

Emotional Regulation Among Single Mother Teachers in Elementary Schools

Dewi Fortuna Septiantika*, Alif Mu'arifah

Ahmad Dahlan University, Pramuka Street, No. 42, Sidikan, Yogyakarta, Special Region of Yogyakarta, 55161, Indonesia

*Corresponding author, email: dewifortuna969@gmail.com

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Abstract

Single mother teachers face great challenges in carrying out dual roles as educators and caregivers, while also handling household chores. This pressure often affects their emotional stability, so that single mother teachers often vent their anger on those around them. The purpose of this research was to determine the description and factors causing single-mother teachers' emotional regulation. Used a qualitative research method with a phenomenological study approach. Used semi-structured interviews and non-participant observation as a data collection method. The subjects in the research were taken using purposive sampling techniques and snowball sampling techniques. The subjects of the research were five single mother teachers aged 30-45 years, working as elementary school teachers (SD) and having children aged 2-13 years. Analysis of the research used content analysis data. The results showed that single mother teacher's emotional regulation involved the process of monitoring, then evaluating, modifying, and re-evaluating emotions because the subjects still had difficulty finding the right regulation strategy, so other factors were needed such as social support, professionalism, religiosity, reducing multitasking, and social comparison. Further research is recommended to conduct longer observations of subject interactions both at school and at home, more in-depth interviews, increase the number of subjects, expand the location and criteria of the subjects, such as single mother teachers at the junior high or high school level who teach at junior high or high school.

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1. Introduction

One of the successes of national education is that the implementation of education in schools itself must be carried out effectively. The relationship and quality of learning require a teacher who can work professionally (Devi et al., 2023; Gunawan et al., 2020). Teachers who have very strong beliefs will be better able to organize and plan learning by applying newer technology to meet the needs of the students being taught and will use all their potential to improve student success (Wigati, 2018). Moreover, elementary school teachers have a very important role in shaping student character, also required to understand all subjects, be responsible for delivering material interactively and enjoyably, guide students in solving problems in learning materials, create a learning curriculum by the development of the education system, can help students in developing academic skills and become role models for students both in terms of behavioral ethics, dress, and speech (Tanjung et al., 2021; Yestiani & Zahwa, 2020; Annisa et al., 2020; Yestiani & Zahwa, 2020).

According to the Indonesian Ministry of Education and Culture (2023), statistical data on teachers at the Elementary School (SD) level spread throughout Indonesia, with both private and public teachers totaling 1.48 million, consisting of 1.06 million female teachers, while 416,817 male teachers. Based on these data, there are more female Elementary School (SD) teachers than male teachers, this makes women who are married participate in activities to help improve and prosper the family economy and also have obligations that must be fulfilled, namely taking care of household chores.

However, the responsibility becomes heavier if the female teacher is a single mother. A single mother is a woman who becomes a single parent for her children due to divorce or death of a partner (Noviandari & Rini, 2023; Utami & Hanani, 2018; Riyanti et al., 2023). Women's tasks become more

difficult if they become single parents (Devi et al., 2023; Primayuni, 2019; Kalingga et al., 2021). Based on research by Harlianty et al (2021), Mohamad et al (2020) a single mother who is divorced has emotional problems such as disappointment, anger, and sadness. If a single mother is unable to control her negative emotions, it will have an impact on her child (Hajal & Paley, 2020; Paley & Hajal, 2022). Hasanah and Retnowati (2017), Quchani et al (2021), Odis (2021) also said that a single mother who is divorced is less able to control her emotions because they are in a state of adjusting to the impacts caused by the divorce. Research by Utami and Hanani (2018) stated that the impact of divorce between a single mother who is divorced and a single mother who is divorced is that a single mother who is divorced still expects money from her ex-husband, while a single mother who is divorced is more independent and a single mother who is divorced who has children will be stronger to finance their children's education alone and there are no complaints from single mothers who are divorced.

30-45 single mothers are people who are in early adulthood, it are expected to be able to play new roles, such as the role of husband and wife, managing the household, giving birth and educating children, determining jobs and breadwinners. In addition to being able to play new roles, individuals in early adulthood are also expected to be able to develop new attitudes, desires, and values through the tasks at this stage of development. Early adulthood social development is the peak of adult social development (Hurlock, 2003; Putri, 2019). A single mother who is divorced and has children aged 2-13 years will have a great responsibility to educate children so that children can grow and develop optimally. According to Hurlock (1990), the childhood stage consists of two, namely the early childhood stage (2-6 years) and the late childhood stage (6-13 years). Early childhood often experiences behavioral problems, such as stubbornness, disobedience, negativity, tantrums, nightmares, envy, and so on (Palintan, 2020). At this stage children are in a group learning period, exploring, asking questions, imitating, and being creative. Late childhood is a transition period from childhood to adolescence, at this time children have begun to learn to get along with their peers at school (Miftahul, 2015; Segundo-marcos et al., 2022). In childhood, one of the traits that appears in children is imitation. As a parent, so that your child can grow and develop well, you should be able to set a good example or model for your child (Sulistia et al., 2023; Razi et al., 2018; Hefner et al., 2018).

Too many roles borne by single mother teachers who teach in Elementary Schools (SD) make them have to take care of the economy, take care of all the burden of school work, teach, educate students, take care of all household and child needs, be lonely, face all problems that occur alone, educate and care for children alone without any help from a partner (Layliyah, 2018). The many problems and the many burdens of tasks borne or shouldered by single mother teachers who teach in Elementary Schools (SD) cause these teachers to feel more stressed than couples who are still intact (Hutasoit & Brahmana, 2021; Prakke et al., 2020). This causes single mother teachers to experience changes that can cause problems such as affecting teacher performance both in teaching and doing assignments (Utami & Putra, 2020; Habel & Prihastuti, 2019; Sabila & Aulia, 2019; Busti et al., 2023; Dronkers et al., 2017), affects the interaction between teachers and students which can result in a lack of closeness between them and a lack of ability to respond to class challenges calmly and wisely (Tarantul & Berkovich, 2024; Rahmawati & Saptandari, 2020) and being less able to regulate or control their emotions (Pusvitasari & Yuliasari, 2021; Amelasasih, 2021; Erinasari et al. 2023; Sembiring & Tarigan, 2022), therefore it is important for single mother teachers to have good emotional regulation skills in facing post-divorce challenges, whether they are left by their husbands or those who experience divorce (Julia et al., 2019; Hasanah & Widuri, 2024; Mariana et al., 2022).

Regulation Emotional is a series of processes in which emotions are regulated according to individual goals, either automatically or controlled, consciously or unconsciously, and involves many components that work continuously over time. (Gross, 2002; Gross & Thompson, 2007; Gross & John, 2003; Butler et al., 2007; Quirk & Beer, 2006; Coe et al., 2020; Pirsoul et al., 2023). Gross and Thompson (2007) also mentioned three aspects of emotional regulation consisting of aspects of monitoring emotions, aspects of transmitting emotions, and aspects of modifying emotions. Factors that influence emotional regulation to run well such as gender, age, education level, income, social support, not having chronic diseases, and chronic stress (Bonanno et al., 2006). If these factors are not met, single mother teachers will tend to be more emotional, like to keep things to themselves, cover up all problems, experience various pressures, sad or happy experiences and events so that they have a very big impact on single mother teachers when raising children and teaching in Elementary Schools (Nursanti et al., 2021; Jacobs, 2023).

Regulation Emotional in single mother teachers needs to be done so that they can handle all problems and be implemented properly. Emotional regulation also plays an important role in teaching performance and teacher interactions, especially for single mother teachers who teach in elementary schools. The ability of teachers to manage their emotions effectively has a direct impact on the quality of interactions with students. Teachers who are able to manage their emotions tend to create a positive and supportive classroom atmosphere. With effective emotional regulation, teachers can respond to classroom challenges calmly and wisely, so that students feel safer, increase focus and motivation to actively participate in the learning process. This not only strengthens the teacher-student relationship but also increases the effectiveness of learning and builds an environment that is conducive to children's development (Tarantul & Berkovich, 2024).

The contribution of this research is that it is expected to be used as information for schools to provide understanding and relief for single mother teachers so that they are not too burdened with schoolwork, do not neglect to tell about being a mother and father to their children and the findings of this research can provide valuable information for counselors in facilitating student development by taking into account their family backgrounds, especially for students raised by single mothers. Based on the explanation above, the purpose of this research is to determine the description and identify factors of emotional regulation in single mother teachers. The research questions can be: (1) What is the description of emotional regulation in single mother teachers? (2) What are the factors that influence emotional regulation in single-mother teachers?.

2. Method

This research aims to determine the description and factors causing the emotional regulation of single-mother teachers. Therefore, this study uses a qualitative approach because this method allows for in-depth data collection through interviews and observations. To analyze the collected data, this study also uses qualitative content analysis. Creswell (2015) said that qualitative research is a method used to explore and understand a symptom in-depth, which usually uses an interview and observation system for research participants to obtain the information desired by the researcher. The research approach in this qualitative method uses a phenomenological approach. According to Creswell (2015), the phenomenological approach is an approach to describe the meaning of a life experience of several people about a concept or phenomenon. The research uses a purposive sampling technique, namely a technique used to determine research participants in qualitative methods by determining certain criteria that must be met by individuals who will become research participants (Sugiyono, 2019). This research also uses the snowball sampling technique. According to Sugiyono (2019), snowball sampling is a data source sampling technique, that is initially small, but over time it becomes large.

This research took five single mother teachers with several criteria, namely age 30-45 years, having children aged 2-13 years, being a single mother due to divorce for more than 1 year, and has worked as an elementary school teacher in Sokaraja sub-district for more than 5 years. The researcher used a significant person to help provide information related to the subject's condition, the selection of a significant person is someone who has been approved by the subject and has a close bond or relationship with the subject. The main method of data collection in this research is semi-structured interviews and is strengthened by non-participant observation. The researcher in this research has prepared an interview guideline which will later be asked of each subject and developed during the interview. The researcher will conduct non-participant observation or not be directly involved in the lives of single mother teachers. This research used content analysis, this analysis technique is an analysis that refers to words, meanings, images, symbols, or themes communicated by the text (Creswell, 2015).

Researchers use credibility, dependability, and certainty/confirmability. To obtain a level of trust in this research, the author uses a member check. Helaluddin and Wijaya (2019) said that in checking the validity of data, a qualitative researcher can do it with a member check. Not only member checks, this research also uses triangulation techniques. Triangulation is checking data or re-checking data from data that has been obtained (Helaluddin & Wijaya, 2019), in this research triangulation techniques, used are source triangulation and triangulation method.

3. Results and Discussion

3.1. Description of Emotional Regulation in Single Mother Teachers

3.1.1. Emotions Monitoring

Single mothers initially face various emotions, such as sadness, shock, inferiority, anxiety about the future, and confusion after being left by their husbands. These feelings arise from the loss of a partner, the responsibility of raising children, and economic difficulties. They often remember past memories, cry, feel jealous of complete families, or feel insecure. Some are even worried that their children will be bullied or influenced by their surroundings. In addition, the dominant emotions are sadness and anger, where mothers often feel frustrated due to fatigue and heavy burdens. These feelings are also seen through physical responses such as crying, sighing, or clenching their fists.

"I think it's more dominant after that, my emotions are more triggered because I feel tired and also have my own burdens, so I often get angry" (DWP, Subject 1)

"Sometimes my emotions are also unstable now, I think I get angry more often" (UMM, Subject 2)

"I often get angry and I often feel sad by myself, sis" (NSR, Subject 3)

"I used to always want to get angry" (TJJ, Subject 4)

"I feel like I often get angry now, sis, especially when I'm tired" (EKK, Subject 5)

However, single mothers are able to find happiness in simple moments, such as joking with coworkers or enjoying the cuteness of their children. Gathering with friends and seeing their children happy is a solace and helps them forget the burdens they feel for a moment. Observations show that their emotions are clearly depicted through facial expressions, tone of voice, and body gestures. When faced with challenges, they often show gloomy or upset expressions, but moments of happiness are reflected through smiles and sparkling eyes. Overall, life as a single mother is full of emotional challenges, from losing a partner to managing a family. However, they are still able to live their days by finding happiness in social relationships and closeness with their children.

3.1.2. Emotions Monitoring

This study shows two patterns of negative emotional responses in subjects: expressing emotions or covering up emotions. Some subjects expressed feelings of anger or sadness openly, while others tended to hold back their emotional expressions, although they were still visible. To manage emotions, subjects drew closer to God, prayed, asked for forgiveness, and did relaxation activities such as walking or meditation. However, single mother teachers still had difficulty controlling their emotions so that the impact was seen in the difficulty of dividing time to accompany their children in studying, as well as venting anger on their children. Some subjects even admitted to feelings of hopelessness and selfishness, indicating that their emotions were often poured out on their children or their work.

"Yes, I often get angry, sometimes it's to my children, especially since my two children are being naughty, I usually get provoked by my emotions, and also sometimes, if I'm tired, sometimes I get angry at my younger sibling by speaking with a high intonation" (DWP, Subject 1)

"I get angry more often at my children, sometimes this one, the other one like that, and sometimes I'm tired and my thoughts are all kinds of things, and then the added bonus is that my children are cranky, cranky but they don't shut up" (UMM, Subject 2)

"But, Sis, if I'm really tired, usually all my children get angry at me, but the one who gets angry the most is my youngest child" (NSR, Subject 3)

"In the past, I always wanted to get angry, so the target was the children, so the impact on the children was extraordinary" (TJJ, Subject 4)

"I feel like I often get angry now, especially when I'm tired, I definitely will venting my emotions to my youngest child." (EKK, Subject 5)

"When I'm in trouble, I also tend to be emotional, I want to get angry at everything" (EKK, Subject 5)

3.1.3. Emotions Modifications

All five subjects were able to transform negative emotions, such as sadness, anxiety, and despair, into motivation to live their lives for the future of their children. They tried to rise by improving their attitudes and seeking wisdom from difficult situations. Most showed optimism in raising children, although economic pressure was an obstacle for two subjects. They kept trying to rise, relying on hope for their children. When faced with problems due to emotions, all subjects tried to resolve them by apologizing and discussing the problem, realizing the importance of maintaining family harmony even in difficult times. Overall, they were able to transform negative emotions into positive actions, although economic challenges and pessimism sometimes arose.

"My thinking is to try to be better and better even though sometimes in the middle of it there is a feeling of giving up" (DWP, Subject 1)

"I am often very anxious about my child's future but I keep thinking that I have to be more enthusiastic and have to try harder to finance all the dreams that my child wants" (UMM, Subject 2)

"Yesterday I was sad all the time, Sis, related to my husband, I thought why am I sad all the time, so I try to fix my wrong attitude if I continue like this, what will happen to my children and their future" (NSR, Subject 3)

"To motivate them more towards their children, how can I be a good figure for them and can help them achieve their dreams. I feel that now I am enthusiastic to raise and educate my children well" (TJJ, Subject 4)

"If asked, I still remember and sometimes I am still sad, but if I continue to be like that, it's the same as being selfish towards my children, so I have to be enthusiastic and rise up for the children" (EKK, Subject 5)

3.2. Factors Influencing Emotional Regulation in Single Mother Teachers

3.2.1. Social Support

Social support greatly helped the five subjects in facing life as single mothers. They received support from various parties, including their nuclear families, co-workers, and their husbands' families. The nuclear families provided emotional, instrumental, and informative support, helping both materially and morally.

"Thank God, my family has helped me a lot, they have helped me a lot, they have helped me in terms of material, they have directly shared a lot of things with me, my family has given everything to me and my child" (DWP, Subject 1)

"My sister always supports me, but not completely financially" (UMM, Subject 2)

"My parents always support me because my parents and I live very close together" (NSR, Subject 3)

"Another way I do it is sometimes I share my feelings with friends I trust or who talk to my mother, they always help me" (TT), Subject 4)

"Thank God, my parents always help me in various ways, I am very grateful. From material assistance, energy and so on" (EKK, Subject 5)

Co-workers also provide similar support, such as permission when there are problems with children and moral support. Support from the husband's family, although not intense, is still there in the form of emotional attention. All subjects and their significant others agree that social support reduces the burden of work and emotions, allowing subjects to recover and balance their emotions. This shows the importance of support from those around them in overcoming challenges as a single mother.

3.2.2. Religiosity

Religiosity has a significant effect on the emotional management of subjects after being left by their husbands. Two subjects reported a decrease in religiosity due to fatigue and lack of enthusiasm, which affected their worship. One of them said that her enthusiasm for worship decreased after she no longer had a husband, and often fell asleep because she was tired. In contrast, the other three subjects reported an increase in religiosity, such as routinely performing obligatory prayers, sunnah prayers, sunnah fasting, dhikr, and praying. One of the subjects also followed breathing exercises and joined an online religious study group. This shows that increasing their closeness to God through religious activities helps them manage their feelings and overcome emotional challenges after their husbands leave.

"In my opinion, now, yes, ma'am, I often pray at night asking for guidance from Allah to help me solve all the problems I face" (UMM, Subject 2)

"Also, now I am closer to Allah, I often pray sunnah prayers and don't forget obligatory prayers. I also often fast sunnah" (EKK, Subject 5)

"After my husband died, I also followed breathing exercises every Friday via zoom, I also joined the group too. In this group, many tips and studies are shared" (TTJ, Subject 4)

3.2.3. Profesional

Four subjects revealed that fatigue and personal problems affected their professionalism as teachers. When they had a lot on their minds, they often lost focus, vented their emotions on students, and sometimes asked permission to be late or go home early because they were taking care of their children. Even so, they tried to maintain their professionalism by realizing their limits and managing their emotions.

"Yes, I once got angry but the children were like talking about me asking me to ask for forgiveness so the children warned me instead" (NSR, Subject 3)

"Yes, I was in grades 3, 4, 5, 6, teaching Banyumas culture and suddenly I went blank, Mbak taught so I wasn't 100%, what's more I was having problems and my husband wasn't there. I also used to scold the 5th and 6th graders" (EKK, Subject 5)

"I used to feel that I was strict to the students, for example if they didn't do their homework I would get angry, now I get angry but only for what, it's just to intimidate them but in my heart I don't anymore" (TTJ, Subject 4)

"To be honest, I often asked permission to be late and go home early because my child was often sick. Several times my little child also refused to be left while attending school in kindergarten like that" (UMM, Subject 2)

3.2.4. Multitasking

The five subjects multitasked taking care of the household, children, and other work, which caused fatigue and the emergence of angry emotions. Some felt it was more difficult after their husbands left, while one subject reduced attention to housework and finances to maintain peace. The more tasks were done, the higher the fatigue and anger, but reducing the burden could reduce negative emotions.

"because we are tired of taking care of everything from being a housewife as well as being a father figure for the children and replacing all their duties so there is a feeling of tiredness sometimes I give up" (DWP, Subject 1)

"I am not alone, if in the past there was a husband who could help with housework we could work together But for now I am really alone sis" (UMM, Subject 2)

"When I had a husband, it was easier than being alone now. If a single parent has any problems, especially dealing with children's problems, they must be alone so sometimes I am a bit troubled and tired like that" (NSR, Subject 3)

"Usually the two of us are alone usually I look for additional work either at school, participating in monitoring or maybe helping to take care of things like that" (EKK, Subject 5)

3.2.5. Social Comparison

Social comparison affects emotions in different ways. Some subjects feel more grateful after comparing themselves to people who face more difficult conditions. However, there are also those who feel jealous or sad when they see other people who are more complete or have advantages. The emotions that arise depend on how the subject views the comparison.

"I always see people who are below "oh so it turns out that person is the same as us but in a more miserable position" (DWP, Subject 1)

"By associating with people whose economy is below us or whose problems are more severe than ours, it makes me very grateful that I am still in a better stage" (NSR, Subject 3)

"Also, seeing other families who have fathers, sometimes I am also jealous" (UMM, Subject 2)

The psychological dynamics of emotional regulation in single mother teachers are as follows:

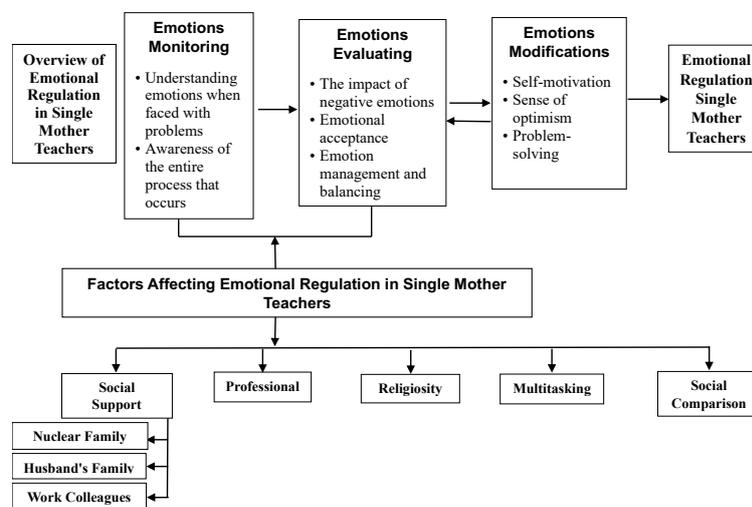


Figure 1. Psychological Dynamics of Emotional Regulation in Single Mother Teachers

3.3. Discussion

Single-mother teachers can achieve emotional regulation if they can fulfill the aspects of emotional regulation consisting of monitoring emotions, evaluating emotions, and modifying emotions (Gross & Thompson, 2007). According to Gross and Thompson (2007), these three aspects are the process of emotional regulation starting with the process of recognizing and understanding the emotions being experienced or what is called monitoring emotions, the second process is evaluating emotions which use strategies to regulate and control emotions and the last process is modifying emotions or emotional experiences which integrate emotional experiences into behavior and self-knowledge. In the first process, namely monitoring emotions, the fifth single mother teacher can understand emotions and understand the entire process that occurs when living a single mother life, because at that time the single mother teacher will encounter various problems such as

economic, loss, children being bullied by their friends, children asking where their father is and also parenting problems. This is to research conducted by Hasanah and Widuri (2018), Primayuni (2019), Layliyah (2018), Chavda and Nisarga (2023) which states that single parents will experience problems in terms of finances, childcare, and interactions with the surrounding environment, thus giving rise to negative emotions in the form of being devastated, sad, inferior, afraid, anxious and confused.

These problems can also make single mother teachers angry (Ikawati, 2020; Reis et al., 2018; Noviandari & Rini, 2023; Hertz et al., 2021). When emotional changes occur and single mother teachers can understand emotions and the entire process that occurs, they will be better able to control their emotions and always rise from their negative emotions. In line with Akbar's research (2022), there is the involvement of awareness of emotions, understanding of emotions, acceptance of emotions, the ability to control impulsive behavior and behave according to the desired goals when experiencing negative emotions, and the ability to use strategies to regulate emotional responses. Silaen and Dewi (2023) said that someone who has high emotional regulation will be able to understand the situation and be able to change their thoughts or judgments about the situation they are facing positively, resulting in a positive emotional reaction. If the first process can be fulfilled, then the single mother teacher can evaluate emotions, this second process is used to find out how to accept, manage, and balance emotions to reduce the impact of negative emotions. When they are less able to manage and balance their emotions when faced with a lot of pressure, it can cause the teacher to tend to vent their emotions on their children or those closest to them. The findings found that the five single-mother teachers were less than satisfactory in terms of evaluating emotions because the subjects still often vented their emotions on their children, lacked discipline in working, and also lacked focus in teaching.

This is in line with research by Fang et al. (2024) and Bui et al. (2022) that the impact of work fatigue on parent-child relationships can affect their ability to manage emotions and can lead to unhealthy behavior, including getting angry at children. to Wandansari (2019), Mahmud and Fajri (2021), Rahma et al (2024), and Hundra and Septiana (2020) stated that everyone has a different way of calming their emotions but the lack of precision in finding and implementing emotional control strategies can cause a person to vent their emotions on children and those around them. Even according to Mak et al. (2020), and Satyaninrum and Habibah (2021) parental emotions affect children's behavior, especially if this behavior occurs in children aged 2-13 years, the child will imitate and do the same behavior, namely getting angry. Based on research conducted by Paley and Hajal (2022), Julaeha and Fathimatuzzahro (2022), Zimmer-gembeck et al. (2022) children learn to regulate their emotions through direct observation of their parents, especially mothers in the case of single-parent households. Poor emotional regulation in single mothers can lead to emotional disorders in children, resulting in issues such as difficulties with emotional control, heightened sensitivity to minor problems, and challenges in expressing emotions. Additionally, the lack of effective emotional regulation can manifest as aggressive behavior in children, including rebelliousness and disobedience in response to emotional communication at home (Chavda & Nisarga, 2023; Suh & Kang, 2020; Ersan, 2019). This poor regulation can have long-term effects on children's mental health, placing them at a higher risk of experiencing mental health problems later in life, including depression and anxiety (Walker et al., 2020; Milojevich et al., 2020; Kamis, 2020).

The last process is emotional modification, in this process, it explains the ability of single mother teachers to change their emotions into self-motivation, increase optimism, and solve all their problems. The five single-mother teachers were able to change these emotions into motivation and were able to solve problems but occasionally felt anxious about running the future due to economic problems. Scrimin et al. (2022) also said that economic problems can affect well-being, including optimism and motivation because in this position only one person is struggling to earn a living. For the process of monitoring emotions, evaluating emotions and modifying emotions to be fulfilled, factors that can influence such as social support are needed. High social support from the people around them will help them achieve self-well-being (Ickes et al., 2018). Social support is a very important factor for someone to avoid or recover from stress. Research conducted by Arfianto et al. (2020) shows that support from family is the most important factor in helping women reduce emotions and work stress. The family is the closest part and interacts a lot with the individual so that it can directly influence the development of the individual and help the individual overcome all their problems.

Another factor is professionalism, when they can focus on their roles at school, female teachers have good self-control, which helps them regulate their emotions, especially in stressful or conflict situations. Gkonou and Miller (2023), and Fiftyana and Sawitri (2018) said that high professionalism correlates with better emotional stability. The many responsibilities and problems that are so many cause single mother teachers to be less disciplined and even often mix personal matters with school which makes them not focused on teaching. Hamid (2017) Said that someone who experiences unpleasant emotional experiences or when several conditions are considered unpleasant for someone, then someone tends to have no enthusiasm and is not focused on carrying out work activities. Nansi and Utami (2021) also said that if someone can regulate their emotions, then that person can behave appropriately or be disciplined in living their life.

Religiosity can also be an influencing factor because religious single-mother teachers tend to have higher levels of emotional regulation. In line with research conducted by Nursanti et al (2021). Baker et al. (2018), and Angelia et al. (2020) states that individuals who have high levels of religiosity can carry out emotional regulation actions well. Able to manage negative emotions in themselves by increasing worship and surrendering to the creator. Hasanah and Widuri (2018) said that single mothers can live their lives steadfastly and strongly after changing their minds to be more positive (cognitive change) that everything is God's destiny, everything will have a way and life must continue for the sake of the future of the children. Sarbini et al. (2021) also said that religiosity can provide a sense of security and confidence that they are not alone in facing challenges, which can increase the ability to bounce back from emotional difficulties.

Another factor is multitasking, multitasking is a condition in which a person does more than one task or activity at once, which can have positive and negative impacts on performance, mental well-being, and the individual's learning process. Multitasking too often can cause various negative impacts on health, such as decreased quality of work, fatigue, stress, decreased creativity, decreased productivity, and impaired memory (Saylam & Incel, 2024; Adler & Benbunan-fich, 2015). Someone who multitasks too often can trigger fatigue in the body, and can even cause emotional (Kinari, 2023). Based on research conducted by Anna Katharina in 2017, it was proven that multitasking can harm mental health, and multitasking activities can affect fatigue and emotional tension (Shin & Kemps, 2020). The duration of multitasking can also cause anxiety (Saylam & Incel, 2024).

Understanding and managing social comparison properly is the key to achieving better emotional balance. This is by research by Yue et al. (2022) which states that different social comparisons can cause positive and negative emotions. Downward comparisons can increase self-esteem and produce positive emotions when individuals feel better than others, while upward comparisons are often associated with negative emotions such as envy, dissatisfaction, or feelings of inferiority. This occurs when individuals feel they cannot reach or exceed the standards they see in others. The inability to regulate emotions triggered by social comparison can increase the risk of depression and anxiety, especially if individuals constantly feel inadequate compared to others (V'azquez et al., 2023). According to Richmond et al. (2021), and Nafis and Kasturi (2023) social comparison is closely related to personality which can affect a person's emotional regulation. People with neurotic personalities or low self-esteem will be vulnerable to the negative impacts of social comparison and have difficulty regulating their emotions. In contrast, those who have good emotional regulation, are more optimistic, or have an internal locus of control are better able to deal with social comparison positively, seeing it as an opportunity to grow.

Based on the results of the discussion above, it has described and identified factors regarding emotional regulation in single-mother teachers, especially those who have children aged 2-13 years and teach in elementary schools. This research has limitations such as not conducting in-depth observations of subjects either at school or at home, not conducting in-depth interviews such as limited duration and interviews in exploring information, only limited to the Sokaraja sub-district area and the number of subjects is relatively small so that.

4. Conclusion

This research comprehensively describes the picture of emotional regulation in single mother teachers and includes the factors that influence it. The results of the research revealed that single mother teachers still experience problems in using and finding the right emotional regulation strategies, because they have carried out the process of monitoring emotions, radiating emotions,

and modifying emotions, but the five subjects still do not fulfill it in terms of releasing emotions because the subjects still often vent their emotions to their children, are less disciplined in working and also less focused in teaching. Factors that can influence so that these negative impacts do not occur again are social support, professionalism, religiosity, reducing multitasking, and social comparison.

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