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# Understanding How Teachers Deal with Their Emotions: Developing Indonesian Teacher Emotional Regulation Inventory (ITERI)

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**Abstract:** Teacher emotion regulation is crucial as it can have a significant impact on students and the overall learning process in schools. Unfortunately, research specifically focusing on teachers' emotion regulation within the Indonesian cultural context remains limited. Moreover, there is a lack of published measurement tools that assess teachers' emotion regulation strategies within their work context at schools. Therefore, this study aims to develop the Indonesian Teacher Emotional Regulation Inventory (ITERI), a valid and reliable measurement tool to assess the emotion regulation strategies of teachers in Indonesia, by adapting the Language Teacher Emotion Regulation Inventory (LTERI). The study involved 337 elementary school teachers from various regions across Indonesia, selected using convenience sampling. Data were collected through both offline printed questionnaires and online surveys via Google Forms. The validity of ITERI was assessed through cognitive interviews, Content Validity Index (CVI), and Confirmatory Factor Analysis (CFA). Cronbach's Alpha analysis was also conducted to evaluate reliability and descriptive analysis was performed. The results showed that 22 of 27 items in ITERI are valid in measuring six dimensions: situation selection, situation modification, attention deployment, cognitive reappraisal, suppression, and seeking social support. However, only five of six dimensions of the ITERI showed sufficient reliability, with the situation modification dimension being the least reliable.

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## Introduction

At school, teachers experience a range of both positive and negative emotions, such as happiness, pride, anxiety, anger, and frustration (Lee & van Vlack, 2018). These emotions are teachers' responses to classroom activities or lesson plans, interactions with other adults during school activities, school system requirements, student performance, student misbehavior, personal issues of students, and personal issues of teachers (Taxer & Gross, 2018). Emotions that teachers experience need to be well-regulated, as they may influence both teachers and

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students (Deng et al., 2022; Lee & van Vlack, 2018). Emotion regulation refers to the ways individuals control their responses to specific emotions, whether automatically or consciously, and whether knowingly or unknowingly (Gross & Thompson, 2007). In this regard, Gross & Thompson (2007) posits that responses to emotions include feelings, behaviors, and physiological reactions.

A teacher's inability to regulate emotions effectively can negatively impact classroom teaching effectiveness and student learning (Lee & van Vlack, 2018; Wang et al., 2023). Conversely, teachers who are able to regulate their emotions experience less burnout, increase work motivation and teaching quality, achieve better well-being and self-efficacy, and cope with negative emotions triggered by student misbehavior (Chang & Taxer, 2021; Wang et al., 2023). They can also manage and express their emotions well, enabling them to build better relationships with students (de Ruiter et al., 2021). In other words, teachers' emotion regulation contributes to the success of the learning process. Therefore, research on emotion regulation in teachers is crucial to enhance the quality of the teaching and learning process.

According to Gross (1998), there are five strategies for regulating emotions. First, situation selection is an emotion regulation strategy that involves proactively choosing situations or conditions that are expected to elicit desired or undesired emotions (Gross, 2015; Gross & Thompson, 2007). Second, situation modification is an emotion regulation strategy that involves actively changing a situation to alter its emotional impact (Gross, 1998, 2001, 2015). Third, attentional deployment is an emotion regulation strategy that involves directing attention within a particular situation, either externally or internally, to alter emotional responses (Gross, 2015; Gross & Thompson, 2007). Fourth, cognitive change is an emotion regulation strategy that involves altering one's evaluation of a situation to change the perceived emotional impact of that situation (Gross, 1998, 2015). One of the most studied and effective forms of cognitive change is reappraisal, which has been found to reduce the intensity of negative emotions (Gross & John, 2003; Taxer & Gross, 2018). Lastly, response modulation is an emotion regulation strategy that involves attempting to influence emotional responses (physiological, experiential, or behavioral) after the initial emotional response has occurred (Gross, 2001, 2015). One of the most frequently studied forms of response modulation is expressive suppression, which aims to inhibit the behavioral expression of experienced emotions (Gross, 2015). Apart from these five strategies, teachers have been found to seek social support to help them process their feelings and gain perspective on their emotional experiences (Taylor et al., 2020). Regarding this, social support is crucial in helping teachers regulate their emotions and select adaptive emotion regulation strategies both in and out of the classroom (Gross, 2001; Jennings & Greenberg, 2009; Wang et al., 2023).

Previous research has found that teachers in schools employ multiple emotion regulation strategies. Sutton (2004; Sutton et al., 2009) discovered that teachers use emotion regulation strategies such as adjust lesson plans, ignoring disruptive students, cognitive change, self-talk, and reappraisal to enhance classroom management effectiveness. Similarly, Morais et al. (2023) found that teachers often use cognitive change and situation modification strategies, which are considered adaptive. Taxer & Gross (2018) found that teachers most frequently use the response modulation strategy of suppression to reduce negative emotions caused by students' misbehavior. Unfortunately, unlike reappraisal, suppression strategies are often found to have negative impacts. Reappraisal was found to increase positive emotion expression and reduce negative emotion expression among teachers, whereas suppression

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decreased positive emotion expression and increased negative emotion expression in the everyday school context (Jiang et al., 2016).

Previous research on teachers' emotion regulation has mainly been conducted qualitatively. Furthermore, existing quantitative research typically focuses on one or two types of emotion regulation strategies, namely cognitive reappraisal and suppression. This leaves some gaps in understanding teachers' emotion regulation completely since previous studies have found that teachers not only apply cognitive reappraisal and suppression strategies but also frequently use strategies such as situation selection, situation modification, attention deployment, and seeking social support (Heydarnejad et al., 2021; Taxer & Gross, 2018). To understand the emotion regulation strategies used by teachers, a valid and reliable measurement tool is needed.

So far, only three emotion regulation measures were found to measure teachers' emotion regulation strategies. First, the Teacher Emotion-Regulation Scale (TERS) developed by Buríc et al. (2016) explores the emotion regulation strategies typically used by teachers in their workplaces. TERS measures five emotion regulation strategies: avoiding situations, active modification strategy, reappraisal, suppression, and tension reduction. Second, there is the Language Teacher Emotion Regulation Inventory (LTERI), which measures six emotion regulation strategies in the context of language teachers (Heydarnejad et al., 2021). These six strategies include situation selection, situation modification, attention deployment, reappraisal, suppression, and seeking social support. Third, there is the teacher emotion regulation tool developed based on Thompson's theory (1994) by Purna et al. (2019). Purna et al. (2019) developed this tool in Indonesia to assess teachers' emotional management and expression skills, with a specific focus on monitoring, evaluating, and modifying emotions. Of these three measuring instruments, only the measuring instrument of Purna et al. (2019) has been developed in the Indonesian context.

Chang & Taxer (2021) state that emotions depend on the situations and individuals involved. Given that Indonesian teachers, especially teachers in remote areas, face various unique challenges and heavy workloads such as preparing and evaluating lessons, curriculum demands and frequent policy changes, administrative tasks, and economic situations (Sancoko & Sugiarti, 2022). It is important to examine their emotional regulation since all these demands and challenges may affect teachers' emotions. However, due to the limited research explicitly examining teachers' emotion regulation within the context of Indonesian culture, there is currently no published assessment tool that comprehensively analyses all the emotion regulation strategies used by teachers in Indonesia. This knowledge gap hinders the development of effective support systems and interventions for teachers and impacts education quality and student learning outcomes.

This research aims to develop a valid and reliable measurement tool that specifically explores the emotion regulation strategies used by teachers in Indonesia. Considering the various emotion regulation measurement tools that have been developed, this study chose to adapt the Language Teacher Emotion Regulation Inventory (LTERI) into Indonesian and for the broader context of teachers. The selection of LTERI was based on its suitability for the school context and its comprehensive coverage of emotion regulation strategies. Although the LTERI was originally developed for language teachers, the items in this measurement tool may considered general enough to be applied in the broader context of teachers overall. In addition to developing and validating emotion regulation strategies measurement tools, this study also

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aims to provide deeper insights into teachers' emotion regulation in Indonesia. This can be used to design more effective interventions to improve teachers' well-being and the quality of teaching and learning in schools.

## Research Method

The research design is a descriptive, non-experimental quantitative study. This study employs a cross-sectional survey method. A cross-sectional survey is a structured series of questions or statements given to a group of people to measure attitudes, beliefs, values, or behavioral tendencies of the target group at a specific time (Ghanad, 2023; Goodwin & Goodwin, 2017). The study has received ethical approval from the Faculty of Psychology, University of Indonesia, with the number 292/FPsi.Komite Etik/PDP.04.00/2023.

The study respondents consisted of 337 elementary school teachers spread across Indonesia. These respondents were obtained using convenience sampling, a type of non-probability sampling. Convenience sampling means respondents are chosen based on their ease of access, availability, and willingness to respond (Goodwin & Goodwin, 2017). The research questionnaire was distributed both offline using printed questionnaires and online using Google Forms. The respondents included 61 males (18.1%) and 276 females (81.9%) who were elementary school teachers aged 22-60 years. The educational backgrounds of the respondents were as follows: 8 teachers with high school equivalent degrees (2.4%); 312 teachers with bachelor's degrees (92.6%); 16 teachers with master's degrees (4.7%); and 1 teacher with a doctoral degree (0.3%). Additionally, the respondents were distributed across several provinces: West Java (47.5%), Jakarta (27%), Central Java (7.1%), Bali (5.3%), Banten (3.9%), East Java (3.3%), Yogyakarta (2.1%), several provinces in Sumatra (2.1%), Kalimantan (1.2%), and Sulawesi (0.6%). Initially, there were 422 respondents who completed the survey, but 85 respondents were deemed invalid due to not meeting participant characteristics, not completing the questionnaire fully, or not correctly answering the Instructional Manipulation Check (IMC). The IMC method is used to minimize respondents who did not complete the questionnaire accurately and sincerely by inserting questions that appear similar in length and response format to standard questions but require respondents to do something unexpected and specific, such as selecting the second scale (Gosling & Mason, 2015).

The measurement tool for this study, the Indonesian Teacher Emotional Regulation Inventory (ITERI), is adapted from the Language Teacher Emotion Regulation Inventory (LTERI) developed by Heydarnejad et al. (2021). ITERI was adapted into Indonesian and contextualized for elementary school teachers. To adapt the LTERI items for the general teaching context, researchers replaced the phrase "language teacher" with "teacher". ITERI uses a 4-point Likert scale (never, sometimes, often, and always) and has six dimensions to measure six types of emotion regulation strategies: situation selection, situation modification, attention deployment, cognitive reappraisal, suppression, and seeking social support.

The researchers adapted the measurement tool based on the guidelines for the process of cross-cultural adaptation of self-report measures according to Beaton et al. (2000). The first step was to translate the items from English into Indonesian. The researchers engaged two translators who were proficient in English as a minimum requirement for the first translation phase (Beaton et al., 2000). The two translators had different backgrounds: the first translator had a background in psychology and was informed about the purpose of the scale, while the

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second translator was not informed about the concept being measured and did not have a psychology background. Each translator produced a written report of the translations they completed. Next, the researchers synthesized the translation results from both translators and compiled them into a questionnaire. Then, the researchers asked a different translator, who was completely unaware of the original version, to back-translate the questionnaire into English. This step serves as a validity check to ensure that the translated version reflects the same content as the original version (Beaton et al., 2000).

In the following step, the back-translation results were reviewed by an expert committee of two professors who are also psychologists in educational psychology. The committee reviewed and evaluated all translations separately by filling in The Content Validity Index (CVI). The expert panel was asked to rate each item in the ITERI on a scale from 1 to 4 (not relevant to very relevant). According to Davis (1992), an acceptable cut-off score for CVI with two experts is at least 0.80 (Yusoff, 2019). Apart from CVI, at this stage the researcher also conducted cognitive interviews to assess the content validity and face validity of the ITERI. In this study, cognitive interviews were conducted with five elementary school teachers using the verbal probing technique. The verbal probing technique asks pointed questions about participants' thinking involved in answering survey questions to ensure that respondents' interpretations of the self-reported items are consistent with the intended meaning (Ryan et al., 2012). The final step of the adaptation process was the distribution of the questionnaire. The field testing of the questionnaire was conducted on respondents from the targeted backgrounds. Data obtained from the questionnaire distribution were then analyzed for validity, reliability, and descriptive analysis to answer the research questions.

The data analysis for this study utilized IBM SPSS Statistics version 23 for descriptive and reliability analyses and R Studio for Confirmatory Factor Analysis. The reliability of the ITERI measurement tool was assessed using Cronbach's alpha, while Confirmatory Factor Analysis (CFA) was used to assess construct validity. The ITERI tool is considered sufficient reliability or internal consistency if the alpha value reaches 0.70 (Taber, 2018). This study evaluates Cronbach's alpha for each dimension comprising the ITERI. In CFA, the model fit criteria employed in this study followed the guidelines established by Kyndt & Onghena (2014). The validity testing of this measurement tool was examined at the item-to-dimension level. If the model fit is confirmed, it indicates that the items appropriately represent the dimensions they are intended to measure. In addition, the factor loading values were also assessed. A factor loading below 0.40 indicates a weak factor loading, suggesting that the item should be revised or discarded (Chin, 1998).

## Result and Discussion

### *Validity of ITERI*

The first validity test conducted was a cognitive interview. From the cognitive interviews with five elementary school teachers, it was found that the wording of the items in the Indonesian Teacher Emotional Regulation Inventory (ITERI) was generally understood and interpreted as intended. However, two of the five teachers reported that they needed to read the items in the situation modification dimension twice to fully understand them. Based on the feedback from these teachers, several items were modified to improve clarity and ease of understanding. For example, the item "*Jika karena alasan tertentu saya merasa kesal di tempat kerja, saya mengingatkan diri sendiri akan tujuan hidup saya.*" was revised to "*Jika saya*

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*merasa kesal di tempat kerja karena alasan tertentu, saya mengingatkan diri sendiri akan tujuan hidup saya.*" Similarly, the item "*Jika karena alasan tertentu, saya merasa marah di kelas, saya akan mengabaikan perasaan itu.*" was changed to "*Jika saya merasa marah di kelas karena alasan tertentu, saya akan mengabaikan perasaan itu.*"

Table 1 shows the results of the Content Validity Index (CVI) test, which assesses the content validity of the Indonesian Teacher Emotional Regulation Inventory (ITERI). All item-level CVI (I-CVI) values range between 0.9 and 1.0. Meanwhile, the scale-level CVI (S-CVI) obtained a value of 0.993. Both the I-CVI and the S-CVI exceed the cut-off score. This indicates that the items in ITERI are relevant and accurately represent emotional regulation strategies (Yusoff, 2019).

**Table 1. Result of Content Validity Index (CVI)**

| Item | Expert 1 | Expert 2 | I-CVI |
|---|---|---|---|
| Situation selection | | | |
| 1. In class, I avoid conflict and upsetting emotional situations. | 5 | 5 | 1 |
| 2. I try to avoid unpleasant discussions. | 5 | 5 | 1 |
| 3. In the teacher's room, I avoid conflict and emotionally upsetting situations. | 5 | 5 | 1 |
| 4. I try to avoid discussing with problematic parents. | 5 | 5 | 1 |
| 5.At work, I try to avoid situations that cause unpleasant feelings. | 5 | 5 | 1 |
| Situation modification | | | |
| 6. When I feel powerless at work, I critically reconsider my teaching methods. | 5 | 5 | 1 |
| 7. If students in class make me angry, I try to correct them or give them advice. | 5 | 5 | 1 |
| 8. When there is an unpleasant discussion in class, I try to change the topic. | 5 | 5 | 1 |
| 9. When I improve my knowledge and skills, I can react better in stressful situations at work. | 5 | 5 | 1 |
| 10. When I encounter an upsetting conversation topic, I try to change it into a more appropriate topic. | 5 | 5 | 1 |
| Attention deployment | | | |
| 11. When I feel anxious in class, I turn my attention to something more enjoyable. | 5 | 5 | 1 |
| 12. If I feel frustrated in class, I try to involve myself in different class activities to forget about it. | 5 | 5 | 1 |
| 13. When I feel unhappy in class, I try to think of something interesting. | 5 | 5 | 1 |
| 14. If I get annoyed in class, I turn my attention to more enjoyable things. | 5 | 5 | 1 |
| Reappraisal | | | |
| 15. I am trying to reduce the tension in the class and remind myself that there are more important things in my life. | 4 | 5 | 0.9 |
| 16. If my student's behavior is unpleasant, I remind myself that they do not have enough experience yet. | 5 | 5 | 1 |
| 17. When I feel embarrassed, I remind myself that I will do better in the future. | 4 | 5 | 0.9 |
| 18. In case there are particular reasons I feel annoyed at work, I remind myself of my life's goal. | 5 | 5 | 1 |
| 19. If I feel helpless at work, I will calm myself down and see the problem from a different perspective. | 5 | 5 | 1 |
| Suppression | | | |

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| | | | |
|---|---|---|---|
| 20. If I feel anxious in the class, I will try to suppress the feeling. | 5 | 5 | 1 |
| 21. If I feel helpless, I will ignore that. | 5 | 5 | 1 |
| 22. If I feel embarrassed for any particular reason, I will ignore that feeling. | 5 | 5 | 1 |
| 23. When I feel unhappy at work, I will ignore that feeling. | 5 | 5 | 1 |
| Seeking social support | | | |
| 24. When I feel stressed in the class, I share my feeling to one of my colleagues. | 5 | 5 | 1 |
| 25. When I feel helpless in the class, I look for any solution from experts such as psychologist or school counsellor. | 5 | 5 | 1 |
| 26. If I feel nervous in the class, I talk to someone who can understand my feeling. | 5 | 5 | 1 |
| 27. In order to shift my mind from annoying situation at work, I talk to someone close to me. | 5 | 5 | 1 |
| | | **S-CVI** | **0.993** |

Researchers conducted Confirmatory Factor Analysis (CFA) twice. The first model was the original model, while the second model or final model was a modified version. The results of the CFA indicated that the original model met four out of the seven fit indices ($\chi 2$ (309) = 891.299, $p < 0.001$, GFI = 0.969, AGFI = 0.960, CFI = 0.825, NFI = 0.757, TLI = 0.801, SRMR = 0.074, RMSEA = 0.075 [90% CI 0.069, 0.081]). Table 2 presents the results of the CFA outcomes for both the initial and final models.

**Table 2. Results of Confirmatory Factor Analysis for ITERI**

| Type Of Fit Index | Fit Index | Recommended cut-off value | First model | Final model |
|---|---|---|---|---|
| $\chi^2$ | | | 891.299 | 450.522 |
| df | | | 309 | 194 |
| $\chi^2$/df | | | 2.884 | 2.322 |
| p-value | | | 0.000 | 0.000 |
| Absolute fit indexes | SRMR | ≤ 0.08; ≤ 0.05 | 0.074* | 0.056* |
| | GFI | ≥ 0.95 | 0.969* | 0.984* |
| | AGFI | ≥ 0.95 | 0.960* | 0.977* |
| Incremental fit indexes | CFI | ≥ 0.95; ≥ 0.90 | 0.825 | 0.904* |
| | NFI | ≥ 0.95 | 0.757 | 0.845 |
| | TLI | ≥ 0.95 | 0.801 | 0.886 |
| Parsimony adjusted fit indexes | RMSEA | ≤ 0.06; 0.08 (reasonable error) | 0.075* | 0.063* |

*Note.* SRMR = Standardized Root Mean Square Residual; GFI = Goodness of Fit Index; AGFI = Adjusted Goodness of Fit Index; CFI = Comparative Fit Index; NFI = Normed Fit Index; TLI = Tucker-Lewis Index
*Fit the recommended cut-off value.

Table 3 shows the factor loadings, which indicate how well each item represents the latent constructs, in this case, the different emotion regulation strategies. In the first model, the factor loadings ranged from 0.386 to 0.887, with one item, item 25, having a factor loading below 0.4. Item 25 should be revised or discarded because it indicates a weak relationship between the item and the factor or dimension it is supposed to measure (Chin, 1998). Based on the CFA results from the first model, researchers made modifications to improve the model fit. According to the modification indices of the original model, items 15 ("I am trying to reduce the tension in the class and remind myself that there are more important things in my life.") and item 20 ("If I feel anxious in the class, I will try to suppress the feeling.") were

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recommended for deletion because they were found to measure dimensions other than their intended ones. In addition to removing items 15 and 20, researchers also deleted items 4 ("I try to avoid discussing with problematic parents."), item 8 ("When there is an unpleasant discussion in class, I try to change the topic."), and item 25 ("When I feel helpless in the class, I look for any solution from experts such as psychologists or school counselors.") due to their low factor loadings. These modifications resulted in the second model or final model meeting five out of the seven fit indices ($\chi 2$ (194) = 450.522, $p < 0.001$, GFI = 0.984, AGFI = 0.977, CFI = 0.904, NFI = 0.845, TLI = 0.886, SRMR = 0.056, RMSEA = 0.063 [90% CI 0.055, 0.070]). Furthermore, the factor loadings in the final model ranged from 0.432 to 0.887. As a result, the final model of ITERI is a modified model due to its better fit.

**Table 3. Factor Loadings of ITERI Model**

| Components | Item | Factor Loading | |
|---|---|---|---|
| | | First model | Final model |
| Situation selection | 1 | 0.675 | 0.677 |
| | 2 | 0.785 | 0.765 |
| | 3 | 0.786 | 0.815 |
| | 4 | 0.426 | deleted |
| | 5 | 0.586 | 0.565 |
| Situation modification | 6 | 0.545 | 0,558 |
| | 7 | 0.449 | 0.460 |
| | 8 | 0.402 | deleted |
| | 9 | 0.592 | 0.600 |
| | 10 | 0.501 | 0.432 |
| Attention deployment | 11 | 0.640 | 0.640 |
| | 12 | 0.590 | 0.589 |
| | 13 | 0.811 | 0.810 |
| | 14 | 0.887 | 0.887 |
| Reappraisal | 15 | 0.583 | deleted |
| | 16 | 0.555 | 0.528 |
| | 17 | 0.701 | 0.685 |
| | 18 | 0.780 | 0.824 |
| | 19 | 0.679 | 0.712 |
| Suppression | 20 | 0.517 | deleted |
| | 21 | 0.568 | 0.564 |
| | 22 | 0.869 | 0.883 |
| | 23 | 0.843 | 0.842 |
| Seeking social support | 24 | 0.639 | 0.632 |
| | 25 | 0.386 | deleted |
| | 26 | 0.767 | 0.739 |
| | 27 | 0.774 | 0.815 |

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**Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran**
https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index

*Month-Year. Vol., No.*
*e-ISSN: 2442-7667*
*pp xx.*
*Email: jlppm@ikipmataram.ac.id*

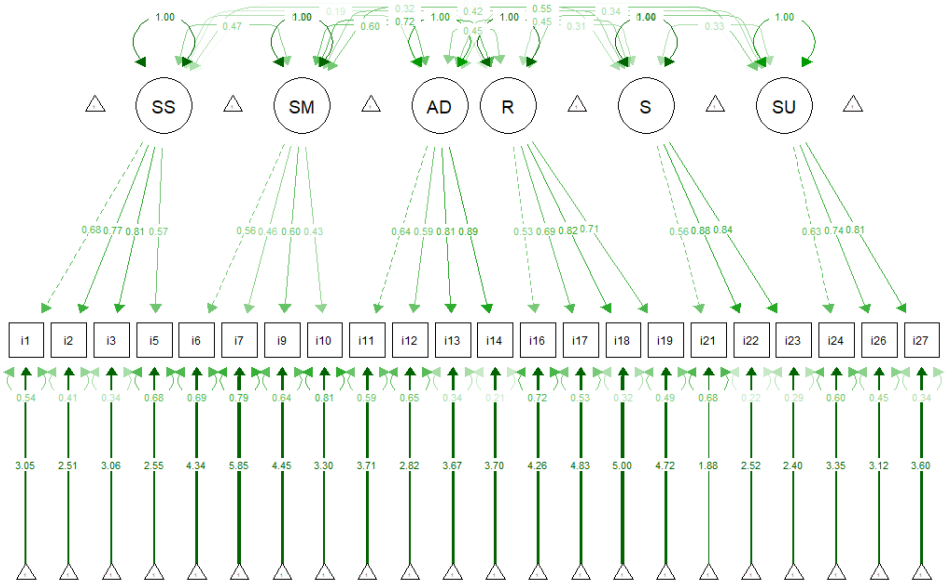


**Figure 1. CFA Path Diagram of ITERI Final Model**

***Reliability of ITERI***

Table 4 presents the reliability results for each dimension of the Indonesian Teacher Emotional Regulation Inventory (ITERI) across the two models tested in this study. The results show minimal differences between the first model and the final model. There is an increase in reliability for the dimensions of situation selection, suppression, and seeking social support. Conversely, there is a decrease in reliability between the first and final models for the dimensions of situation modification and reappraisal. Five out of the six dimensions in ITERI demonstrate sufficient reliability or internal consistency, as the alpha value reaches 0.70: situation selection (α = 0.797), attention deployment (α = 0.817), reappraisal (α = 0.772), suppression (α = 0.796), and seeking social support (α = 0.764). This means that the items within these five dimensions are consistent in measuring their respective dimensions of emotional regulation strategies (Taber, 2018). On the other hand, the situation modification dimension shows insufficient internal consistency, with an alpha value below 0.70 (α = 0.569). Poor Cronbach's Alpha results may be due to a small number of items, which may not fully capture the construct, or due to poor item quality, such as confusing wording (Taber, 2018). This finding aligns with the cognitive interview results, where some teachers mentioned that they needed to read the items in the situation modification dimension twice to understand them.

**Table 4. Reliability of ITERI**

| Components | Cronbach's alpha | |
|---|---|---|
| | First model | Final model |
| Situation selection | 0.791 | 0.797 |
| Situation modification | 0.622 | 0.569 |
| Attention deployment | 0.817 | 0.817 |
| Reappraisal | 0.786 | 0.772 |
| Suppression | 0.782 | 0.796 |
| Seeking social support | 0.721 | 0.764 |

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**Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran**
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*Month-Year. Vol., No.*
*e-ISSN: 2442-7667*
*pp xx.*
*Email: jlppm@ikipmataram.ac.id*

***Emotion regulation strategies used by primary school teachers***

Table 5 shows that, on average, elementary school teachers most frequently use reappraisal to regulate their emotions at school, followed by situation modification. Examining each item's average reveals that when feeling upset, most elementary school teachers often try to remind themselves of their life goals. They calm themselves by trying to view situations from different perspectives and reminding themselves that they can do better in the future. Conversely, when students in the classroom provoke the teacher's anger, the teacher often resorts to situation modification, typically by offering advice. Furthermore, research reveals that elementary school teachers employ the least amount of emotional suppression in the classroom. In this regard, the most common strategy for suppression is to ignore feelings of anger when in the classroom. This is consistent with previous research that found teachers often use cognitive change and situation modification strategies, which are more adaptive and effective than suppression (Morais et al., 2023; Taxer & Gross, 2018). By using reappraisal strategies, teachers tend to increase positive emotion expression and experience fewer negative emotions (Chang & Taxer, 2021; Jiang et al., 2016).

Elementary school teachers also use other emotion regulation strategies in addition to those previously mentioned. On average, the most common attention deployment strategy employed by teachers is diverting their attention by thinking of something interesting or pleasant when they feel upset or dissatisfied in class. Furthermore, to regulate feelings of irritation and frustration at school, elementary school teachers often seek social support from colleagues or close friends. Additionally, they frequently use situation selection to avoid conflicts and disturbing situations in the teachers' lounge.

**Table 5. Mean of Teachers Emotion regulation strategies**

| Components | Minimum | Maximum | Mean | Std. Deviation | Variance |
|---|---|---|---|---|---|
| Situation selection | 1 | 4 | 2.825 | 0.802 | 0.643 |
| Situation modification | 1 | 4 | 3.223 | 0.489 | 0.239 |
| Attention deployment | 1 | 4 | 3.032 | 0.709 | 0.503 |
| Reappraisal | 1.5 | 4 | 3.390 | 0.559 | 0.312 |
| Suppression | 1 | 4 | 2.242 | 0.838 | 0.701 |
| Seeking social support | 1 | 4 | 2.966 | 0.732 | 0.536 |

## Conclusion

The Indonesian Teacher Emotional Regulation Inventory (ITERI) has been proven to be a valid and reliable tool for measuring emotional regulation among teachers in schools. The final model of ITERI consists of 22 items that assess six dimensions representing six emotional regulation strategies: situation selection, situation modification, attention deployment, cognitive reappraisal, suppression, and seeking social support. ITERI exhibits strong content validity, face validity, and construct validity. It has also shown sufficient reliability in five of the emotional regulation strategies, though the situation modification strategy still requires improvement in terms of reliability. The study further revealed that elementary school teachers most frequently employ reappraisal as their emotional regulation strategy, followed by situation modification, attention deployment, seeking social support, and situation selection, with suppression being the least used strategy.

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https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index

*Month-Year. Vol., No.*
*e-ISSN: 2442-7667*
*pp xx.*
*Email: jlppm@ikipmataram.ac.id*

## Recommendation

ITERI can serve as a valuable tool for measuring and advancing research on emotional regulation among teachers in schools. However, it should be realized that most respondents in this study were from West Java and Jakarta, which should be considered when generalizing the research findings further. Future research could focus on further developing ITERI, particularly by improving the reliability of the situation modification dimension, which currently shows lower reliability. This might be achieved by revising the items or by reassessing reliability using methods other than Cronbach's Alpha. Furthermore, future studies could enhance the evidence of ITERI's validity by including convergent validity through comparisons with other emotion regulation scales and by examining discriminant validity. Additionally, subsequent research could explore the relationships between each emotional regulation strategy and other variables, as well as the impact of each emotional regulation strategy used by teachers. Future research could also use the ITERI to study emotion regulation in teachers who work with diverse student populations, such as students with disabilities. Considering that teachers who work with students with disabilities may face different challenges, this is crucial for understanding their unique emotional experiences and regulatory strategies. This all would contribute to a richer body of research on emotional regulation.

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