



The Relationship Between Emotion Regulation And Teacher Work Motivation At Vocational High School

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Received: 2023-12-03; Accepted: 2024-02-09; Published: 2024-02-18

Abstract

This research aims to determine the relationship between emotional regulation and teacher work motivation. This research was conducted at Putra Anda Binjai Vocational School. This research method uses non-test techniques, namely in the form of questionnaires. The sample for this research consisted of 80 teachers. The sampling technique was carried out by total sampling. The research results show that the r count is 0.803, with a p value = 0.000. Because $p < 0.05$ ($0.000 < 0.05$), H_a is accepted and H_o is rejected, so it can be interpreted that there is a positive and significant relationship between emotional regulation and teacher work motivation. The resulting determinant coefficient is $r^2 = 0.845$, so it can be seen that emotional regulation has an influence of 84.5% on teacher work motivation and another 35.5% is influenced by other factors.

Keywords: *Emotion Regulation; Work Motivation, Teacher*

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INTRODUCTION

Every teacher must have high work enthusiasm. To ensure good quality education, teachers must be motivated to carry out their duties and responsibilities. If motivation is not embedded within a teacher, job satisfaction will increase because meeting teachers' needs encourages them to improve their performance. Vice versa, teacher performance will be poor if they do not have the motivation to work.

According to Wadhana et al. (2021), work motivation can be defined as a collection of biological, emotional, social and cognitive drives that originate from within employees which is their reason or desire to have values, attitudes and the desire to work to achieve organizational needs, commitment and goals.

Someone who has high work motivation will always be enthusiastic, enthusiastic, and proud of their work, complete tasks quickly, spend more time, not focus on their work, disturb coworkers, throw responsibility to coworkers, and other behaviors. On the other hand, someone who has low work motivation will work more slowly and therefore not achieve their work targets. Meanwhile, someone who has high motivation will always be enthusiastic, eager to work, and proud of their work, complete work quickly so that organizational targets can be achieved, do their work well, take full responsibility for their work, help their colleagues in working together as a team. solid, have high integrity and loyalty to progress (Wardhana, et al, 2021).

In fact, there are still many teachers who are not enthusiastic about working because they experience significant internal problems. These include problems such as classroom discipline, student motivation, student evaluation, relationships with parents, organization of student work in class, inappropriate learning materials, frequent changes in curriculum from the center, lack of resources, students' personal problems, economic problems, and the burden of implementing curriculum. (Baharuddin & Maunah, 2022).

Special school teachers experience high levels of stress, which contributes to a decrease in their work motivation. Another factor that contributes to a decrease in teacher work motivation is low emotional regulation. The second factor is the fact that special school teachers face challenges in controlling their emotions, which can cause them to become angry, disappointed, or anxious. The third factor is the fact that special school teachers face challenges in resolving conflicts with students, colleagues or parents (Agustin, 2023).

According to research conducted by Restina and Mardiawan (2017), teachers who are able to control their emotions well will be able to accept situations where they experience positive emotions and can accept them. Conversely, teachers who experience dysregulation will show poor responses to their students and experience negative emotions.

With enormous burdens and responsibilities, teachers sometimes lack the motivation to do their work. As a result, they end up becoming stressed and depressed so that they cannot control their emotions or control their emotions well. This should not happen because it will have a bad impact on teachers and students. Appropriate steps must be taken to resolve this issue.

Teachers can experience emotional problems as a result of the stressful situations and conditions they experience and must be able to identify any problems in the development of preschool children. (Siahaan et al., 2023). This shows the large number of reports in the media

about teachers' inability to control their emotions and behavior which is contrary to learning objectives.

Emotional regulation is when someone can control their feelings, such as emotions, resentment, hatred, or other things, so that they do not take unproductive actions. (Ormrod, 2009). Apart from that, good emotional regulation will really help teachers in handling unexpected situations that come from students. This may also help teachers create a comfortable and conducive learning environment, and teachers can also create a comfortable and conducive learning environment. On the other hand, poor emotional regulation will have an impact on teachers' psychology, work performance and social relationships. (Wulan, 2015). This is in accordance with the opinion of Khaerunnissa et al (2019) where teachers must control their emotions because they are not always faced with positive situations, such as fun classes and students who have good motivation and behavior.

Research conducted by Purna & Puspasari (2022) shows that teachers face difficulties, especially in managing emotions. Based on the problems above, it is known that teacher emotional regulation is a very important thing which can influence teacher work motivation. In this study, researchers wanted to examine the relationship between emotional regulation and teacher work motivation.

METHOD

The research was conducted at Putra Anda Binjai Vocational School. This type of research is quantitative research with a descriptive approach. The data collection instrument is a questionnaire. The research sample consisted of 80 teachers. The sampling technique was carried out by total sampling. Description of research data was carried out using statistics, using the SPSS for Windows Version.25 computer program. The data analysis technique used is the Pearson Product Moment correlation technique (Sugiyono, 2011).

FINDINGS AND DISCUSSIONS

An overview of research data in general can be seen in the research data description table, where from this data the basic statistical functions can be seen. Where this research aims to obtain data about the relationship between emotional regulation and teacher work motivation. To obtain data from this research, data collection techniques were used, namely a questionnaire with a sample of 80 subjects. Test the hypothesis using statistical analysis of Product Moment correlations from people whose data can be seen in the table below:

Table 1. Test Results Correlation Emotion Regulation and Motivation Work

		Regulations Emotion	Motivation Work
Emotion Regulation	Pearson Correlation	1	.803**
	Sig. (2-tailed)		,000
	N	80	80
Motivation Work	Pearson Correlation	.803**	1
	Sig. (2-tailed)	,000	
	N	80	80

Hypothesis testing from the results of product moment correlation analysis from Pearson obtained an r count of 0.803 with a probability of 0.000. Therefore $P < 0.05$ ($0.000 <$

0.05) then H_0 is rejected. This means that there is a relationship between emotional regulation and teacher work motivation in this research. To prove this hypothesis, you can also compare the r_{count} value with r_{table} . It is known that the value of r_{count} is 0.803 while r_{table} (5%) ($dk = n - 2 = 80 - 2 = 78$) so $r_{\text{table}} = 0.2199$. Because r_{count} is greater than r_{table} or $0.803 > 0.2199$, it is concluded that there is a positive and significant relationship between the emotional regulation variable and teacher work motivation. The strength of the relationship between emotional regulation and teacher work motivation is quite strong with an r_{count} value of 0.803. This means that H_0 is rejected and H_a is accepted, namely that there is a positive and significant relationship between emotional regulation and work motivation. Furthermore, the resulting determinant coefficient is $r^2 = 0.645$ with $P = 0.000$ ($P < 0.05$), so it can be seen that emotional regulation has a 64.5% influence on work motivation and another 35.5% is influenced by other factors. From this research, there is a positive and significant relationship between emotional regulation and teacher work motivation.

This opinion is further strengthened by Purna & Puspasari's (2022) research that emotional regulation has actually provided benefits for teachers. The benefits of emotional regulation for teachers are as follows: as a process for teachers to adapt to the environment, so that they continue to feel comfortable and avoid pain or discomfort that is not desired by the teacher; balancing the desires that teachers have with the realities that usually have to be faced; promote integration in the process of personality formation or maintenance; the ability to regulate emotions can increase flexibility in teacher personality functions; increasing coherence and long-term stability of the entire teacher personality system. This shows that the benefits of emotional regulation will also have an impact on teachers and their work motivation.

Furthermore, research conducted by Davis (2017) saw that teachers who are able to control their emotions can create a more positive classroom environment. Teachers can control their emotions to reduce student stress and anxiety, increase student participation and motivation in learning, and can also help create positive social interactions between students with special needs and their teachers.

One of a number of variables that influences the desire to work is emotional regulation. This is due to the fact that emotions are strong and overwhelming feelings that require a way to express them, namely by expressing them. The job of an extraordinary school teacher has its own challenges because teaching certainly requires good emotional regulation. This shows that there is a positive relationship between emotional regulation and teacher work motivation; with good emotional regulation, teacher motivation to teach is higher. (Septi, 2017).

According to research conducted by Niven, Sprigg, and Armitage (2013), effective emotional regulation can reduce stress, work tension, and aggressive behavior. Therefore, it can have a positive impact on one's productivity levels at work. Furthermore, research conducted by Karaben and Kustanti (2020) shows that people who have a high level of emotional regulation have the ability to understand, maintain and be aware of their feelings. In this way, they can adjust their behavior according to the current situation so that they can be accepted by the people around them.

Likewise, as explained by Gross (2014), emotional regulation is an excellent indicator for achieving well-being in every aspect of a person's life, including within the organizational

sphere. However, for people who do not want to learn from their surroundings, using emotional regulation will be difficult. This impacts their overall performance. (Kariv & Heiman, 2005).

CONCLUSION

Based on the analysis of the research results, it can be concluded that there is a positive and significant relationship between emotional regulation and teacher work motivation. Emotional regulation contributes 64.5% to teacher work motivation and there are 35.5% other variants outside of emotional regulation and not stated in this research, which influence teacher work motivation.

Looking at the results of the research above, this should be of particular concern regarding the importance of cultivating good emotional regulation in teachers, because this will have an impact on teacher work motivation. Teachers who have good emotional regulation will have an impact on their work motivation, and vice versa, teachers who do not have good emotional regulation will have an impact on their work motivation.

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