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EMOTION REGULATION AS AN AFFECTIVE DIMENSION OF PEDAGOGIC COMPETENCE IN INCLUSIVE EDUCATION

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Article Info	Abstract
Received: February 22, 2026 Revised: April 2, 2026 Accepted: April 10, 2026 Published: April 30, 2026	This study aims to analyze the regulation of emotions as part of the affective dimension of tutor pedagogic competence in the implementation of inclusive education at PKBM Bina Kreasi Pekanbaru City. This study adopts a qualitative approach with a descriptive research design. The research was conducted at PKBM Bina Kreasi in Pekanbaru. The research subjects consisted of individuals involved in the implementation of educational programs at the institution. Data were collected through observation, interviews, and documentation. Data analysis was carried out using NVivo 12 Plus software, which included stages of data import, coding, data visualization, and theme identification and development. The results of the study show that the regulation of tutors' emotions is reflected in the aspects of empathy, patience, self-control, and communication with inclusive students. With NVivo visualization, it shows the dominance of code in indicators of student characteristics mastery and student communication. Although tutors have shown quite good emotion regulation skills, there are obstacles in the form of limitations in special training, communication with students, and a lack of professional assistance. These findings imply the need for targeted professional development programs, improved communication strategies, and greater institutional support to enhance the effectiveness of inclusive learning practices.
Keywords: <i>Emotion Regulation, Pedagogic Competence, Inclusion Education</i>	

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INTRODUCTION

Education is a learning process that is carried out in providing knowledge to students who can make a positive contribution to the development of resources and is expected to bring beneficial changes for the development of the nation's life in the future, including increasing social sensitivity in the surrounding environment obtained through educational (Florida et al., 2012; Liu & Qin, 2010; Sari, 2017) programs. Education programs in Indonesia are more applied in the form of reading activities that lead to a person's reading ability because a good person who is cultured in him, the level of success and chances of success in his life will be better. Reading is an ability that is an important factor in daily life such as speaking and writing (Megantara & Abdul Wachid BS., 2021; Pujiati et al., 2022; Rohman, 2017; Syahidin, 2020).

Education is the basic right of every individual without exception Children with Special Integrity (ABK). The inclusive education system aims to ensure that everyone, including students with special needs, has an equal opportunity to obtain a decent education. According to Law Number 20 of 2003 concerning the national education system, education is a conscious and planned effort in creating a conducive learning atmosphere so that students can develop their potential. Inclusive education is a mindset of how to give all children equal access and opportunities to learn in the same classroom (Arriani *et al.*, 2022).

The form of service provided to students must be adjusted to the level of their respective abilities. Among the forms of service that are ready to provide according to their level of ability is inclusion education. Inclusion education is an educational method that provides equal services to all students, including Children with Special Needs (ABK), the assessment system is adjusted to the ability of students, because it cannot be equally assessed by normal children and children with special needs. According to Anggriana and Tristiani (2016), an inclusive school is a regular school that places and integrates students with special needs and normal students in the same learning.

International studies demonstrate that a teacher's emotional intelligence plays a crucial role in the success of inclusive education. Due to the fact that teaching is an emotionally charged profession, teachers must constantly monitor a variety of emotions in classroom interactions. According to the research conducted (Gross, 2015b), emotional regulation has a close relationship with learning effectiveness, classroom behavior, and student learning outcomes because it affects the teacher's ability to respond to learning situations in a professional manner.

In addition, research in the journal (Jennings & Greenberg, 2008) reveals that emotion regulation techniques used by teachers, such as cognitive reappraisal rather than emotional suppression, have a significant impact on the quality of classroom interactions and students' perceptions of learning. This indicates that emotional regulation affects not only the teacher's internal condition but also the overall learning process. Teachers who are able to reinterpret challenging classroom situations positively (cognitive reappraisal) tend to respond more adaptively, create a supportive classroom climate, and build more constructive relationships with students. In contrast, teachers who rely on suppressing their emotions (emotional suppression) are more likely to experience emotional exhaustion, which can negatively affect communication patterns, classroom management, and student engagement.

Tutors or teachers are important pillars in the implementation of education, educational results and achievements will be relevant if they are equipped with the competencies they have. Zafira and Gunansyah (2015) Law of the Republic of Indonesia No. 14 of 2005 article 10 paragraph



1 and Laws and Regulations of the Republic of Indonesia No. 19 of 2005 Article 28 paragraph 3 state that teacher competence is defined as the completeness of knowledge, skills, and attitudes that are manifested in the form of intelligent and responsible actions possessed by a person who holds the position of a professional teacher.

However, the effectiveness of the implementation of Inclusive Education depends on Pedagogic Competence, especially on the affective dimension that often receives less attention in the study of Pedagogic Competence. Normatively, Pedagogic Competencies include the ability to understand students' characteristics, develop the curriculum, design educational learning activities, master learning theories and educational principles, develop students' potential, communicate with students, and assess and evaluate (Irwantoro & Suryana, 2016). However, in inclusive education, competency demands are not only cognitive but also emotional. Tutors are faced with diverse needs of students; in this case, tutors are faced with psychological pressure. This condition requires the ability to regulate emotions as part of pedagogic competence in the implementation of inclusive education.

Teaching Children with Special Needs (ABK) is not easy. For this reason, of course, it is necessary to be ready to manage energy and mental readiness. According to Insani and Itsna, (2024) emotion regulation describes that a person who has good emotional regulation will behave positively and unite themselves and others. This appearance is characterized by helpful, cooperative, peaceful, and other behaviors. So that this emotion regulation describes behavior rationally.

Emotion regulation is defined as the ability of individuals to maintain, raise, or decrease feelings of physiological responses consciously or unconsciously (Pointer & Treur, 2007). In the context of education, the regulation of the emotions of teachers or tutors plays a role in making the atmosphere of instruction in the classroom more conducive. This is in line with previous research (Hasmarlin & Hirmaningsih, 2019; Ratnasari & Suleeman, 2017; Kumala & Darmawati, 2022) that emotion regulation is an important strategy to maintain psychological balance, reduce stress, and implement inclusive learning.

Research by Calandri et al. (2025) found that teachers' emotional intelligence plays a significant role in promoting inclusive learning achievement, which allows teachers to respond to students' needs in the learning environment. This emotional intelligence involves teachers' capability to understand, comprehend and express their emotions during the educational process. On the conceptual aspect, however, this study still addresses emotion regulation as part of emotional intelligence broadly without specifically establishing it within pedagogical competency. Therefore, emotion regulation is not strongly highlighted as part of pedagogical competency per se. Meanwhile, in terms of inclusive education, emotion regulation can be linked to the learning process, such as establishing effective communication, understanding classroom elements, and students' emotions, then responding to students' needs with flexibility. For this reason, this study will address the problem by establishing emotion regulation as part of the effective component of pedagogical competency, thereby providing a more contextual conceptual framework for implementation.

Based on this background, this study aims to analyze the regulation of emotions as an affective dimension of pedagogic competence in inclusive education. The study is expected to provide a conceptual overview in expanding the pedagogic competency framework by explicitly

including affective aspects in the development of tutor competencies in the inclusive education system.

METHOD(S)

In this study, the researcher used a qualitative approach with a naturalistic approach, aiming to understand phenomena in depth and emphasizing the search for meaning within a natural context. The research location was the Pusat Kegiatan Belajar Masyarakat (PKBM) Bina Kreasi in Pekanbaru City. In qualitative research, the researcher acts as the primary instrument, directly involved in the data collection process through interactions with the research subjects (Sugiyono, 2016).

Data collection techniques in this study included observation, interviews, and documentation. Direct observations were conducted at the research location to observe the inclusive learning process, interactions between tutors and students, and how tutors manage classroom situations, particularly those related to emotional regulation. In-depth interviews were conducted with tutors, who served as key informants, to explore their experiences, understanding, and practices in managing emotions during the inclusive learning process. The interviews were semi-structured, allowing the researcher to develop questions tailored to the situation on the ground. Documentation was conducted by collecting relevant supporting documents, such as Lesson Implementation Plans (RPP), which were used to assess the alignment between lesson plans and tutors' classroom practices.

The collected data were then analyzed using qualitative data analysis techniques based on the interactive model developed by Miles, Huberman, and Saldana (2014). This involves three main stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers selected, focused, and simplified the raw data obtained from observations, interviews, and documentation. Next, in the data presentation stage, the reduced data were systematically organized in narrative form, matrices, or visualizations to facilitate understanding of patterns and relationships among the data. The final stage was conclusion drawing and verification, the process of interpreting the meaning of the data and ensuring the consistency of findings by cross-checking the data.

In the data analysis process, researchers utilized NVivo 12 Plus software as a tool for qualitative data management and analysis. NVivo was used to organize data, code, group data into categories or themes, and display visualizations such as word clouds, hierarchy charts, and coding matrices. The use of NVivo does not replace the researcher's role in data analysis, but rather serves as a tool to improve systematicity, transparency, and accuracy in the analysis process. Through NVivo, researchers can explore patterns and relationships among themes and strengthen their interpretations of field-collected data.

Table 1

Participants

No.	Name	Age	Informants	Remarks
1.	NC	24	Informants	Tutor Package B
2.	LA	24	Informants	Tutor Package B

FINDINGS AND DISCUSSION

This research focuses on the regulation of emotions as an affective dimension of pedagogic competence in inclusive education. In this study, the researcher used the Nvivo 12 Plus software as a tool to analyze data obtained from interviews related to Pedagogic Competence in the Implementation of Inclusive Education at PKBM Bina Kreasi Pekanbaru City. By using Nvivo, the process of organizing, processing, and analyzing becomes more structured and efficient. This is very useful, considering that the qualitative data related to Pedagogic Competence has a large volume and is not well organized so that the themes that arise are related to the regulation of emotions. Nvivo allows researchers to manage data more effectively, from the initial stage of data collection to the final stage of report preparation.

The coding in the theme is not necessarily determined spontaneously by the researcher by reading the interview transcript and then assigning the sentence to a certain theme. The themes in this study are not formed inductively from the text of the interview transcript but are derived deductively from the indicators in theory (Irwantoro & Suryana, 2016). Thus, this theme becomes an analytical framework to guide the emergence of new sub-themes. which is presented in the table below.

Table 2

Indicators and themes

Teori	Indicator	Themes
Irwantoro & Suryana, (2016)	Mastering student characteristics	Understanding the special needs of students
	Learning Planning	Developing an inclusive lesson plan Choose a variety of media and learning resources
	Educational learning activities.	Implement learning according to plan Implement learning according to plan
	Mastering learning theories and educational learning principles	Understand relevant learning theories Applying the principles of educational learning
	Developing Student Potential	Initial Potential Identification Equal Learning Opportunities
	Communication with students	Communicate clearly and easily understood
	Learning Evaluation	Conducting fair assessment of learning outcomes Using various evaluation techniques

The validity and reliability test of the research instrument on the variables of Reading Interest (Y1) and Learning Motivation (Y2). Validation in this study was carried out with the SPSS

The analysis of NVivo 12 plus found seven themes that appeared, from the number of themes that appeared, the number of frequencies of each theme was calculated through *the Count* feature on Nvivo. From the *Nvivo Count category*, it was found that the percentage of themes that appeared most often was obtained, namely: Understanding the need for the number of *coding references* 10 (7.19%), Learning activities that educate 3 (2.49%), learning implementation 4 (4.03%), learning planning 1 (0.82%), evaluation 2 (2.32%), Effective communication 1 (0.15%), Learning Activities 1 (1.40%). This research utilizes various features offered by NVivo to analyze interview data from several resource persons related to pedagogical competence in the implementation of inclusive education. The number of frequencies of the theme that appears frequently is calculated based on *the Count* or calculated based on the percentage that appears in NVivo. Based on the search results using this feature, it was found that words that often appear are presented in the form of word cloud as follows:

Word Cloud



The search results with the *Word Frequency Query* feature of the Nvivo 12 Plus software from the data sources that have been analyzed, the word 'Learning' is the word with the most frequency that appears from *the Count*, which is 95 with a percentage of 1.76% of all research data sources, followed by the words 'how', 'education' 0.78% and 0.74% then the words 'learning' and 'inclusion' 0.61% and 0.51%. These findings indicate that the main focus of the research data lies in the learning aspect, particularly in the context of education and inclusion. The high frequency of occurrence of the word shows that learning activities are the central

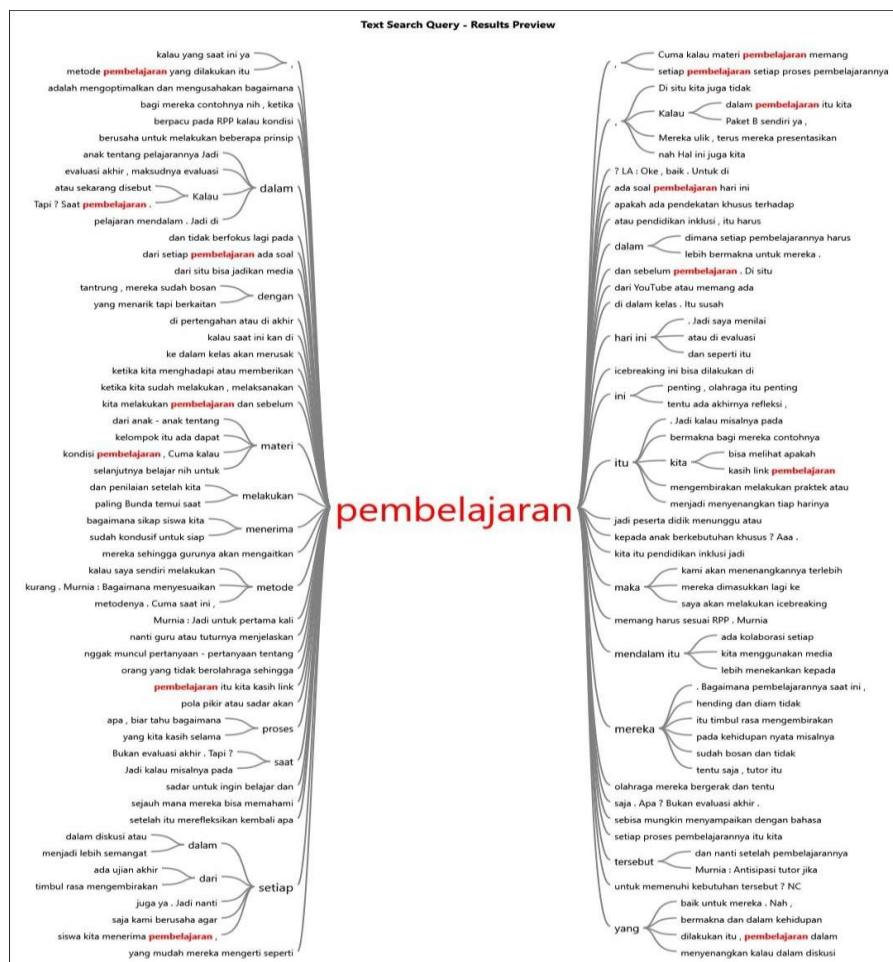
theme in the discussion, which is most likely related to strategies, processes, and implementation of inclusive education in practice.

In the context of inclusive education, learning cannot be carried out with a uniform approach, but must be designed adaptively and differentially to accommodate the diverse needs of students. Ainscow (2024) emphasized that the development of an inclusive education system requires a change in the way of perspective and learning practices in schools, so that learning barriers are no longer understood as individual weaknesses, but as a consequence of a system that is not yet responsive to diversity. Therefore, learning strategies need to be prepared flexibly by making adjustments to methods, materials, and assessments so that every student has equal learning opportunities.

To understand the use of these words from research data sources, you can see the *Text Search Query feature*. In this study, the researcher wanted to understand the use of the word 'learning' which is the dominant word from the results of the research data source. The search results are presented in the *Word Tree* as follows

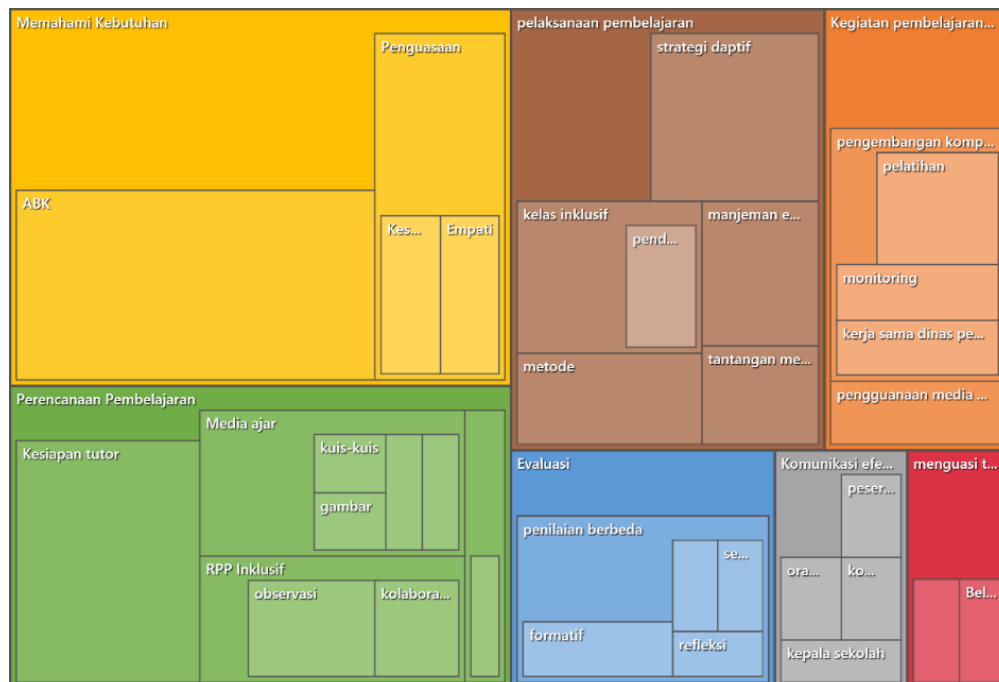
Figure 2

Word Tree



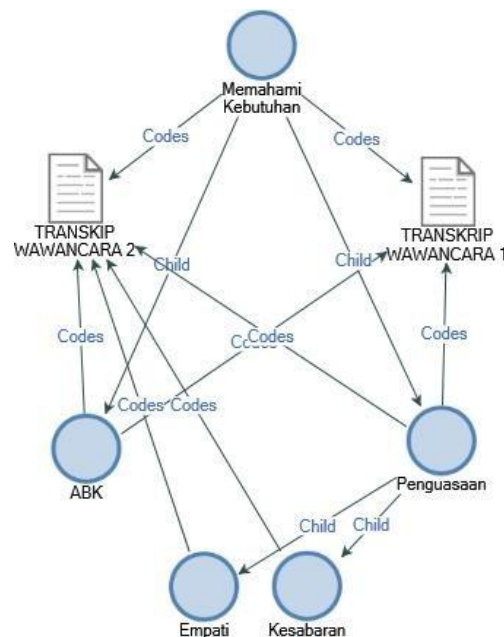
In the middle there is a *learning* word that is the center of attention, while on the left and right sides there are snippets of sentences from the two informants how the word appeared. The lines connecting the sentences show the various ways in which informants use the word *learning*, such as in the theme of *learning methods*, *learning materials*, or *learning processes*.

A more in-depth analysis of the picture and challenges faced in the education implementation process. This *tree map* can automatically display a visualization of the relationships between themes based on the coding results. With this visualization, the researcher can clearly see the dominant themes and their relatedness, so that how the pedagogic competence of tutors is related to inclusive approaches, teaching strategies, and challenges in dealing with the diversity of students. *Tree maps* help simplify complex data into easy-to-understand views and support in-depth analysis of research focus. The following is a visual display showing the results of the analysis:

Figure 3*Tree Map*

To clarify the hierarchy of themes and subthemes in this study, the size and color of each segment of the diagram were adjusted according to the frequency of their occurrence in the analyzed data. This visualization allows the researcher to visually analyze the relationships between themes, identify the most dominant themes, and gain a deeper understanding of Pedagogic Competencies. Based on the results of coding on Nvivo 12 Plus, it was found that themes related to the regulation of emotions in the affective dimension of pedagogic competence were described through the Hierarchy chart

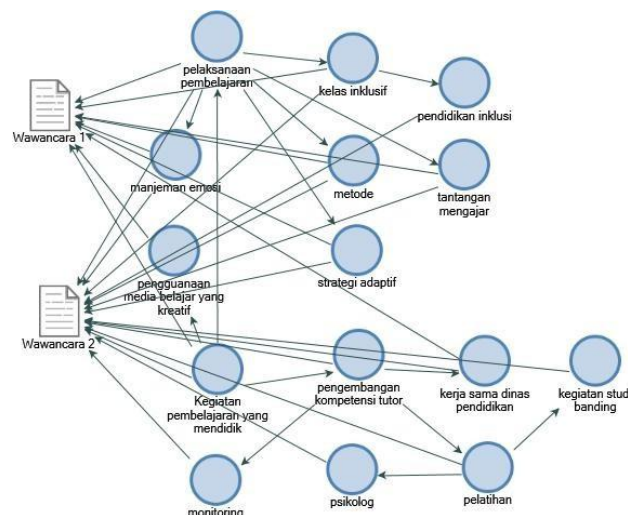
The Hierarchy Chart shows the proportions and relationships between sub-themes based on the intensity of data occurrence in each category. The hierarchy chart illustrates that emotion regulation is one of the dominant aspects in the affective dimension, which is reflected through several indicators, such as the teacher's ability to control emotions when dealing with student behavior, maintain the stability of the classroom atmosphere, show empathy, and respond to learning situations calmly and proportionately. The large proportion of areas on the chart shows the level of contribution of the theme to the overall affective dimension in pedagogic competence. These findings indicate that pedagogic competence is not only related to the ability to design and execute learning cognitively, but also includes affective aspects, especially in terms of emotion management. Emotional regulation plays an important role in creating a conducive learning environment, supporting positive interactions between teachers and students, and minimizing conflict in the classroom. Thus, the teacher's ability to manage emotions is an essential element that supports the effectiveness of the learning process.

Figure 4*Hierarchy Chart*

In the hierarchical drawing section, emotional regulation in inclusive learning can be understood as the ability to control, balance, and direct emotional responses when interacting with students who have diverse characteristics and needs, especially children with special needs (ABK). In the context of the hierarchy diagram, the ability to understand the needs of students does not only rely on the cognitive aspect, but also involves emotional maturity. The tutor needs to resist spontaneous reactions such as frustration or impatience, then change it to a more reflective and supportive attitude. This is reinforced by the informant's statement: *"I do ice breaking that is exciting or spurs their mindset to be more enthusiastic, we also anticipate when our crew members or hyperactive children cannot be controlled, we will calm down especially later"*

From the opinion of the informant, it can be seen that the emotional regulation of the tutor is visible, this awareness grows because the management of emotions arises based on the teaching experience that the tutor masters, this context is also seen in the relationship of the theme in Figure 4. In this way, the learning process continues to run in a conducive and inclusive manner. This is in line with previous research (Afifah & Setiawati, 2021; Nurlaela, 2016; Wulandari & Hendriani, 2021) that the ability to regulate emotions is important, especially seen with the involvement of social interactions.

The empathy and patience that emerge as subthemes show a tangible manifestation of stable emotional regulation, where the tutor not only understands the student's condition rationally, but also responds to it with calmness and concern. This ability ultimately supports tutors' mastery in implementing learning strategies consistently and adaptively. Thus, pedagogic competence in inclusive learning is formed through a combination of cognitive understanding and effective emotional management, so that learning interactions take place more humanely, professionally, and oriented to the needs of students.

Figure 5*Hierarchy Chart*

The relationship between themes in the image shows that educational learning activities in the context of inclusive classes are greatly influenced by the tutor's ability to regulate emotions as the main foundation of pedagogical practice. Understanding the diverse characteristics of inclusive classes requires mature emotional readiness, as tutors often face complex situations, ranging from differences in learning abilities to the dynamics of student behavior. In such conditions, the ability to manage stress, maintain patience, and maintain empathy is decisive in choosing methods, applying adaptive strategies, and utilizing creative learning media (Hasmarlin & Hirmaningsih, 2019). Teaching challenges are not only solved through a technical approach, but through emotional stability that allows the tutor to remain reflective and responsive. Furthermore, the development of tutor competencies is also closely related to strengthening emotional regulation through training, collaboration with the education office, psychologist assistance, comparative studies, and continuous monitoring that helps tutors reflect on their emotional experiences in the classroom. Thus, pedagogic competence in inclusive education develops through a process that is not only instructional, but also emotional, where the regulation of emotions is the basis for creating a supportive, adaptive, and sustainable learning environment.

CONCLUSIONS

Based on the results of research conducted at PKBM Bina Kreasi Pekanbaru City regarding emotion regulation as an affective dimension of pedagogic competence in Inclusive Education, it can be concluded that the findings from word frequency, tree maps, to hierarchy charts show that even though the theme of learning is the center of discussion, the ability to understand the needs of students emerges as the most dominant theme and is substantively closely related to the emotional maturity of the tutor. Emotional regulation is reflected in the tutor's ability to control responses to diverse classroom situations, withstand negative reactions such as frustration, and develop empathy and patience when dealing with children with special needs. This affective dimension does not stand apart from the cognitive and technical aspects, but instead becomes the foundation in the planning, implementation, and evaluation of adaptive learning. Emotion regulation can be affirmed as a core component of pedagogic competence in inclusive education, because through mature emotion management, tutors are able to create a learning environment that is humane, responsive to diversity, and oriented to the needs of students as a whole.

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Authorship Contribution Statement

Murnia Safinatu Jannah conceptualized the study, collected and analyzed data, and drafted the manuscript. Muryanti supervised the research design and interpretation. M. Jaya Adi Putra contributed to manuscript revision and validation.

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