

# The Role of Psychoeducation in Emotion Regulation to Improve the Ability to Manage Emotions in Al-Insan Wonoayu Orphanage Children

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## ABSTRACT

**Objective:** This study aims to analyze the effectiveness of psychoeducation in enhancing emotional regulation among children residing in the Al-Insan Wonoayu Orphanage. **Method:** Utilizing an experimental design with a one-group pretest-posttest approach, the study involved 22 children who participated in multiple psychoeducational sessions. The intervention focused on recognizing emotions, managing both positive and negative emotions, coping with emotional stress, and applying relaxation techniques grounded in Islamic values. Emotional regulation was measured using a standardized scale before and after the intervention. **Results:** Paired samples t-test results indicated a significant improvement in emotional regulation, with pretest scores ( $M = 99.45$ ,  $SD = 8.996$ ) rising to posttest scores ( $M = 116.86$ ,  $SD = 17.734$ );  $t(21) = -4.803$ ,  $p < 0.001$ . The effect size (Cohen's  $d = -1.024$ ) suggests a large impact of the intervention. **Novelty:** This study provides empirical support for the integration of psychoeducational approaches with Islamic values to foster emotional regulation in vulnerable child populations. It highlights the contextual effectiveness of culturally sensitive interventions in orphanage settings, offering a valuable model for psychosocial programs in similar environments.

## INTRODUCTION

Adolescence is often referred to as a transition period because it is a transitional stage from childhood to adulthood [1]. This stage is characterized by various changes in biological, cognitive, and social-emotional aspects. Therefore, adolescence is considered a very vulnerable period due to the various changes experienced by individuals. This change requires intensive attention so that adolescent development can take place properly, maturely, and quality [2] One of the most noticeable developmental characteristics in adolescents is related to emotions. This situation will pose challenges for adolescents in fulfilling their emotional development tasks[3] Emotional problems in adolescents are often influenced by social pressures that require them to be able to control their emotions. During this time, children experience changes that make them feel freer, have a high level of curiosity about new things, and experience unstable emotional urges. Therefore, adolescents need assistance from parents, family, friends, as well as social institutions and the surrounding environment [2]. However, not all teens have the opportunity to live with their parents. Many children have to live separately from their parents and live in social institutions such as orphanages. Orphanages are social institutions that help orphans, orphans, poor people, and displaced children. Children

living in orphanages face a variety of challenges, especially in terms of social support and a sense of security. This can negatively impact their emotional state [4]

Adolescents living in orphanages tend to be more susceptible to experiencing various emotional problems. According to Dalimunthe (2009), the separation of children from the family can cause stress due to changes in their lives, such as the loss of a close person, a new unfamiliar environment, and changes in daily habits. Some studies show that living in an orphanage has a variety of risk factors that can trigger psychological distress, from difficult economic conditions to the loss of both parents [5]. According to Tsura (2017), inadequate conditions in orphanages can increase the risk of stress and depression, as well as make their residents more vulnerable to pressure than teenagers who live with their families. One of the problems that orphanage teenagers often face is high stress levels. Astuti & Kawuryan (2019) explain that stress can trigger uncomfortable emotional and physiological reactions, thus encouraging individuals to look for ways to cope with it, such as consuming alcoholic beverages or venting emotions by damaging objects around them [6].

Gross (2014) explained that the regulation of emotions involves managing a person's emotions, including when they are felt, how they are experienced, and how individuals express them. Individuals with good emotion regulation abilities tend to achieve emotional maturity, whereas without these abilities, emotional maturity is difficult to achieve. However, there are still children in Indonesia who experience emotional dysregulation, which is the inability to control emotions (D'Agostino et al., 2017) [7]. According to Frijda (1986, in Uci & Savira, 2019), regulation is an individual's effort to manage his emotions which can have an impact on behavior and social experience [8]. Meanwhile, Gross and Thompson (2007, in Hasmarlin & Hirmaningsih, 2021) explain that emotion regulation is a process of intervention, both consciously and unconsciously, to emotional experiences. This process allows for the change in experience and affective expression of natural responses to be more effective [9]. Inability to regulate emotions can trigger a variety of psychiatric disorders, such as major depression, bipolar, anxiety, and borderline personality disorder (Aldao, Nolen-Hoeksema, & Schweizer, 2010) [10]. Therefore, individuals need to be trained and equipped with skills in managing their emotions in order to be able to express emotions, both positive and negative, in an appropriate way [11].

According to Gram and Clore (2002), human emotions in general can be classified into two types. That is, positive emotions, also known as positive effects, bring out pleasant and soothing feelings. Examples of positive emotions include calmness, relaxation, happiness, entertainment, emotional warmth, and joy. Experiencing positive emotions is related to a good psychological state. Negative emotions, or negative impacts, cause feelings of discomfort and annoyance. When a person experiences negative emotions, he or she tends to feel discomfort and unpleasant impacts. Some examples of negative emotions include sadness, disappointment, despair, depression, helplessness, frustration, anger, and resentment. Positive and negative emotions have an important

role in early childhood development. Positive emotions, such as happiness and joy, help foster optimism and emotional resilience in children. In addition, these emotions contribute to improving well-being and building healthy social relationships.

Meanwhile, negative emotions, such as anger and sadness, also have important value because they help children recognize and express their needs and limitations. By understanding and managing these two types of emotions, educators and parents can help children achieve emotional balance in their development [12]. Brener and Salovey mentioned several factors that can affect a person's ability to regulate emotions [13], i.e.: The first factor is age – the older a person is, generally the better their ability to manage emotions. The second factor is the family, where the individual initially learns through observation of the parents. Parents also play a role in teaching how to adapt to emotions and deal with conflicts. The final factor is the environment, including the influence of peers, television, and video games, which can affect an individual's emotional development. There are several other factors that affect an individual's ability to regulate emotions [1], including: Parenting style: Parenting colored by emotional dysregulation can affect the child's ability to regulate his or her own emotions (Schwartz, Thigpen & Montgomery, 2006). Age: Research by Urry and Gross (2010) shows that older individuals tend to have better emotion regulation abilities. Environment: Individuals who feel comfortable in their environment tend to have positive emotions and better emotion regulation abilities. External influences: The surrounding environment can affect a person's emotional regulation. When a person observes his environment, he tends to imitate and reflect what he sees in the form of behavior.

In addition, based on the results of the community need assessment (CNA) conducted at the Al-Insan Wonoayu Orphanage, Sidoarjo using interviews, observations and the results of individual counseling, data was obtained that several problems were found related to the regulation of foster children's emotions. In interviews with caregivers and orphanage administrators, information was obtained that there are some children who when angry they will shout, throw or hit objects around them to get attention from the father who takes care of them, the trigger of this behavior is due to the past trauma of the child where before entering the orphanage the child was not accepted by his parents, So that the caregiver is the Buddha, not only that the child is also often yelled at and gets physical violence (hit and slammed) if he does not obey before entering the orphanage. There are also children who when they make mistakes, then are reprimanded by the management and what he does is blame himself, feels useless and always makes mistakes. As well as observation of the behavior of one of the foster children, it was known that the child often vented his emotions through tantrums, crying, and hitting objects around him The results of counseling also showed that many children in the orphanage had difficulty managing their emotions, especially in dealing with challenging situations such as inconfidence, jealousy, or quarrels with other foster children or being reprimanded by the management, In addition, the average child in an orphanage feels that they have no place to tell stories because they are afraid to tell their

complaints to others because every time they tell their stories to someone else, that person will tell their story to someone else, therefore they no longer want to share their stories with others and choose to keep their own stories/problems. In the end, these children tend to become overthinking to the point of not being able to sleep, being quiet, alone and crying as a form of venting their emotions, and most of them will cry secretly to the

bathroom or cover their faces with pillows so that their cries are not heard by other children. Many studies have been conducted by experts related to psychoeducation to improve the ability to regulate emotions. The research conducted by Tamara Luckytasari & Ika Herani (2022) is titled "Do Emotion Regulation's Matters?: The Effectiveness of Psychoeducation of Emotion Regulation in Class X High School Students". This study aims to evaluate the effectiveness of psychoeducation in improving high school students' understanding of emotion regulation. Using quasi-experimental methods with design one-group pretest-posttest, the results showed an improvement in comprehension after psychoeducational interventions, which involved lectures, group discussions, and crossword puzzles [3]. In addition, research by Ekklesia Eunike Lase & Raja Oloan Tumanggor (2024) is titled "Psychoeducation Improves the Ability to Regulate Emotions of Students of Strada Slamet Riyadi Junior High School, Tangerang" focuses on improving the emotional regulation of junior high school students through psychoeducation. This study involved 29 grade VII students of SMP Strada Slamet Riyadi Tangerang, with results showing that after participating in psychoeducation, students better understand the importance of emotion regulation and are better able to control negative emotions [7]. Meanwhile, research by Rizky Aulia Fitriana, Indira Mustika, & Nurul Hidayah (2022) entitled "Psychoeducation to Improve Emotional Regulation of Elementary School Students" aims to improve the emotional regulation of elementary school students through a psychoeducational approach. This research was conducted on 4th grade students of SDN Banaran 1 Kediri City with an educational game method and reflection on student experiences. The results of the study showed an increase in students' understanding and ability to recognize and manage their emotions [10]. These three studies prove that psychoeducation has a significant role in improving emotional regulation at various levels of education, from elementary to high school.

Emotional regulation is an important aspect of adolescent development, especially for those living in orphanages. Lack of social support and traumatic experiences can affect their emotional well-being. Therefore, through proper psychoeducation, adolescents can learn effective emotion regulation strategies to improve their psychological well-being. Psychoeducation is the process of providing information and education to individuals who experience psychiatric disorders about their symptoms, signs, and how to handle them [14]. Thus, the provision of psychoeducation on emotion regulation in orphanages is an important step in helping children manage their emotions in a healthy and adaptive manner. It can be hypothesized that in the alternative hypothesis (H1), the provision of psychoeducation has a significant effect on the improvement of children's emotional regulation ability in orphanages, and in the null

hypothesis (H0), the provision of psychoeducation does not have a significant effect on the improvement of children's emotional regulation ability in orphanages. The provision of psychoeducation plays an important role in helping adolescents gain an understanding of their development, recognize and optimize their non-cognitive potential, and apply them in daily life. In addition, psychoeducation allows adolescents to control aggressive impulses and cooperate with peers in beneficial activities. Through a psychoeducation program entitled "The Role of Psychoeducation to Improve the Ability to Manage Children's Emotions at Al-Insan Wonoayu Orphanage" as a preventive measure against juvenile delinquency, it is hoped that it can help children in orphanages in overcoming and preventing deviant behavior in the future. This program aims to provide insight to students at the Al-Insan Orphanage so that they can be more optimal in managing their emotions [15].

## RESEARCH METHOD

This research uses an experimental method. Experimental research is a type of research that aims to test the impact of a treatment on the results it produces [16]. Experimental research is considered the most powerful method of testing hypotheses. One of the techniques used in this study to test the hypothesis is the t-test, which is included in parametric statistics. In general, the t-test aims to analyze the influence of independent variables on dependent variables by comparing the differences in bound variables between two sample groups [17]. The type of research used is Pre-Experimental, which is research that involves a group or class with pre- and post-treatment testing. The design used in this study is a one group pretest-posttest design, which is a test of the research subject by first giving a pretest to measure the extent of the participants' initial abilities, then receiving a treatment in the form of psychoeducation and after the psychoeducation, participants will be given a final test (posttest) to evaluate the extent of the influence of psychoeducation on their understanding [18]. The success of the treatment was evaluated by comparing the results of the pretest and posttest. The treatment provided in this study was in the form of providing psychoeducational material with the theme "The Role of Psychoeducation in Regulating Emotions in Improving the Ability to Manage Emotions in Children of Al-Insan Wonoayu Orphanage."

**Table 1.** Intervention Plan

| Group      | Pretest | Treatment | Posttest |
|------------|---------|-----------|----------|
| Eksperimen | Y1      | X         | Y2       |

Information:

Y1 = Pretest score before psychoeducation

X = Treatment in the form of psychoeducation of emotion regulation

Y2 = Posttest score after psychoeducation

### **Research subjects**

The target of the activity is aimed at all foster children of the Al-Insan orphanage. A total of 26 children with an age range of 5-19 years participated in this activity. And as many as 22 children filled out the pretest and posttest sheets.

### **Research instruments**

The instrument used in this study is a questionnaire as an auxiliary tool, which has been compiled based on references from articles designed in such a way to support the implementation of psychoeducational activities. The reliability of the emotion regulation scale has a Cronbach's Alpha score of  $> 0.60$  which is 0.865, which exceeds 0.60, indicating that the items on the emotion regulation scale have a high level of reliability. Based on the results of the validity and reliability test, it can be concluded that the emotion regulation scale instrument is declared valid and reliable [12].

### **Method of implementation**

The treatment used in the implementation of this activity is Psychoeducation carried out at the Al-Insan Wonoayu Orphanage, which includes preparation, implementation, discussion, and provision of pre-tests and post-tests. According to Nurafni, Muhopilah, Sumayyah, and Muawiyah (2024), psychoeducation is an educational method that aims to provide information and training to change an individual's mental or psychological understanding. This method is also useful in providing insights, therapeutic strategies, and improving the quality of life of individuals. This study uses a pre-test and post-test design to measure the level of children's understanding before and after the implementation of psychoeducation [9].

The stages of the research were carried out as follows:

1. Identification of Problems At this stage, interviews are conducted with administrators and caregivers and individual counseling with the children of the Al-Insan Orphanage to identify the types of cases that are often faced. The results show that many orphanage children have difficulty managing emotions, especially in dealing with situations such as insecurity, jealousy, conflicts with others, or reprimands from administrators. They often feel that they have no place to share their stories because they are afraid of being spread, so they choose to hide problems. As a result, they tend to overthink, have trouble sleeping, become quiet, lonely, or cry silently.
2. Preparation of Activities Before the event began, various preparations were made, including the preparation of the event rundown, administrative arrangements, and coordination with the presenters.
3. Implementation of Activities The implementation of activities follows the rundown that has been designed, with the following stages:

- a. Opening: The MC opens the event by introducing the speaker to the participants.
- b. Pre-test: Participants are asked to take a pre-test to gauge their initial understanding of the material to be delivered. The psychoeducation pretest is given on Sunday, December 8, 2024.
- c. Material Presentation: Psychoeducation with the theme "Psychoeducation the Role of Emotion Regulation to Improve the Ability to Manage Emotions in Al-Insan Orphanage Children" discusses the definition, types of emotions, factors that affect emotions, and emotion management techniques. The material presented is also in the form of short videos to make it easier for children to understand the material presented.
- d. Discussion and Q&A: This session provides participants with the opportunity to interact directly with the speakers, exchange information, and deepen their understanding of the topics discussed.
- e. Closing: The activity was ended by the MC by giving certificates to the speakers as an appreciation.
- f. Post-test delivery: Post-test will be conducted on January 4, 2025 (26 days after treatment). Participants did a post-test to measure the effectiveness of the psychoeducation that had been carried out, with the aim of seeing changes in knowledge after participating in the activity.

### **Psychoeducational materials**

The psychoeducational material delivered by this speaker focuses on emotion regulation to improve the ability of children at Al-Insan Wonoayu Orphanage to manage emotions. This psychoeducation covers several main topics as follows:

1. Concept of Emotions Emotions are described as the impulse to act that arises in response to internal as well as external stimuli. For example, happy emotions can bring out a positive mood and be seen through laughter, while sad emotions can make a person cry.
2. Types of Basic Emotions The speaker explained six basic emotions that are commonly felt by humans, namely:
  - a. Sad → Arises as a result of a sense of failure or regret.
  - b. Happy → Happens because of feelings of satisfaction or success.
  - c. Shocked → Triggered by a sudden or unexpected event.
  - d. Anger → Arises as a result of frustration or dissatisfaction with someone or something.
  - e. Fear → Felt when facing threats or threatening situations.
  - f. Disgust → Arises due to discomfort or dislike for something.
3. Positive and Negative Emotions Emotions are divided into two main categories, namely:
  - a. Positive emotions → Improve mood and provide feelings of comfort,

such as happiness, calmness, and contentment.

- b. Negative emotions → Tends to cause discomfort and psychological disorders, such as sadness, anger, fear, and disappointment.
4. Emotion regulation Emotion regulation is defined as a person's ability to assess and regulate emotional responses so that they can act in a way that is appropriate to the situation at hand. Good emotion regulation skills allow individuals to respond to challenges more adaptively and not get caught up in adverse emotional reactions.
5. Strategies for Managing Emotions Well Some of the strategies taught to manage emotions effectively include:
  - a. Name the emotion → Express feelings verbally, such as "I'm feeling sad."
  - b. Use emotional metaphors → For example, "My heart feels like it's sliced" to describe feelings of hurt.
  - c. Expressing emotions appropriately → Conveying emotions in a healthy way without harming oneself or others.
  - d. Perform relaxation → Cue-controlled relaxation techniques are used to create a feeling of relaxation and calm through breathing exercises and positive suggestions.  
Steps of cue-controlled relaxation technique:
    - a. Inhale through your nose, hold it on your stomach, and count by heart (1-5).
    - b. On the 5th count, say to yourself "My whole mind and body are calm."
    - c. Repeat this process until you feel completely relaxed and comfortable.
    - d. Focus on the sensations of the body and ignore negative thoughts during relaxation.
6. The Implementation of Emotion Regulation According to an Islamic Perspective The regulation of emotions is also associated with values in Islamic teachings, including:
  - a. Reciting ta'awudz → Reciting "A'udzu billahi minasy-shayhanir-rajiim" to calm down and ease anger.
  - b. Changing the position to a lower → If angry in a standing position, it is recommended to sit or lie down to reduce tension.
  - c. Be silent and guard your speech → Hold back speech when angry to avoid conflict or adverse actions.
  - d. Ablution or bathing → water can help calm down and have a refreshing effect.

This psychoeducational material is delivered through lectures, discussions, and question and answer sessions to strengthen participants' understanding of emotion regulation. In addition, short videos are also used to help children understand the concept of emotion regulation more easily and interestingly.



## Data analysis

The data obtained was analyzed using the paired T-Test with the help of JASP 0.19.3 software. The paired t-test, otherwise known as the paired t-test, is a statistical method used to compare the averages of two interconnected samples from the same subject [19]. This test is used to compare the averages of two groups of data that have a relationship, such as a comparison between the results of measurements before and after a treatment [20].

## RESULTS AND DISCUSSION

### Results

**Table 2.** Summary of the results of the normality test using Shapiro-Wilk

|          |   |           | W     | p     |
|----------|---|-----------|-------|-------|
| PRE-TEST | - | POST-TEST | 0.915 | 0.059 |

*Note.* Significant results suggest a deviation from normality.

Based on the results of the normality test using Shapiro-Wilk, based on table 2, it can be seen that the difference between pretest and posttest data is normally distributed, namely  $W = 0.915$ ,  $p = 0.059$ . Because the  $p$ -value is more than 0.05, the data is categorized as normally distributed, so further analysis can be carried out using paired t-tests to evaluate changes before and after the administration of psychoeducation of emotion regulation.

**Table 3.** Results of descriptive analysis of research data

|           | N  | Mean    | SD     | SE    | Coefficient of variation |
|-----------|----|---------|--------|-------|--------------------------|
| PRE-TEST  | 22 | 99.455  | 8.996  | 1.918 | 0.090                    |
| POST-TEST | 22 | 116.864 | 17.734 | 3.781 | 0.152                    |

**Table 4.** Summary of Paired Samples T-Test analysis results

| Measure 1 | Measure 2    | t      | df | p      | Cohen's d | SE Cohen's d |
|-----------|--------------|--------|----|--------|-----------|--------------|
| PRE- TEST | - POST- TEST | -4.803 | 21 | < .001 | -1.024    | 0.304        |

*Note.* Student's t-test.

Based on the results of the Paired Samples T-Test statistical test in tables 3 and 4, it can be concluded that there is an increase in the average score from pretest ( $M = 99.45$ ,  $SD = 8.996$ ) to posttest ( $M = 116.86$ ,  $SD = 17.734$ ). The results of the paired t-test show a significant difference between the two measurements,  $t(21) =$

-4.803,  $p < 0.001$ , Cohen's *value d* by (-1.024), Negative signs only indicate the direction of change (increased emotion regulation after the intervention), but do not affect the interpretation of effect strength, which indicates a large effect size ( $d > 0.8$ ). Based on the *value of d*, it can also be seen that the influence of the independent variable on the dependent variable is very large. This effect measure indicates that psychoeducation of emotion regulation has a significant impact on improving the emotion regulation ability of children at Al-Insan Wonoayu Orphanage.

### **Discussion**

The results of the analysis using JASP software showed that psychoeducational interventions contributed significantly to improving the emotional regulation ability of children at Al-Insan Wonoayu Orphanage. Based on the results of the normality test using Shapiro-Wilk, it can be seen that the difference between pretest and posttest data is normally distributed, namely  $W = 0.915$ ,  $p = 0.059$ . Because the *p value* is more than 0.05, the data is categorized as normally distributed. Based on the paired samples t-test, there was a significant difference between the pretest score ( $M = 99.45$ ,  $SD = 8.996$ ) and the posttest score ( $M = 116.86$ ,  $SD = 17.734$ ), with  $t(21) = -4.803$ ,  $p < 0.001$ . Cohen's *value d* = -1.024, which indicates a large effect size, indicates that the provision of this psychoeducation exerts a strong influence on the improvement of the study participants' emotion regulation. Thus, the results of this study prove that the alternative hypothesis ( $H_1$ ) that states that psychoeducation has a significant effect on improving the emotional regulation of children in orphanages is acceptable, while the null hypothesis ( $H_0$ ) that states that there is no significant effect can be rejected.

This result is in line with the theory of Gross and Thompson (2007), who explain that emotion regulation is an intervention process that allows individuals to manage their emotional experiences more effectively. Gross (2014) also stated that individuals with good emotion regulation are better able to control their emotional reactions in a variety of situations. In addition, research by Aldao, Nolen-Hoeksema, & Schweizer (2010) reveals that inability to regulate emotions can contribute to the emergence of psychological disorders such as anxiety and depression [3]. This finding is also supported by the research of Tamara Luckytasari & Ika Herani (2022), which shows that psychoeducation can improve high school students' understanding of emotion regulation [3]. Meanwhile, a study by Ekklesia Eunike Lase & Raja Oloan Tumanggor (2024) revealed that junior high school students who received psychoeducational interventions experienced a significant increase in managing negative emotions [7]. Other research by Rizky Aulia Fitriana, Indira Mustika, & Nurul Hidayah (2022) also shows that educational game-based psychoeducation methods can help elementary school students in improving their emotional regulation skills [10].

In this study, orphanage children who experienced trauma due to separation from their families had a higher risk of emotional dysregulation (Dalimunthe, 2009; Tsuru, 2017) [5]. Therefore, psychoeducational interventions play an important role in helping them develop more adaptive strategies for managing emotions. Brener and

Salovey (2002) state that the regulation of emotions is influenced by various factors, such as age, environment, and parenting. Children who grow up in an emotionally less supportive environment tend to face difficulties in controlling their emotions [13]. Furthermore, research by Astuti & Kawuryan (2019) shows that high stress in orphanage adolescents can trigger unstable emotional reactions, which can ultimately lead to destructive behaviors, such as aggressively venting anger. Therefore, psychoeducation in this study aims to equip children with skills to manage emotions in a healthier and more adaptive way, so that they can deal with emotional distress in a more constructive way [8]. In addition, the results of this study also support the findings of Frijda (1986, in Uci & Savira, 2019) who emphasized that emotion regulation is not only about suppressing feelings, but also adjusting emotional responses so that they can function properly in social life. In the context of orphanage children, these skills become very important because their social environment is different from that of children growing up in families [7].

Overall, this study confirms that psychoeducation is an effective method in improving the emotional regulation of children in orphanages. With these interventions, they can develop healthier coping strategies, reduce their tendency to aggressive behavior, and improve their psychological well-being. In the future, it is hoped that this psychoeducation program can be applied in a wider scope with various more innovative approaches, so that the impact can be more optimal. For future studies, it is recommended that psychoeducational interventions be carried out over a longer period of time and involve a larger number of participants to improve the validity of the results. Additionally, the use of more diverse measurement methods, such as in-depth interviews and direct observations, can provide more detailed and thorough data. Further research may also compare the effectiveness of psychoeducation with other methods of psychological intervention, such as cognitive-behavioral therapy or individual counseling, to determine the most effective approach in improving the emotional regulation of children in orphanages.

## CONCLUSION

**Fundamental Finding :** This study demonstrates that psychoeducation on emotion regulation is an effective intervention for improving the emotional adaptability of children in orphanages, as evidenced by significant increases in emotional regulation scores following the intervention. **Implication :** The findings suggest that structured psychoeducational programs, especially those integrated with culturally relevant values such as Islamic teachings, can significantly enhance children's emotional skills and foster a more supportive and harmonious social environment within institutional care settings. **Limitation :** However, the study is limited by its use of a one-group pretest-posttest design without a control group, which restricts the ability to establish causal relationships definitively. Additionally, the small sample size may limit the generalizability of the results. **Future Research :** Future studies should consider employing randomized controlled trial designs with larger and more diverse samples to validate these findings.

Moreover, the inclusion of follow-up assessments and exploration of moderating variables—such as age, gender, and prior trauma—could provide deeper insights into the long-term effectiveness and adaptability of psychoeducational interventions across different contexts.

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