether the sample used is from a normally distributed population or not. The results of the data from the scoring were then tested using JASP 0.16.20. In this statistical test, if a probability value of 0.05 or even greater (> 0.05) is obtained, the data is stated to be normally distributed, but conversely, if the probability obtained is smaller (< 0.05), the data is declared not normally distributed. The following are the results of the normality test for the two variables presented in table 2 below.

Table 2.
Normality Test

Assumption checks				
Shapiro-Wilk Test for Bivariate Normality				
			Shapiro-Wilk	p
Emotion Regulation	-	Maladaptive Behavior	0.981	0.009

Based on data from table 2 Assumption checks Shapiro-Wilk Test for Bivariate Normality is known that the significance value is 0.009, this value means less than 0.05 ($P 0.009 < 0.05$) and it can be said that the data is not normally distributed. Based on this statement, it can be interpreted that the data from these variables have an abnormal distribution, so to test the hypothesis it is recommended to use a non-parametric correlation test because the data obtained does not meet the requirements for normal distribution data.

Linearity Test Results

The next data test is the linearity tests. The linearity test aims to determine whether the distribution of the research variable values can be drawn in a straight line indicating a linear link between these variables or it can be said to determine whether the link between X and Y variables is linear or not. The data for each variable was tested using the SPSS 16.0 for Windows program. The requirement for the linearity test is that it can be said to be linear when the significance value for *linearity* is less than 0.05 (< 0.05), so that it can be said that there is a link between variable X and variable Y which is said to be linear. The following results of the linearity test are presented in table 3.

Table 3.
Linearity Test
ANOVA Table

			Sum of Squares	df	MeanSquare	F	Sig.
Maladaptive Behavior * Emotion Regulation	Between Groups	(Combined)	26151.545	48	544,824	13,298	0
		Linearity	20051714	1	20051714	489,413	0
		Deviation from Linearity	6099,832	47	129,784	3.168	0
	Within Groups		6186.61	151	40,971		
	Total		32338.155	199			

Results Whichobtained from the linearity test on emotion regulation variables and maladaptive behavior shows that mark the significance of linearity is 0.000 (< 0.05). Based on results analysist he it can be concluded that link between emotion regulation with maladaptive behavior is linear because it meets the requirements of the linearity test.

Correlation Test Results

The next test is hypothesis testing. Hypothesis testing is an analysis used to determine whether or not there is a link between research variables. The hypothesis put forward by researchers is that there is a negative link between teacher emotional regulation and maladaptive behavior of 'Aisiyiah Sidoarjo KB/TK students. Hypothesis testing was carried out to determine the correlation of the two variables, hypothesis testing in this study was carried out using non-parametric techniques using the *Spearman's rho correlation test*. The hypothesis is accepted if $p < 0.05$.

Table 4.
Correlation Test

Correlation					
Spearman's Correlations					
				Spearman's rho	P
Emotion Regulation	-	Maladaptive Behavior	-0.54	***	< .001
*p < .05, **p < .01, ***p < .001					

The results of the analysis based on table 4 show that the correlation coefficient $r_{xy} = -0.54$ with a significance value of 0.001 ($P < 0.05$). This shows that the hypothesis put forward in this study is accepted. The results of this study indicate that there is a significant link between emotion regulation and maladaptive behavior and the direction of the link shown is negative. So that the higher the teacher's ability to regulate emotions, the lower the maladaptive behavior that students display. On the other hand, the lower the teacher's ability to regulate emotions, the maladaptive behavior raised by students, the higher the KB/TK 'Aisiyiah Sidoarjo.

Percentage Scale Categorization

Table 5.
Results of the Maladaptive Behavior Scale Categorization

Categorization	Maladaptive Behavior Scale	
	subject	percentage
Low	57	28.5%
Currently	87	43.5%
Tall	56	28%
Amount	200	100%

Based on the categorization table above, it can be concluded that the majority of children with maladaptive behavior in 'Aisiyiah Sidoarjo KB/TK are in the moderate category with a percentage of 43.5%.

Table 6.
Results of the Emotional Regulation Scale Categorization

Categorization	Emotion Regulation Scale	
	subject	percentage
Low	36	18%
Currently	57	28.5%

Tall	107	53.5%
Amount	200	100%

Based on the categorization table above, it can be concluded that the majority of teachers in the 'Aisyiyah Sidoarjo KB/TK with high emotional regulation are in the high category with a percentage of 53.5%.

The results of this study are in line with the hypothesis put forward by researchers that teacher's emotional regulation is one of the factors that can deal with maladaptive behavior of pre-school children. One of the factors that can be an effective main control in overcoming maladaptive behavior in children is proper direction and assistance from the closest people, namely parents and teachers (Rahmi, 2019). As parents at school, the teacher's role is very important during the development and formation of children's character while at school, because schools are a place for character formation in children and of course the role of teachers with high emotional regulation is needed in handling and preventing maladaptive behavior carried out by students, especially at preschool age. school, because actually the teacher is responsible for educating students in school.

Maladaptive behavior, especially in pre-school children, needs to be dealt with quickly and in the right way, because if it is not handled immediately it will have a negative impact on the development and formation of children's character. This is reinforced by research conducted by Alima Fikri that aggressive behavior raised by a student at school is considered dangerous behavior and needs to be followed up by the teacher (Shidiq & Raharjo, 2018). So in conditions like this the role of the teacher is very important, especially for students with maladaptive behavior. Teacher quality is also an important factor in shaping student character, especially in preventing and dealing with students with maladaptive behavior at school. Research conducted by Mu'mina Kurniawati, et al, 2022 said that emotion regulation has a negative link with aggressive behavior which is significant, which means that there is a link between the quality of emotion regulation and the level of occurrence of aggressive behavior (SJ Kahar et al., 2022). This is supported by research conducted by Juanda that emotion regulation can affect aggressive behavior (Aswar & Pusadan, 2021) .

The lower the teacher's emotional regulation, the higher the student's maladaptive behavior. Several studies have also revealed that teachers with good emotional regulation will rely on their positive emotions in dealing with all situations in their surroundings with positive emotions, so as to minimize maladaptive behaviors such as tantrums raised by their environment (Khaerunnisa et al., 2019; Propheta & Van Zyl, 2019). Teachers who cannot regulate their emotions, what happens is the risk of maladaptive behavior by students will increase. Conversely, the higher the teacher's emotional regulation, the lower the child's maladaptive behavior. Teachers who have high emotional regulation are considered to have a good ability to influence student aggressive behavior, because students who have maladaptive behavior find it difficult to manage or regulate their emotions, so good emotional regulation from a teacher can minimize or weaken the emergence of this aggressive behavior (Wisener & Khoury, 2021). This is in line with research conducted by Desi Ramadhoni, 2020 that emotion regulation is not only about finding ways to reduce positive emotions, but also about how a teacher responds to situations that can generate emotions and also about the ability to accept events that cause emotions (Dukuhwaru, 2020).

So that in dealing with maladaptive behavior of preschool students, high

emotional regulation is needed so that these students can receive advice calmly and can be directed to slowly reduce this maladaptive behavior and form good character, because when the teacher can manage his emotions well the teacher will also be considered a professional as a teacher (Qomaria et al., 2023). The teacher can control students with positive emotions because the teacher already understands the causes of this behavior and how to respond calmly when the behavior reappears, so the teacher can take control and direct students without releasing negative emotions to minimize maladaptive behavior reappearing.

This is in line with the results of the study that according to the results of the categorization of the maladaptive behavior scale and the emotional regulation scale, it has a balance, namely teachers in the 'Aisyiyah Sidoarjo KB/TK with emotional regulation in the high category with a percentage of 53.5%. while children with maladaptive behavior in 'Aisyiyah Sidoarjo KB/TK are in the moderate category with a percentage of 43.5%. This research is in line with the theory used and the results of previous researchers that the higher the teacher's self-efficacy level, the lower the child's maladaptive behavior that appears in the classroom and the teaching and learning process.

CONCLUSION

Based on the results of research on the link between teacher emotional regulation and the maladaptive behavior of 'Aisyiyah Sidoarjo KB/TK students, it is known that the value of the correlation coefficient $r_{xy} = -0.54$ with a significance value of 0.001 ($P < 0.05$). This shows that the hypothesis put forward in this study is accepted, this means that there is a significant link between teacher emotional regulation and maladaptive behavior of "Aisyiyah Sidoarjo KB/TK students.

Based on the results of the categorization it was also found that the majority of teachers in the 'Aisyiyah Sidoarjo KB/TK with high emotional regulation were in the high category with a percentage of 53.5% and the majority of children with maladaptive behavior in the 'Aisyiyah Sidoarjo KB/TK were in the medium category with a percentage of 43.5%. So it can be said that the higher the teacher's emotional regulation, the lower the maladaptive behavior raised by students.

This research is expected to provide a reference for further research by incorporating emotion regulation or other factors related to or influencing maladaptive behavior to be included in more psychological studies. The weakness in this study is that the data distribution is not normal or it uses non-parametric statistical analysis. The results of this study cannot be generalized. Other researchers who are interested in conducting similar research can increase the number of populations with different characteristics.

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