The Effect of Emotion Regulation on Teachers' Work Motivation at the Pembina State Special School, North Sumatra Province

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Abstract
Introduction: *Special School teachers play an important role in special education in accordance with Government Regulation of the Republic of Indonesia No. 72 of 1991, because they not only teach but also accompany students with special needs to develop optimally. This role requires high work motivation, which is also strengthened by the support of family, principals, and colleagues. One of the factors related to motivation is the regulation of emotions, which is the ability to manage, balance, and express emotions adaptively in various situations.* ***Objective:*** *This study aims to determine the influence of emotion regulation on teachers' work motivation in the Special School (Extraordinary School) of the State Coach at the North Sumatra Provincial Level.* ***Method:*** *A quantitative method with a causal approach involved 73 teachers, data were collected through questionnaires and analyzed using simple linear regression.* ***Result and Discussion:*** *Results showed a significant influence ($R^2=0.415$; $p=0.000<0.05$), so that 41.5% of motivational variations were explained by emotion regulation and 58.5% by other factors.* ***Conclusion:*** *These findings confirm the need for emotional regulation training and organizational support to maintain work motivation, so that Special School teachers are more resilient to the demands of continuous daily student learning and behavior.*

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Introduction

Government Regulation of the Republic of Indonesia Number 72 of 1991 concerning Special Education emphasizes that special education is organized specifically for students with physical and/or mental disorders (Article 1) and aims to help them develop attitudes, knowledge, and skills so that they are able to function as individuals and members of society and are ready to enter the world of work or continue their education (Article 2). In this system, Special School teachers play a central role because they not only teach, but also accompany the individual needs of students and adjust learning methods according to the unique characteristics of each student (Wulan in Safira et al. 2024); (Rahmat, Fathoni, Muwahid, & Kartika, 2025). In addition, the same PP also emphasizes that Special School teachers are educators with special qualifications (Article 20), so that professional and psychological demands in the implementation of duties are high (Purnamasari, Satyadi, & Rostiana, 2020).

Tupti et al. (2022) Work motivation is an important aspect that determines the intensity of effort, perseverance, and quality of teacher performance, Viewing work motivation as a process of need-driven that moves individuals to carry out activities to achieve goals. While George & Jones (in Nurdin & Djuhartono, 2021) emphasizes motivation as an internal psychological drive that influences the direction of behavior and perseverance. In Herzberg's framework, motivation is influenced by driving factors (e.g. achievement and recognition) as well as maintenance factors (e.g. working conditions and relationships) which together form job satisfaction and motivation according to Herzberg (Robbins & Judge, 2013).

In the context of Special School teachers, the demands of dealing with challenging student behaviors, work pressure, and learning adaptation needs can trigger strong emotional responses, so the ability to regulate emotions is crucial (Agustin, 2023); (Fitri & Adri, 2025). Emotion regulation is understood as the ability of individuals to form, control, and express emotions adaptively (Rusmaladewi et al. 2020); (Aryadillah, 2024) and help deal with work stress through neurological, cognitive, and behavioral mechanisms related to motivation and behavioral tendencies (Erlangga, 2025); (Febrianti & Syarifah, 2022)

Teachers who are able to regulate emotions tend to be more resistant to stress and maintain the quality of learning interactions, while weak emotion regulation is at risk of causing work burnout and conflict (Iramadhani et al. 2024); (Hidayah, 2020). Findings by Agus August, (2023) titled "The Influence of Spiritual and Emotional Intelligence on the Motivation and Teaching Performance of English Teachers", this study shows that emotional intelligence affects EFL teachers' motivation. Where the value of the correlation coefficient (rxly) = 0.237, then the value of the determination coefficient (r2xiy) = 0.41. This illustrates that good emotional intelligence affects EFL teacher motivation.

Studies that test the influence of emotion regulation on the work motivation of Special School teachers are still limited, especially in the context of Special Schools (Special Schools) of the State Supervisors at the North Sumatra Provincial Level. In addition, existing research more often discusses motivation in general, but does not specifically place emotion regulation as the main predictor of a highly emotionally demanding Special School work environment. Therefore, this study aims to determine the influence of emotion regulation on teachers' work motivation in the Special School (Extraordinary School) of the North Sumatra Provincial Level and is expected to add

references to educational psychology related to psychological factors that support teacher performance in the Special School setting. The purpose of this study is to find out whether there is an influence of emotion regulation on teachers' work motivation in the Special School (Extraordinary School) of the North Sumatra Provincial Level.

Method

This study uses a quantitative method based on the philosophy of positivism to test the hypothesis and explain the cause-and-effect relationship between variables, namely emotion regulation (X) as an independent variable and work motivation (Y) as a dependent variable (Sugiyono, 2023). The research population is all teachers of the State Supervisory Special School (Special School) at the North Sumatra Provincial Level totaling 73 people. Because the population is <100, a total census/sampling technique is used so that the entire population is used as a sample (Arikunto in Adi et al., 2022; Sugiyono, 2023). The sampling technique used is categorized as nonprobability sampling because it does not provide the same opportunities for each member of the population, but in this study, all members of the population are still included as respondents through a census approach (Sugiyono, 2023).

Data collection was carried out using a questionnaire with a 4-choice Likert scale (SS, S, TS, STS) which contained favorable and unfavorable items on two instruments, namely the emotion regulation scale and the teacher's work motivation scale (Sugiyono, 2023). The score is given 4–1 for favorable items and reversed 1–4 for unfavorable items. The instruments are tested through validity and reliability analysis; validity indicates the accuracy of the measuring instrument in representing the variables being measured, while reliability indicates the consistency of measurement results, preceded by the differentiation power test/accuracy of the item through item-total consistency (Azwar, 2024). Data analysis used simple linear regression to test the influence of X on Y (Machali, 2021) by first conducting an assumption test, namely the Kolmogorov–Smirnov normality test (normal data if sig > 0.05) and a linearity test using Test for Linearity. All statistical tests were carried out using SPSS version 25 (Sihotang, 2023; Machali, 2021).

Results and Discussion
**1.	Result**
Normality Test

Based on the results of the normality test using *Kolmogorov-Smirnov,* a score of 0.200 on the emotion regulation variable (X) and on the teacher work motivation variable (Y) was 0.200. Both values are greater than the significance level ($p > 0.05$), so it can be concluded that the data on both variables are normally distributed. This shows that the assumption of normality is met.

Table 1
Kolmogorov-Smirnov *normality test*

		Emotion Regulation	Work Motivation
N		73	73
Normal Parameters, b	Red	68.84	99.67
	Std. Deviation	6.598	9.146
Most Extreme Differences	Absolute	.092	.079
	Positive	.085	.047
	Negative	-.092	-.079
Test Statistic		.092	.079
Asymp. Sig. (2-tailed)		.200c.d	.200c.d
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

Linearity Test

The linearity test aims to find out whether there is a significant linear relationship between the independent variable of emotion regulation and the dependent variable of teachers' work motivation. Based on *the anova* table of linearity *sections, F is 67.415 with* a *significant linearity* of 0.000. Thus, it can be concluded that there is a linear relationship between emotion regulation and teachers' work motivation (0.000 < p = 0.05).

Table 2
Anova Linearity Test Table

			Total of Squares	df	Mean Square	F	Sig.
Work Motivation * Emotion Regulation	Between Groups	(Combined)	4168.018	22	189.455	5.109	.000
		Linearity	2499.885	1	2499.885	67.415	.000
		Deviation from Linearity	1668.133	21	79.435	2.142	.014
	Within Groups		1854.092	50	37.082		
	Total		6022.110	72			

Linear Regression Analysis Results

To determine whether the hypothetical results are acceptable or rejected, tests are carried out based on significance values. Based on the output obtained, the hypothesis decision is determined by referring to the magnitude of the significant value displayed in the results of the analysis.

Table 3
Anova Regression Test

	Models	Total of Squares	df	Mean Square	F	Sig.
1	Regression	2499.885	1	2499.885	50.392	.000b
	Residual	3522.225	71	49.609		
	Total	6022.110	72			
a. Dependent Variable: Work Motivation						
b. Predictors: (Constant), Emotion Regulation						

Based on the regression test shown in table 3 *anova*, a significant value of 0.000 was obtained which was below 0.05 ($p < 0.05$). This shows that regression tests are statistically significant. An F value of 50,392 shows that the test built has a good ability to explain the variations that occur in teachers' work motivation. Thus, the accepted hypothesis or the regulation of emotions significantly affects the teacher's level of work motivation.

Table 4
Regression *Test* Summary Model

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.644a	.415	.407	7.043

a. Predictors: (Constant), Emotion Regulation

Based on the results of the analysis in the summary model table*, a* correlation coefficient value (R) of 0.644 was obtained, which showed that there was a relationship of 64.4% between the emotion regulation variable as an independent variable and the teacher's work motivation variable as a dependent variable. Furthermore, the value of R Square (R2) of 0.415 shows that emotion regulation affects 41.5% of teachers' work motivation at the Special School (Special School) of the State Supervisor at the North Sumatra Provincial Level while the rest is influenced by other factors. The *standard error of the estimate* value of 7.043 indicates the average deviation value predicted by the model with its actual value.

Table 5
Regression Test Coeffcients

Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.193	8.700		4.390	.000
	Emotion Regulation	.893	.126	.644	7.099	.000

a. Dependent Variable: Teachers' Work Motivation

Based on the results listed in the table, it is known that the value of constant (a) is 38.193 while the regression coefficient (b) is 0.893 Therefore, the linear regression test obtained can be formulated in the form of the following equation:

Y = a + bX or 38.193 + (0.893)X

Comparison Between Hypothetical Mean and Empirical Mean

The calculation of hypothetical scores and empirical scores on the emotion regulation scale, which is 24 items and each item is given a maximum score of 4 and a minimum of 1. Hypothetical mean, $\mu h = X_{max} + X_{min} : 2$; Xmax 24 x 4 = 96; Xmin 24 x 1 = 24; $\mu h = 96 + 24 : 2 = 60$. Empirical mean, $\mu e = \sum X: N$; $\mu e = 5.696 : 73 = 78.03$. Hypothetical standard deviation (SD), $\sigma = X_{max} - X_{min} : 6$; Xmax 24 x 4 = 96; Xmin 24 x 1 = 24; $\sigma = 96 – 24 : 6 = 12$. Meanwhile, the hypothetical score and empirical score on the teacher's work motivation scale, which are 30 items and each item is given a maximum score of 4 and a minimum of 1. Hypothetical mean $\mu h = X_{max} + X_{min} : 2$; Xmax 30 x 4 = 120; Xmin 30 x 1 = 30; $\mu h = 120 + 30 : 2 = 75$. Empirical mean, $\mu e = \sum X: N$; $\mu e = 7.276 : 73 = 99.67$. Hypothetical standard deviation (SD), $\sigma = X_{max} - X_{min} : 6$; Xmax 30

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x 4 = 120; Xmin 30 x 1 = 30; σ = 120 – 30 : 6 = 15.

The data description of each variable in the study is presented through a comparison between hypothetical scores and empirical scores, as shown in the following table:

Table 6
Comparison Between Hypothetical Mean and Empirical Mean Research Variables

Variable	Average Score		Remarks
	Hypothetical	**Hypothetical**	
Emotion Regulation	60	78,03	Height
Teachers' Work Motivation	75	99,67	Height

Based on the results of the comparison, the empirical mean value of emotion regulation of 78.02 was higher than the hypothetical average of 60 which showed that the respondents' emotion regulation was in the high category. Meanwhile, teachers' work motivation has an empirical average of 99.67 which exceeds the hypothetical average of 75 so it is relatively high. Thus, both variables show positive and optimal conditions in the study subjects.

Frequency Distribution of Research Variables, Frequency Distribution of Emotion Regulation

To determine the distribution of emotion regulation variables, the researcher grouped the data into three categories, namely high, medium, and low. The data collection instrument in the form of a questionnaire was prepared using *a Likert* scale with a score range of 1 to 4. With the number of valid items as many as 24, the minimum score (X_{min}) = 24 and the maximum (X_{max}) = 96, the hypothetical mean value is 60. While the standard deviation (SD) set is 12. The classification of these categories is further presented in the form of a table, as follows:

Table 7
Frequency Distribution of Emotion Regulation

Variable	Value Range	Categorization	Frequency	Percentage (%)
	$X \leq 48$	Low	-	-
Emotion Regulation	$48 < X < 72$	Medium	8	11%
	$X \geq 72$	Height	65	89%
Quantity				**100%**

The results of the frequency distribution showed that none of the respondents had low emotion regulation, as many as 11% of respondents were in the medium category, while the majority, 89%, was in the high category.

Distribution of Frequency of Teachers' Work Motivation

To determine the distribution of the variables of teachers' work motivation, the researcher grouped the data into three categories, namely high, medium, and low. The data collection instrument in the form of a questionnaire was prepared using *a Likert* scale with a score range of 1 to 4. With the number of valid items as many as 30, the minimum

score (X_{min}) = 30 and the maximum (X_{max}) = 120 are obtained, the hypothetical mean value is 75. Meanwhile, the standard deviation (SD) set is 15. The classification of these categories is further presented in the form of a table, as follows:

Table 8
Distribution of Frequency of Teachers' Work Motivation

Variable	Value Range	Categorization	Frequency	Percentage (%)
Teachers' Work Motivation	$X \leq 60$	Low	-	-
	$60 < X < 90$	Medium	8	11%
	$X \geq 90$	Height	65	89%
Quantity				**100%**

The results of the frequency distribution showed that none of the respondents had low work motivation, as many as 11% of respondents were in the medium category, while the majority of 89% were in the high category.

2. **Discussion**

The research was conducted in June 2025 at the Special School (Extraordinary School) of the State Supervisor at the North Sumatra Provincial Level. The results of the study showed that there was a significant influence between emotion regulation on teachers' work motivation in the Special School (Extraordinary School) of the State Supervisor at the North Sumatra Provincial Level. This is shown by the results of a simple linear regression test which yielded a significant value of 0.000 ($p < 0.05$). The results of this study show that emotion regulation has a significant effect on teachers' work motivation. According to Gross (in Rusmaldewi et al. 2020) Emotion regulation is a person's attempt to manage and direct those emotions, as well as understand the right way to express them. In the context of special education, teachers who are able to manage their emotions well will be more adaptive and able to create a conducive and enthusiastic work atmosphere.

Furthermore, the results of the analysis also showed a correlation coefficient (R) value of 0.644 which showed a relationship between emotion regulation and teachers' work motivation. R Square Value (R^2) of 0.415 explained that 41.5% of the variation in teachers' work motivation was influenced by emotion regulation, while the remaining 58.5% was influenced by other factors. According to Ryan and Deci's theory (in Priyoaji, 2023) *Self Determination Theory*, the importance of intrinsic motivation depends largely on how well the needs of autonomy, competence and social relationships can be met. Emotions that are well managed can meet these needs.

Based on the results of simple linear regression, the equation Y = 38,193 + (0.893)X was obtained, which means that if there is no contribution from emotion regulation (X = 0), the teacher's work motivation (Y) remains at a value of 38,193. This value illustrates that teachers still have a basic level of motivation formed from internal factors and work experience, even though they are not directly influenced by emotional reguation. Nevertheless, any increase in emotional regulation contributes to an increase in teachers' work motivation.

The results of this study are in line with the results of previous research, namely Rosaria et al. (2024) teachers who are able to manage emotions effectively will be better able to deal with work pressure, build harmonious relationships with students and

colleagues, and create a conducive learning environment. This ability makes teachers feel more prepared, confident, and have internal encouragement to carry out tasks. Thus, good emotional management not only impacts the psychological stability of teachers, but contributes directly to the increase in their work motivation.

Analysis of the distribution of the frequency variable of emotion regulation (variable X) showed that as many as 89% of respondents were in the high category, while 11% were in the medium category, and there were no teachers who had low emotion regulation. This shows that in general, teachers at the Special School (Extraordinary School) of the State Coach at the North Sumatra Provincial Level have good emotion regulation skills. Likewise, in the variable of teachers' work motivation (variable Y), it was found that 89% of teachers were in the high category and only 11% were in the medium category, without any in the low category. This reflects the emotional readiness and strong work motivation of the teachers.

Conclusion

Based on the results of the study, it can be concluded that emotion regulation has a significant effect on the work motivation of teachers in the Special School (Extraordinary School) of the State Supervisor at the North Sumatra Provincial Level. This is shown by the R Square (R^2) value of 0.415, which means that 41.5% of the variation in work motivation can be explained by emotion regulation, while the remaining 58.5% are influenced by other factors outside of the variables studied. A significance value of 0.000 ($p < 0.05$) confirms that the influence is statistically significant. Thus, the better the emotional regulation that the teacher has, the higher the work motivation shown. These findings support the importance of emotion regulation as one of the psychological factors related to teachers' work motivation, although this study did not examine in detail other factors that also affect work motivation.

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