



POTRAYAL OF SHADOW TEACHER'S COMPETENCIES IN INDONESIA

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Abstract

The importance of shadow teachers' competence is crucial for implementing inclusive education. Previous research has mainly focused on qualitative studies, and there is a need for more information about the competencies of shadow teachers, especially in stress management, emotional regulation, and positive discipline. This study aimed to gain an understanding of stress management, emotional regulation, and positive discipline among shadow teachers and to determine if these competencies vary based on the educational level they teach. The study used a comparative descriptive quantitative approach and involved 163 shadow teachers. Data analysis was conducted using descriptive statistics and ANOVA. The results revealed that 53% of shadow teachers have low stress management abilities, 34% use suppression strategies to regulate emotions, and 40% have low competence in positive discipline. The study found no differences in stress management and emotional regulation among shadow teachers. However, significant differences were found in the application of positive discipline based on the educational level taught by shadow teachers.

Keywords: Emotion regulation, stress management, positive discipline.

INTRODUCTION

The inclusive school is not functioning as it should. In general, shadow teachers should possess four key competencies to effectively address the various issues and challenges associated with inclusive education: pedagogical, personal, professional, and social competencies (Zakia, 2015). These competencies can assist shadow teachers in managing work-related challenges.

The challenges encountered in the field of inclusive education classes include a lack of shadow teachers, insufficient competence among shadow teachers in understanding the needs of students with special needs and managing learning activities, inadequate school facilities and preparedness, and a lack of support, leading to an overwhelming workload for shadow teachers that can impact the teaching and learning process (Tarnoto, 2016). The work of shadow teachers can be highly stressful due to legal mandates, administrative factors, competence in handling students with special needs, personal factors, and additional responsibilities such as communication with other teachers and parents (Hester, Bridges, & Rollins, 2020). The workload can have adverse effects on the physical and psychological health of shadow teachers, which may influence their decision to leave the profession (Hester, Bridges, & Rollins, 2020). Previous research also revealed that teachers in inclusive schools experienced physical and psychological exhaustion due to the diverse needs of students (Leguminosa, Nashori, & Rachmati, 2017; Septianisa & Caninsti, 2018).

In order to effectively handle different types of stress, shadow teachers require specific strategies for stress management. Research shows that as stress levels increase, the productivity and job

satisfaction of shadow teachers decrease (Bui, Zackula, & Ablah, 2022). If teachers are unable to effectively cope with stress, it can lead to a decline in their work performance, ultimately affecting the quality of services provided to students with special needs (Anggreany & Matahari, 2022). Stress management involves making changes in behavior and thinking to handle internal and external stressors (Folkman & Moskowitz, 2004). Various stress management techniques have been proven to improve an individual's psychological well-being and lead to better behavioral adjustments in stressful situations (Smith, Saklofske, Keefer, & Tremblay, 2015; Wu, et al., 2020). Therefore, shadow teachers need to develop self-management skills, particularly in stress management, to effectively handle the various stressors they encounter and maintain good psychological well-being.

Apart from stress management, another important aspect of shadow teachers' self-management in their profession is their ability to regulate emotions. Poor emotional regulation can contribute to higher levels of burnout among shadow teachers (Mulyani, et al., 2021). It has also been found that emotional regulation abilities can predict symptoms of anxiety and depression, which can impact the mental health of shadow teachers (Merida-Lopez, Extremera, & Rey, 2017). Inadequate emotional regulation, such as suppressing emotions, can increase stress levels (Jeon & Ardeleanu, 2020).

The severity and characteristics of students with special needs pose challenges for shadow teachers. This has the potential to affect classroom interactions, particularly in forming relationships between teachers and peers, and in impacting the social relationships felt by regular students towards students with special needs. Poor social relations between regular students and students with special needs can lead to disobedient behavior, aggression, and bullying carried out by regular students towards students with special needs, or vice versa (Breeman, et al., 2015). This situation disrupts the classroom, affects the classroom climate, and is associated with behavior that violates norms in children (Carrell & Mark, 2010; Breeman et al., 2015). One contributing factor is students' difficulties in adapting to teachers' teaching methods and poor interactions between teachers and students (Kalb & Loeber, 2003). Therefore, teachers must have pedagogical competence that focuses on reducing students' disobedient behavior and implementing classroom management through positive discipline to improve student welfare (Stamatis & Chatzinikola, 2022).

Competence in positive discipline can reduce the discomfort felt by students with special needs in the classroom (Wang & Kuo, 2018). Positive discipline is a process that involves fostering a positive and supportive relationship between the teacher and students in order to guide and discipline them. The ultimate goal of positive discipline is not to achieve short-term effects through punishment, but rather to use positive methods to help students develop positive behavior and self-discipline in the long term (Stamatis & Chatzinikola, 2022). While previous research has largely focused on the application of positive discipline by parents or positive parenting patterns (Nelsen, Foster, & Raphael, 2011; Dyches, Smith, Korth, Roper, & Mandlaco, 2013), there has been relatively little discussion about the application of positive discipline by teachers.

The education system in Indonesia focuses on different aspects and standards for each level of education. The legislation no. 4 of 2022 concerning national education standards reflects this by aligning educational focus and standards with students' developmental tasks. At the playgroup/kindergarten level, the main focus is on optimizing children's overall and integrative development (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014). In elementary school, the focus is on literacy and numerical competence, while in secondary education, it's on preparing students for independent living (Kementerian Hukum dan Hak Asasi Manusia, 2022). There are differences in teacher competence at each level of education, and previous research has found significant differences in teachers' readiness to run programs in inclusive schools based on students' educational levels. (Triviño-Amigo, et al., 2023). Significant differences were found regarding community participation between teachers teaching at the early school level and teachers at primary and secondary schools. (Triviño-Amigo, et al., 2023).

The Indonesian government program through the Directorate of Secondary Education and Special Education Teacher Development has attempted to increase the competency of shadow teachers through technical guidance. However, this program does not include increasing competencies in positive discipline, stress management, and emotional regulation (Direktorat Pembinaan Guru Pendidikan Menengah dan Pendidikan Khusus, 2020), there is a need for further research on stress management, emotional regulation, and positive discipline in shadow teacher in inclusion classes. The research questions that will be raised in this study are:

1. How's stress management, emotional regulation, and positive discipline on shadow teachers?
2. Are there differences in stress management, emotional regulation, and positive discipline in special assistant teachers based on the educational level of the students being taught?

METHOD

The research was conducted using comparative quantitative education. In a comparative research design, the researcher measures the variable that is the main focus in two or different groups but does not manipulate the variable. Inferential and descriptive testing can be used to see whether there are differences between groups (Baker, 2017). Data collection was carried out through accidental sampling using the Google Form.

There were 163 respondents involved in the research. All respondents are shadow teachers at certain educational levels. Each respondent had a different length of service, with the highest length of service being 25 years and the lowest being 6 months. Based on recent educational background, 87% of respondents had a Bachelor's degree, 8% had a Master's degree, and the remaining 5% had a high school education.

Table 1. Distribution of respondents based on the level of education taught.

Work Unit	Number of respondents
Kindergarten	42
Elementary school	67
Middle school/equivalent	42
High school/equivalent	12

There are three scales used. The first scale focuses on stress management, namely the stress management scale, which has a reliability of 0.75 and 10 items. The second scale focuses on emotional regulation with a reliability value of 0.73 with 12 items, namely the emotion regulation questionnaire. The scale used to measure positive discipline is the positive discipline scale (Zuković & Stojadinović, 2021) with a reliability of 0.75 and totaling ten items. All scales have reliability above 0.7, so it can be concluded that the measuring instruments used are reliable. The data obtained was then analyzed descriptively to determine the description of the three variables. ANOVA was used to determine the differences in the three variables based on the level of education taught by each respondent.

RESULT

Descriptive Study

The data analysis results reveal that 53% of the total respondents have low stress management abilities. There is a need for further quantitative research to describe the stress management experienced by shadow teachers, especially in larger populations.

Table 2. level of stress management based on the level of education taught.

Work Unit	Category	Frequency	Percentage
Kindergarten	High	16	39%
	Low	26	61%



Work Unit	Category	Frequency	Percentage
Elementary school	High	34	51%
	Low	33	49%
Middle school/equivalent	High	22	52%
	Low	20	48%
High school/equivalent	High	5	42%
	Low	7	58%

Based on Table 2, it is observed that shadow teachers at the kindergarten level experience the most frequent low-stress management, followed by high school/equivalent level teachers. Conversely, the lowest frequency of low-stress management is found among junior high school/equivalent and elementary school teachers. This research indicates that kindergarten and high school/equivalent level teachers generally have lower stress management compared to elementary and junior high school/equivalent level teachers.

Table 3. Emotional regulation strategies based on the level of education taught.

Work unit	Strategy	Frequency	Percentage
Kindergarten	Reappraisal	25	59%
	Suppression	17	40%
SD	Reappraisal	48	72%
	Suppression	19	28%
Middle school /equivalent	Reappraisal	26	62%
	Suppression	16	38%
High school/equivalent	Reappraisal	8	67%
	Suppression	4	33%

As shown in Table 3, it is known that many respondents still use emotional regulation with a suppression approach. Of the respondents, 34% used a suppression approach when experiencing stressors. Shadow teachers who use suppression strategies do not mean they do not use reappraisal strategies, but in general, they tend to use suppression strategies more often than reappraisal strategies when encountering emotional situations. It is known that 40% of shadow teachers exhibit low positive discipline, meaning they have not fully implemented positive discipline in the classroom.

Table 4. Application of positive discipline based on the level of education being taught.

Work Unit	Positive Discipline	Frequency	Percentage
Kindergarten	High	32	76%
	Low	10	24%
Elementary school	High	38	57%
	Low	29	43%
Middle school/equivalent	High	22	53%
	Low	20	47%
High school/equivalent	High	6	50%
	Low	6	50%

Comparative study

ANOVA testing was carried out to find out whether there were significant differences in stress management, emotional regulation, and the positive discipline of shadow teachers based on the level of education taught. Anova testing was carried out because this study used four groups: shadow teachers at the kindergarten level, shadow teachers at the elementary school level, shadow teachers at the middle school/equivalent level, and shadow teachers at the high school/equivalent level. The ANOVA test results can be seen in Table 5.

Table 5. Anova result

Competencies	F value	p-value	Conclusion
Stress management	0,635	0,594	Not significant
Emotion regulation (<i>reappraisal</i>)	1,639	0,182	Not significant
Emotion regulation (<i>suppression</i>)	0,521	0,669	Not significant
Positive discipline	5,041	0,002	Significant

Based on the test results, it is known that there are no significant differences in stress management and emotional regulation, as well as both reappraisal and suppression strategies in shadow teachers based on the level of education taught. However, significant differences were found regarding positive discipline competencies among shadow teachers. It can be seen in Table 5 that a significant p-value was found related to positive discipline ($p < .05$). Further post hoc tests were carried out to identify at which level there were significant differences in the application of positive discipline.

Table 6. Post-hoc test

		Mean Difference	P	Tukey
Kindergarten	Elementary school	2.021	2.664	.042
	(SMP/ sederajat)	2.595	3.086	.013
	(High school/ equivalent)	4.012	3.180	.009
Elementary school	(Middle school/ equivalent)	.575	.758	.873
	(High school/ equivalent)	1.991	1.648	.355
High school/ equivalent	(Middle school/ sederajat)	-1.417	-1.123	.676

The study found significant positive differences in discipline between shadow teachers at different education levels. Significant positive differences in discipline were found between shadow teachers from kindergarten level and shadow teachers from elementary school level ($p = .042$; $p < .05$), shadow teachers from kindergarten level and shadow teachers from middle school/ equivalent level ($p = .013$; $p < .05$) and shadow teachers from kindergarten level with shadow teachers from high school/ equivalent level ($p = .009$; $p < .05$).

DISCUSSION, CONCLUSION, and SUGGESTIONS

Individuals with low stress management abilities face challenges in recognizing, analyzing, selecting strategies, and taking steps to cope with stress (Lazarus & Folkman, 1999). Previous research has mainly focused on qualitative studies or literature reviews when investigating sources of stress and stress management in shadow teachers (Rahayu, 2017; Kurnia & Yoselisa, 2023; Anastasia & Tobing, 2019; Qiftiyah & Calista, 2021). Higher stress levels make it more challenging to manage the source of stress. Previous research has shown that being a kindergarten teacher can be somewhat stressful, especially when working with students from disadvantaged socio-economic backgrounds, high-risk students, and those with behavioral problems (Zhai, Raver, & Li-Grining, 2011). When kindergarten teachers experience increased stress due to student behavior problems, it can have a negative impact on the emotional climate in the classroom. For instance, a kindergarten teacher assigned to a class with many students experiencing behavioral problems is likely to experience higher levels of stress and may struggle to effectively manage the class (Friedman-Krasuss, Raver, Neuspiel, & Kinsel, 2014). Some particularly stressful situations for kindergarten teachers during the teaching process include meal sessions, student arrival, pick-up sessions involving communication with parents, and free play sessions (Koçyiğit & Sezer, 2024).

The same thing happens to teachers at the high school or equivalent level. Previous research found that high school or equivalent teachers have high stress levels. One of the factors thought to play a significant role in the high stress level of shadow teachers in high school or equivalent is unstable economic conditions and a lack of learning facilities (Nwimo & Onwunaka, 2015). In implementing inclusive education in Indonesia, problems related to facilities and infrastructure still need to be solved. The available facilities and infrastructure are still far from adequate, even though they are a

crucial factor in inclusive education (Dewi, 2022; Okyere, Amedahe, & Edjah, 2002; Mukti, Arnyana, & Dantes, 2023)

Stress can potentially harm the condition of shadow teachers, both physically, mentally, emotionally, and physiologically (Williams & Poel, 2006; Cancio, et al., 2018). Shadow teachers who experience stress are reported to be more likely to resign from their profession (Wong, Ruble, McGrew, & Yu, 2017). On the one hand, stressors cannot be eliminated from the teaching environment, so shadow teachers need to learn strategies and techniques to manage stressors that arise and maintain professionalism as educators (Waltz, 2016). Individuals who fail to respond to stress effectively will show mental problems as well as behavioral problems such as higher alcohol consumption and smoking behavior.

The finding about mostly using suppression as emotion regulation is quite unfortunate. Previous research found that the reappraisal strategy has a better impact on psychological well-being and a positive effect than the suppression strategy (Kelley, Glazer, Pornpattananangkul, & Nusslock, 2019). Previous studies also found that reappraisal strategies were associated with a more positive impact pattern, while the suppression strategy was associated with more negative impacts (Gross & John, 2003). Not only does it have an impact on the individual's condition, the use of suppression strategies also has an impact on the individual's relationship with their environment. Not only does it impact the individual's condition, but the use of suppression strategies also impacts the individual's relationship with their environment. Previous research found that the use of suppression strategies was related to low social support, low closeness to others, and low social satisfaction (Srivastava, Tamir, McGonihall, John, & Gross, 2009).

The research findings indicate that kindergarten teachers tend to use suppression strategies to manage stress, with shadow teachers at the kindergarten level exhibiting the highest rate of such strategies. Kindergarten teachers often suppress their negative emotions and emphasize positive emotions to engage students, which can lead to emotional exhaustion (Naring, Briet, & Brouwers, 2006). Kindergarten teachers were also found to often only express emotions that were expected to appear such as happiness and calm, but often suppressed the emotions that were felt. It was also found that kindergarten teachers tend to express only expected emotions, such as happiness and calm, while suppressing their true feelings (Krone, 2000). Previous studies recommend that kindergarten teachers need to find ways to enhance positive emotions while effectively managing their negative emotions (Zhang, Cui, Wang, Mu, & Wang, 2022).

In contrast to stress management and emotional regulation findings, the highest level of application of positive discipline was found at the kindergarten level. The data collection results show that 76% of shadow teachers at the kindergarten level are highly involved in implementing positive discipline in the classroom. Previous research found that although it was done differently, several kindergartens had implemented the principles of positive discipline (Chen & Hu, 2022). Teachers can apply positive discipline starting from lesson planning and implementation using habituation and exemplary methods and a contextual and scientific approach (Gunartati & Kurniawan, 2021). On the one hand, applying discipline with low involvement is often found at the high school/equivalent level.

This is quite unfortunate, considering that positive discipline helps students succeed, supports student development, and provides information about what they should learn (Thakur, 2017). Research also indicates that positive discipline is feasible for students of all ages (Gandzel, 2022). The application of positive discipline in the classroom is one of the factors that influences the emergence of positive behavior from students and vice versa (Bazar & Baluyos, 2023). Conversely, punitive approaches to students have been found to negatively impact literacy skills, especially in early childhood (DedeYildirim & Roopnarine, 2019).

Specifically, shadow teachers at the kindergarten level showed more positive discipline compared to those at elementary, middle school/equivalent, and high school/equivalent levels. Apart from these

levels, there were no differences in positive discipline at other levels of education. This suggests that kindergarten teachers are more likely to use a positive discipline approach. Previous research found that teachers at kindergarten level more often use non-punitive measures such as emphasizing applicable rules, supporting students to be more responsible. Previous research also supports this, indicating that kindergarten teachers often use non-punitive measures and emphasize applicable rules while supporting students to be more responsible (Beazidou, Botsoglou, & Andreou, 2013). Additionally, previous research has shown that most teaching practices in kindergartens exhibit good classroom quality characterized by feedback, a positive classroom climate, and proactive classroom management from teachers (Lee & Bierman, 2016).

It is essential to establish a self-development program specifically designed for shadow teachers, considering the various skills they require. Research indicates that stress management, positive discipline, and emotional regulation are the primary areas for self-improvement among shadow teachers. While stress management and emotional regulation are beneficial for shadow teachers across all educational levels, self-development in positive discipline is especially recommended for shadow teachers working in elementary, middle school, and high school settings.

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Ethics and Conflict of Interest

The author of the study acted in accordance with ethical rules in all processes of the research. The authors declare that they do not have any conflict of interest with other persons, institutions or organizations.

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