

ABSTRAK

TIARA ZAHRA AGUSTINE. 2025. “EFL TEACHERS’ EMOTION REGULATION IN MANAGING CHALLENGES WHILE TEACHING ENGLISH AT A JUNIOR HIGH SCHOOL”. *Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.*

Guru membutuhkan kemampuan untuk meregulasi emosi mereka ketika mengelola tantangan saat mengajar. Regulasi emosi yang efektif membantu mereka menjaga kestabilan emosi, memastikan proses belajar mengajar berjalan dengan lancar, dan menciptakan lingkungan yang mendukung. Penelitian ini bertujuan untuk mengetahui regulasi emosi yang diterapkan oleh guru EFL dalam menghadapi tiga tantangan utama saat mengajar di sekolah menengah pertama, yaitu perbedaan kemampuan siswa, motivasi yang rendah, dan perilaku buruk siswa. Tiga guru bahasa Inggris di sebuah sekolah menengah pertama di Kota Tasikmalaya, Jawa Barat, Indonesia, berpartisipasi dalam penelitian ini. Penelitian ini menggunakan studi kasus deskriptif kualitatif, dan data dikumpulkan melalui wawancara semi-terstruktur. Data dianalisis dengan menggunakan model analisis data interaktif yang diusulkan oleh Miles dkk. (2014). Hasil penelitian menunjukkan bahwa guru meregulasi emosi berdasarkan lima kelompok yang dikategorisasikan berdasarkan kerangka kerja Gross (2015) yang diterapkan oleh guru-guru EFL: (1) Situation selection, (2) Situation modification, (3) Attentional deployment, (4) Cognitive change, and (5) Response modulation. Strategi-strategi tersebut membantu guru mengelola emosi negatif, menjaga kestabilan emosi, serta menciptakan lingkungan belajar yang lebih mendukung.

Kata kunci: *Regulasi emosi, guru EFL, Tantangan Mengajar, Sekolah Menengah Pertama.*

ABSTRACT

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Teachers require the ability to regulate their emotions when managing challenges while teaching. Effective emotion regulation helps them maintain emotional stability, ensure that the teaching and learning process runs smoothly, and create a supportive environment. This present study aimed to determine the emotion regulation applied by EFL teachers in facing three main challenges when teaching in junior high school, namely differences in student abilities, low motivation, and students’ misbehavior. Three EFL teachers at a junior high school in Tasikmalaya City, West Java, Indonesia, participated in this research. A qualitative descriptive case study was employed, and data were collected through semi-structured interviews. The data were analyzed using the interactive data analysis model proposed by Miles et al. (2014). The results of the study revealed that teachers regulate emotions based on five groups categorized according to Gross's (2015) framework applied by EFL teachers: (1) Situation selection, (2) Situation modification, (3) Attentional deployment, (4) Cognitive change, and (5) Response modulation. These strategies help teachers manage negative emotions, maintain emotional stability, and foster a supportive learning environment. These findings provide empirical evidence and can serve as practical references for EFL teachers in dealing with emotional challenges in the classroom.

Keywords: Emotion Regulation, EFL Teachers, Teaching Challenges, Junior High School.