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Discrepancy Between Emotion Regulation Assessment Using Self and Observative Reports at Taman Posyandu Anak Salih Karanganyar Paiton

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Abstract *: This study examines the congruence between external observations (teachers/parents) and students' self-assessments of emotion regulation at Taman Posyandu Anak Salih Karanganyar Paiton. Emotion regulation is vital for adaptive emotional responses. Data are collected using the Emotion Regulation Checklist (ERC) for external observations and the Difficulties in Emotion Regulation Scale (DERS) for self-assessments. Findings reveal discrepancies between the two methods. The ERC shows most students exhibit adequate emotion regulation, particularly in adaptability (average score: 2.9), but struggle with emotional lability (2.1), characterized by instability and mood swings. Conversely, DERS indicates moderate emotion regulation difficulties (average score: 33.58), with primary challenges in impulse control (3.02) and goal-focused behavior under distress (2.55). Low, insignificant correlations between ERC and DERS suggest students' self-perceptions do not always align with external evaluations.The study highlights the need for a holistic approach, integrating internal and external perspectives on emotion regulation. It recommends collaborative interventions among teachers, parents, and students through Social-Emotional Learning (SEL) programs and regular evaluations to address students' emotional challenges effectively.*

INTRODUCTION

Emotion regulation is a critical aspect of social and emotional development, especially in children and adolescents. This process refers to an individual's ability to identify, manage, and regulate emotions while considering their impact on social interactions and psychological well-being. During developmental stages, children often face emotional challenges that can affect their emotional balance. These challenges may stem from social pressures, academic tasks, peer relationships, or complex family situations. In such circumstances, individuals are expected to demonstrate adaptive emotional responses (Calkins, 1994; Carlson & Wang, 2007; Cassidy, 1994; Gross, 1998; Holodynski & Friedlmeier, 2006; Thompson, 1994; Widyayanti et al., 2022).

This study focuses on analyzing the gap between external observations, such as those made by teachers and parents, and students' self-assessments of their emotional regulation processes. According to existing models of emotion regulation, external evaluations often reflect observers' perceptions of students' emotional responses, which may differ from students' internal emotional experiences. This suggests a potential discrepancy between external evaluations (e.g., by teachers or parents) and students' self-assessments regarding their emotional regulation abilities.

For example, a teacher may perceive a student as emotionally regulated based on observed calm and controlled behavior in certain social settings. However, the student might feel difficulty managing frustration or anxiety when faced with challenging academic tasks or peer interactions. Such differences occur because external observers do not always fully understand the internal emotional experiences students face in various situations. Conversely, students may perceive their emotional regulation skills as weaker than what observers evaluate, due to unseen internal struggles.

Self-assessments of emotion regulation, measured using the Difficulties in Emotion Regulation Scale-16 (DERS-16) (Gratz & Tull, 2010), provide insights into how individuals evaluate their ability to manage emotions. This scale includes questions addressing challenges such as difficulty accepting emotions, inability to control emotional impulses, struggles to maintain focus in emotionally charged situations, and limited access to emotion regulation strategies. Through the DERS-16, individuals can rate the extent of their capabilities in handling emotional challenges in daily life (Gratz & Tull, 2010).

In contrast, external assessments of students' emotion regulation by parents or teachers, measured using the Emotion Regulation Checklist (ERC), may differ from students' self-assessments. The ERC focuses on evaluating children's ability to regulate emotions based on observers' evaluations of their behaviors. By concentrating on external observations from parents or teachers, the ERC offers an outside perspective of children's emotional regulation in social contexts (Shields & Cicchetti, 1997).

This study analyzes the gap between these external observations and self-assessments to reveal potential differences in evaluations of students' emotional regulation capabilities. Factors such as communication openness, observers' perceptions, and individuals' ability to express or hide emotions may influence these differences. Understanding these discrepancies can provide insights into the implications for emotional regulation interventions or support strategies for students.

This research aims to bridge external and internal perspectives on emotion regulation, forming the basis for policies or practices that better support students' emotional well-being in schools. It analyzes emotion regulation among students at Taman Posyandu Anak Salih Karanganyar Paiton using two approaches: observational (ERC) and self-assessment (DERS-16).

In Taman Posyandu Anak Salih Karanganyar, emotional regulation issues often manifest in excessive emotional behavior and aggression during daily interactions. Conflicts and aggressive behavior indicate students' difficulty managing negative emotions and social aggression. These challenges affect not only the learning environment but also children's social and emotional development (Benbenishty & Astor, 2005; Eisenberg et al., 2001; Elias et al., 1997; Graziano et al., 2007; Henry et al., 2003; King, 2016; Loeber & Hay, 1997; Webster-Stratton & Reid, 2004).

Empirical findings emphasize the need for effective strategies to teach emotional regulation early. Children in daycare environments often encounter situations requiring sharing, turn-taking, and collaboration. Failure to regulate emotions can lead to conflicts and violence, negatively impacting their social development. Research shows that early interventions in emotion

regulation improve children's skills in positive interactions and reduce problematic behaviors (Izard et al., 2008).

This study seeks to identify gaps between ERC and DERS-16 assessments, offering theoretical explanations and recommendations for improving emotional regulation interventions. By addressing these gaps, this research aims to enhance students' social-emotional skills and create a supportive learning environment.

THEORETICALFOUNDATIONS

Emotion Regulation

Emotion regulation is a vital ability in individual development, encompassing intrinsic and extrinsic processes for managing emotions. Thompson (1994) defines emotion regulation as the efforts individuals make to monitor, evaluate, and modulate emotional reactions to achieve specific goals. This ability not only helps individuals manage emotional responses in certain situations but also enables better adaptation across various social, academic, and personal contexts. The process involves skills such as impulse control, adjusting emotional expressions to social contexts, and maintaining emotional balance (Thompson, 1994).

Gross (1998) introduced a detailed process model of emotion regulation, dividing it into two main strategies: antecedent-focused strategies and response-focused strategies. Antecedent-focused strategies refer to efforts made before an emotion fully emerges, such as situation selection, situation modification, or attentional deployment. For instance, a child may avoid conflict by choosing to distance themselves from a potentially negative emotional situation. Response-focused strategies involve altering or controlling emotional responses after they have appeared, such as suppressing emotional expressions or managing physiological responses through breathing techniques. These strategies allow individuals to navigate emotional situations adaptively or, in some cases, maladaptively, depending on the effectiveness of the strategies used (Bosse et al., 2010; Gross, 1998, 1999, 2014; Sheppes & Gross, 2012).

Cicchetti et al. highlight emotion regulation as one of the most crucial adaptive abilities in children's social and psychological development. This ability contributes not only to successful interpersonal relationships but also to the quality of emotional life and mental health. Effective emotion regulation enables children to establish healthy relationships with peers, teachers, and family members, while also reducing the risk of behavioral problems. Conversely, difficulties in emotion regulation can lead to various issues, such as aggression, social relationship challenges, and even psychological disorders like anxiety and depression (Cicchetti et al., 1995; Shields & Cicchetti, 1997).

The importance of emotion regulation in social life is also evident in its role in understanding and responding to others' needs. Children who can regulate their emotions well tend to have higher empathy and the ability to navigate conflicts constructively. Emotion regulation is also linked to academic success, as the ability to manage emotions helps children stay focused, motivated, and persistent in facing learning challenges.

Theories of emotion regulation, as presented by Thompson (1994), Gross (1998), and Cicchetti (1995), provide a strong framework for understanding how individuals manage their emotions in various life contexts. This understanding is crucial in research and interventions related to emotion regulation, particularly in efforts to enhance the quality of emotion regulation in children and adolescents. By understanding the mechanisms of emotion regulation, educators, parents, and practitioners can develop effective strategies to support healthy emotional

development in children (Cicchetti et al., 1995; Gross, 1998; Thompson, 1994).

Emotion Regulation Measurement Models

Emotion regulation is a crucial ability that plays a central role in an individual's social, emotional, and psychological development. To understand the extent to which an individual is capable of managing their emotions, various measurement models have been developed. Two commonly used instruments in emotion regulation research are the Emotion Regulation Checklist (ERC) and the Difficulties in Emotion Regulation Scale (DERS). Both tools offer different yet complementary approaches in identifying individuals' emotional regulation abilities or difficulties.

The ERC is an instrument designed to measure emotion regulation through an observational approach. Developed by Shields and Cicchetti (1997), the ERC focuses on two main dimensions: Emotion Regulation and Lability/Negativity. The Emotion Regulation dimension assesses a child's ability to express emotions adaptively, demonstrate empathy, and possess good emotional awareness. Higher scores in this dimension indicate better emotion regulation abilities (Shields & Cicchetti, 1997).

In contrast, the Lability/Negativity dimension evaluates emotional instability, difficulty in controlling anger, and a tendency to experience mood fluctuations. High scores in this dimension indicate problems in emotion regulation, such as impulsivity or difficulty controlling emotional responses. The ERC is scored by adults familiar with the child, such as teachers or parents, who provide insights based on observations of the child's everyday behavior. This instrument is particularly relevant in the context of child development, especially in understanding their emotional adaptation in social environments.

The ERC also offers an advantage by allowing assessments based on actual behavior, providing more objective data than self-assessments. This is crucial when assessing emotion regulation in children who may not yet have the reflective capacity to assess themselves.

The DERS, developed by Gratz and Tull (2010), offers a different approach with a focus on difficulties in emotion regulation through self-assessment. This tool is designed to evaluate various aspects of emotional regulation difficulties, including emotional acceptance, the ability to stay focused on goals when facing negative emotions, impulse control, regulation strategies, and emotional clarity (Gratz & Tull, 2010).

The DERS provides valuable insights into the dimensions of emotional regulation difficulties experienced by individuals. For example, the Nonacceptance of Emotional Responses dimension assesses how much an individual tends to reject or fail to accept their emotional experiences. Other dimensions, such as Impulse Control Difficulties and Limited Access to Emotion Regulation Strategies, help identify specific barriers that hinder an individual's ability to effectively manage their emotions.

The advantage of the DERS lies in its ability to explore an individual's subjective emotional experiences. In research or clinical interventions, the DERS provides a rich picture of areas that may require development or intervention. This tool is also relevant for use with young adults and adolescents who already possess strong self-reflection skills.

The combination of the ERC and DERS offers a comprehensive approach to understanding emotion regulation. The ERC provides an external, objective perspective based on observation, while the DERS explores an individual's subjective emotional experiences in managing emotions. By integrating both models, researchers and practitioners can gain a deeper understanding of an individual's emotion regulation abilities and difficulties, as well as design more targeted and evidence-based interventions.

Emotion Regulation in the Educational Context

Emotion regulation is a crucial aspect of individual development, playing a significant role in various areas of life, including education. In a school environment, emotion regulation not only affects social relationships but also contributes to students' academic performance. Understanding how emotion regulation operates in educational settings provides valuable insights for teachers, parents, and education practitioners to support students' success holistically (Carlson & Wang, 2007; Greenberg et al., 2003; Webster-Stratton & Reid, 2004).

Emotion Regulation and Academic Performance

Various studies indicate that good emotion regulation ability is positively correlated with students' academic achievement. Emotion regulation helps students manage the stress that often arises in academic situations, such as exams, group tasks, or presentations. Students who can regulate their emotions well tend to be more focused and motivated, enabling them to face academic challenges more effectively (Graziano et al., 2007; Greenberg et al., 2003).

Emotion regulation is also closely related to social skills. Children who can manage their emotions tend to interact more easily with their peers and build positive relationships with teachers. These good social relationships help create a conducive learning environment, where students feel emotionally and intellectually supported. In the long term, social skills developed through emotion regulation can influence students' success beyond the school environment.

However, students who struggle with emotion regulation often exhibit problematic behaviors, such as aggression, anxiety, or social withdrawal. These behaviors not only hinder their academic achievement but can also disrupt the classroom dynamics. Therefore, interventions to improve emotion regulation are crucial in the educational context.

The Role of Teachers and Parents in Emotion Regulation

Teachers and parents play key roles in helping children develop good emotion regulation. How teachers and parents observe and respond to children's emotions can directly influence how children manage their emotions. For example, a teacher who responds empathetically to students' emotional behaviors can help students feel understood and more motivated to regulate their emotions adaptively (Cassidy, 1994; Henry et al., 2003; King, 2016).

Additionally, teachers' observations of students' emotion regulation allow them to identify specific needs that may require additional attention. Teachers can use this information to design teaching strategies that support students' emotional needs, such as creating an inclusive classroom environment or providing a more personalized learning approach.

Parents also play an equally important role. Children often learn emotion regulation skills through everyday interactions with their parents. Supportive parenting, where parents model good emotion regulation, can help children learn how to manage their emotions in various situations. In contrast, insensitive parenting to children's emotional needs can worsen difficulties in emotion regulation.

In the educational context, emotion regulation is a crucial skill for supporting students' overall development. The relationship between emotion regulation, social skills, and academic achievement underscores the importance of developing these skills early. Teachers and parents serve as key facilitators in helping children develop effective emotion regulation. With the right support, students can not only face academic challenges but also grow into emotionally and socially resilient individuals.

Self-Assessment and External Observation in Emotion Regulation

Self-assessment and external observation are two essential approaches to understanding an individual's emotion regulation. However, these methods often yield differing results due to variations in perspective and evaluation criteria. This discrepancy largely stems from cognitive and social factors that influence how individuals and observers process emotional information. A relevant theory in explaining this phenomenon is the Dunning-Kruger Effect, proposed by Kruger and Dunning (Dunning, 2011; Mazor & Fleming, 2021).

According to the Dunning-Kruger Effect, individuals with low skills in a particular area often lack awareness of their limitations, leading to inaccurate or overly positive self-assessments. Conversely, highly skilled individuals may underestimate their abilities, perceiving them as commonplace. In the context of emotion regulation, children who struggle with managing their emotions may be unaware of their shortcomings, resulting in inaccurate self-assessments. This may lead to significant discrepancies between children's self-reports and external observations by teachers or parents, who tend to provide more objective evaluations of the children's behavior.

In addition to cognitive factors, social dynamics also play a role in assessment differences, as explained by Social Perception Theory (originally introduced by Fritz Heider, 1958). This theory suggests that social perceptions are influenced by roles, perspectives, and expectations within relationships. In the context of relationships between children and observers, such as teachers or parents, differences in roles and perspectives can result in varying interpretations of emotion regulation behaviors. Teachers or parents are likely to evaluate children's behavior based on normative standards or social expectations, whereas children assess themselves based on subjective experiences and emotional contexts they perceive (Higgins & Bargh, 1987; Weary et al., 1980; Wiest, 1965).

These differing perspectives often create gaps in the evaluation of emotion regulation. For instance, a teacher might view a student as impulsive or uncontrolled based on classroom behavior, while the student may feel they have made significant efforts to manage their emotions in what they perceive as a highly stressful situation. This discrepancy reflects differences in access to emotional information: observers see only the external manifestations of emotions, while the individuals being evaluated have direct access to their internal emotional experiences.

Such discrepancies are relevant not only in academic settings but also hold significant implications for psychological and educational interventions. Identifying gaps between self-assessment and external observation can serve as a basis for deeper discussions and reflections. Children can be encouraged to understand others' perspectives on their behavior, while observers can learn to appreciate the subjective emotional experiences of the children.

Thus, combining self-assessment with external observation provides a more comprehensive picture of an individual's emotion regulation. In both research and practice, integrating these approaches is crucial to gaining better insights into strengths and weaknesses in emotion regulation, as well as designing more effective and personalized interventions tailored to individual needs.

RESEARCH METHOD

This study adopts a quantitative approach using a survey method with structured interviews to collect data on students' emotion regulation. Data collection occurs in two phases using two distinct instruments: the Emotion Regulation Checklist (ERC) and the Difficulties in Emotion

Regulation Scale-16 (DERS-16).

The ERC, developed by Shields and Cicchetti (1997), consists of 24 items that assess children's emotion regulation abilities across two main dimensions: *Emotion Regulation* and *Emotional Lability/Negativity*. This scale is designed to be completed by individuals familiar with the child, such as parents or teachers. Structured interviews were conducted by research assistants using the ERC instrument to ensure consistent and accurate responses.

The second phase involves completing the DERS-16, a scale developed by Gratz and Tull (2010) to measure difficulties in emotion regulation across five key aspects: *nonacceptance of emotional responses*, *difficulty engaging in goal-directed behavior*, *impulse control difficulties*, *limited access to emotion regulation strategies*, and *lack of emotional clarity*. This assessment was administered through structured interviews between research assistants and students, aiming to help students comprehend each item on the scale.

Both scales were accessed via the digital platform NovoPsych (app.novopsych.com), which provided electronic assessment sheets. The platform automatically generated reports, including scores, graphs, and data interpretations, simplifying the analysis process.

The data collected from the ERC and DERS-16 were analyzed to identify gaps between observers' assessments of students' emotion regulation and the students' self-assessments. This analysis aimed to detect patterns of emotion regulation in students, both theoretically and empirically, and to offer relevant recommendations for improving emotion regulation quality in schools. All processes ensured data validity and maintained participants' confidentiality.

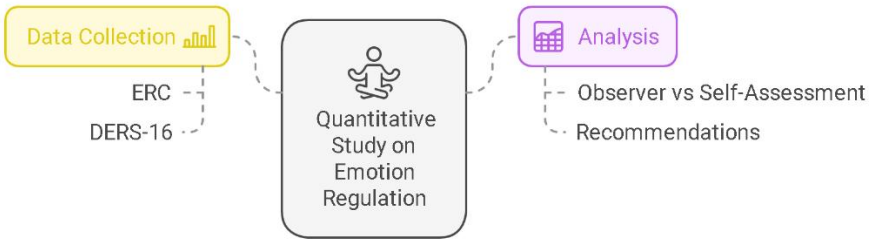


Figure 1. diagram for quantitative study on emotion regulation

RESULT & DISCUSSION

ERC Assessment Results on Students of Taman Posyandu Anak Salih Karanganyar Paiton

The assessment of emotional regulation using the Emotion Regulation Checklist (ERC) provides an overview of students' ability to manage their emotions based on observations by teachers or parents. This evaluation includes three primary dimensions: the Emotion Regulation Scale, the Lability/Negativity Scale, and the Adaptive Emotion Regulation Scale, with average scores ranging between 1 and 4 for each dimension.

In general, the Emotion Regulation Scale (X1) demonstrates an average score of 2.8, indicating that most students possess a moderately good level of emotional regulation, although some students exhibit limitations in this aspect. Conversely, the Lability/Negativity Scale (X2), with an average score of 2.1, reflects challenges among some students, particularly in controlling negative emotions and reducing emotional instability. Meanwhile, the Adaptive Emotion

Regulation Scale (X3) shows an average score of 2.9, suggesting that students tend to have a fairly good adaptive capacity for managing emotions positively.

Based on the results, students are categorized into three groups: not problematic, moderately problematic, and highly problematic in emotional regulation. Frequency analysis reveals the following distribution:

- Not problematic: Students with an average score ≥3 across all three dimensions (n=6; 25%).
- Moderately problematic: Students with an average score between 2 and 3 in one or more dimensions (n=13; 54.2%).
- Highly problematic: Students with an average score <2 in one dimension (n=5; 20.8%).

These results indicate that the majority of students fall into the moderately problematic category in terms of emotional regulation. They require additional support, particularly in managing emotional instability (Lability/Negativity Scale) and improving their overall regulatory abilities. Addressing this issue is crucial, as teacher or parental observations of emotional regulation significantly influence students' learning outcomes and social relationships.

The table below summarizes the ERC results based on average scores across the three dimensions:

Table 1. Results of ERC Assessment on Students

Category	Number of Students	Percentage
Not Problematic	6	25%
Moderately Problematic	13	54.2%
Highly Problematic	5	20.8%

These findings highlight the importance of interventions designed to enhance students' emotional regulation skills. Programs based on social-emotional learning (SEL) and responsive-interactive approaches could serve as strategic steps to support the development of better emotional regulation among these children.

DERS-16 Assessment Results on Students of Taman Posyandu Anak Salih Karanganyar Paiton

The assessment of emotional regulation using DERS-16 measures the extent to which students can manage their emotions independently and identifies potential difficulties. The total scores, ranging from 16 to 80, indicate that higher scores correspond to greater challenges in emotional regulation. This evaluation encompasses five primary aspects: emotional acceptance, ability to remain goal-focused, impulse control, access to emotion regulation strategies, and emotional clarity.

When analyzed by subscale, most students exhibit relatively good abilities in accepting negative emotions, as reflected by the low average score of 1.78 on the Nonacceptance of Emotional Responses subscale. However, the Difficulty Engaging in Goal-Directed Behavior subscale reveals an average score of 2.55, suggesting that some students struggle to stay focused on goals under emotional pressure. The Impulse Control Difficulties subscale records the highest average score of 3.02, indicating that many students face significant challenges in controlling impulsive behaviors when emotionally upset. On the Limited Access to Emotion Regulation Strategies subscale, students show an average score of 2.12, implying a general limitation in accessing effective emotion regulation strategies. Meanwhile, the Lack of Emotional Clarity subscale reflects an average score of 1.80, demonstrating relatively good understanding of their

emotional experiences.

Overall, the average total score of 33.58 indicates that most students face moderate difficulties in managing their emotions. The greatest challenge is observed in the area of impulse control, where students tend to struggle in restraining impulsive emotional reactions. Conversely, emotional clarity emerges as a relatively stronger aspect, suggesting that students have a good understanding of their emotions.

Table 1. Results of DERS-16 Assessment on Students

Category	Number of Students	Percentage
Not Problematic	11	45.8%
Moderately Problematic	10	41.7%
Highly Problematic	3	12.5%

In general, the classification of emotional regulation difficulties based on scores can be categorized into three levels: not problematic, moderately problematic, and highly problematic. A total of 45.8% of students fall into the not problematic category, while 41.7% are moderately problematic, and only 12.5% exhibit significant difficulties. These findings highlight the need for greater attention toward students in the moderately and highly problematic groups, particularly in enhancing their emotional regulation abilities.

On an individual level, most students demonstrate good abilities in accepting negative emotions. However, some students face challenges in maintaining goal-directed focus, especially during emotional distress. The use of adaptive emotion regulation strategies is also limited among students, leading to a tendency to adopt less effective methods for managing intense emotions.

These findings underscore the importance of interventions to help students improve their emotional management. Skills training, such as mindfulness practices or cognitive-behavioral approaches, can be effective strategies. Additionally, support from teachers and parents plays a critical role in enhancing students' abilities to cope with emotional challenges.

Correlation Test between ERC and DERS-16 in Students of Taman Posyandu Anak Salih Karanganyar Paiton

The discussion of this correlation test focuses on analyzing the relationship between three predictor variables—Emotion Regulation Scale (X1), Negativity/Lability Scale (X2), and Adaptive Emotion Scale (X3)—which are components of the Emotion Regulation Checklist (ERC), and the overall Difficulties in Emotion Regulation Scale (DERS) score (Y). The researcher selects these three scores from ERC because each component provides specific and different information about children's emotional regulation abilities. The Emotion Regulation Scale (X1) reflects adaptive emotion regulation aspects, such as empathy and emotional awareness. The Negativity/Lability Scale (X2) measures unstable or difficult-to-regulate emotions, such as excessive anger or rapid mood swings. Meanwhile, the Adaptive Emotion Scale (X3) focuses on children’s skills in using appropriate strategies to manage their emotions positively.

Conversely, for the DERS scale, the researcher only uses the overall score without dividing it into the five subscales—Nonacceptance of Emotional Responses, Difficulty Engaging in Goal-Directed Behavior, Impulse Control Difficulties, Limited Access to Emotion Regulation Strategies, and Lack of Emotional Clarity. This approach is taken because the overall DERS score represents the level of individual emotional regulation difficulties. This combined score is considered more representative for measuring students' global perception of their emotional

regulation abilities compared to individual subscales, which assess specific aspects.

Additionally, using the overall DERS score simplifies the analysis and facilitates interpreting the relationship between students' self-assessments and external observations by teachers or parents. The ERC, as an observational instrument, provides insights from an external perspective, while the DERS reflects students' subjective experiences. Thus, the direct comparison between the three observational dimensions in the ERC and students' global perception through DERS can identify broader gaps in emotional regulation, both in terms of adaptive competence and challenges perceived by students. This approach supports the study's objective of comprehensively understanding the dynamic differences in emotional regulation perceptions between students and external observers.

Correlations

		Emotion_Regulation_scale	Nagativity_Scale	Adaptive_Emotion_Scale	Overall_Result
Emotion_Regulation_scale	Pearson Correlation	1	.272	.268	.162
	Sig. (2-tailed)		.198	.206	.449
	N	24	24	24	24
Nagativity_Scale	Pearson Correlation	.272	1	.854**	.198
	Sig. (2-tailed)	.198		.000	.354
	N	24	24	24	24
Adaptive_Emotion_Scale	Pearson Correlation	.268	.854**	1	.111
	Sig. (2-tailed)	.206	.000		.607
	N	24	24	24	24
Overall_Result	Pearson Correlation	.162	.198	.111	1
	Sig. (2-tailed)	.449	.354	.607	
	N	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

Interpretation of Pearson Correlation Coefficient

- r > 0: Indicates a positive relationship between variables.
- r < 0: Indicates a negative relationship between variables.
- r = 0: Indicates no relationship between variables.
- r values range from -1 to 1.

Coefficient Results

1. X1 to Y: r = 0.162
2. X2 to Y: r = 0.198
3. X3 to Y: r = 0.111

The results of the Pearson correlation analysis indicate no significant relationship between the predictor variables Emotion Regulation Scale (X1), Negativity/Lability Scale (X2), and Adaptive Emotion Scale (X3) and the overall DERS score (Y). The correlation between X1 and Y shows r = 0.162 with p = 0.449, indicating a weak and non-significant relationship. This finding implies that emotional regulation, as assessed through observations by teachers or parents using the Emotion Regulation Scale, does not significantly correlate with the difficulties in

emotional regulation reported through self-assessment by students.

Additionally, the relationship between X2 (Negativity/Lability Scale) and Y shows r = 0.198 with p = 0.354, which also indicates a weak and non-significant correlation. This result suggests that higher levels of emotional negativity or lability in students, as observed by parents or teachers, are not strongly associated with the level of difficulty in emotional regulation reported by the students themselves. This discrepancy may be attributed to differences in perception between external observers and the students' subjective experiences.

The correlation between X3 (Adaptive Emotion Scale) and Y demonstrates r = 0.111 with p = 0.607, reflecting a very weak and non-significant relationship. This finding indicates that students' ability to use adaptive emotional regulation strategies, as observed by parents or teachers, does not have a meaningful association with the difficulties they independently report through the DERS.

These results highlight the potential gap between external observations and self-assessments in understanding students' emotional regulation. Students may display certain emotional regulation abilities visible to parents or teachers, but their internal emotional experiences might be more complex and not always apparent through observation. This finding aligns with Cognitive Dissonance Theory (Festinger, 1957) and Attribution Theory (Weiner, 1985), which suggest that emotional perceptions can differ depending on perspectives and attributions. This mismatch may also reflect differences in intrinsic (student-based) and extrinsic (observer-based) emotional regulation mechanisms (Festinger, 1959; Weiner & Weiner, 1985).

In the context of education, these findings underscore the importance of integrating external observational methods with students' self-assessments to gain a more comprehensive understanding of emotional regulation. Emotional regulation interventions should take into account students' subjective experiences and not rely solely on external observers' perceptions, such as those of teachers or parents.

Gap Between Observation and Self-Assessment

The discrepancy between external observation and self-assessment regarding emotion regulation is a complex phenomenon that often arises in social interactions, including relationships between children, teachers, and parents. This mismatch can be understood through theoretical frameworks that explain emotion attribution and cognitive tension, which influence perception and interpretation of emotion regulation.

Attribution Theory

According to Weiner (1985), Attribution Theory explains how individuals understand and interpret the causes of a behavior or emotion. In the context of the gap between external observation using the Emotion Regulation Checklist (ERC) and self-assessment using the Difficulties in Emotion Regulation Scale (DERS-16), emotion attribution often differs between observers and the observed individuals. Teachers or parents as observers tend to attribute children's emotional behaviors to external factors, such as classroom situations or social pressures. Conversely, children experiencing these emotions are more likely to attribute them to internal factors, such as a lack of emotional management skills or personal stress (Gaier, 2015; Malle, 2022; Weiner, 2012; Weiner & Weiner, 1985).

This attribution difference creates a gap in the perception of emotion regulation. Observers may view children's emotional behaviors as less adaptive because they appear inconsistent with social norms, while children may feel they have made sufficient efforts to manage their emotions.

This mismatch can lead to biases in interpreting emotion regulation measurements through these two methods.

Cognitive Dissonance Theory

Festinger's Cognitive Dissonance Theory provides an additional perspective for understanding this gap. When there is a discrepancy between external observation and self-assessment, individuals may experience cognitive tension due to a conflict between internal perceptions and external information received. In this case, children who believe they have successfully managed their emotions may feel uncomfortable when external observations suggest otherwise. This tension can influence how children rationalize or interpret their emotional experiences (Festinger, 1959; Greenwald & Ronis, 1978; Miller et al., 2015; Morvan & O'Connor, 2017).

Conversely, observers such as teachers or parents may also experience cognitive dissonance if children's self-assessment results significantly differ from their observations. For example, a teacher who perceives a student as having difficulty regulating emotions may feel confused or question their judgment when the student provides scores indicating lower emotion regulation difficulties. This dissonance may lead observers to seek justification for their interpretation by highlighting specific behavioral aspects that support their view.

Implications of the Gap in Emotion Regulation

The difference between observation and self-assessment has significant implications in the context of children's education and emotional development. This gap highlights the need for a more holistic approach to understanding emotion regulation, considering both the child's and the observer's perspectives simultaneously.

To reduce this mismatch, it is essential for teachers and parents to approach their observations of children's emotions with empathy and openness to the child's perspective. Likewise, children can be supported in increasing their self-awareness of emotions through explicit emotion regulation skills training.

The gap between external observation and self-assessment in emotion regulation can be explained by differences in emotion attribution and the cognitive tension experienced by both parties. A better understanding of this phenomenon not only enriches theoretical insights but also helps design more effective interventions to improve children's emotion regulation in various contexts, particularly in education.

Intervention Strategies and Enhancing Emotion Regulation

Emotion regulation is an essential skill for students' social, emotional, and academic development. To help children develop this ability, targeted and evidence-based intervention strategies are necessary. Two effective approaches in the educational context are Social Emotional Learning (SEL) and the responsive-interactive model.

Social Emotional Learning (SEL) Approach

Social Emotional Learning (SEL) is an educational approach designed to develop students' social, emotional, and academic skills through structured learning. SEL provides a framework for schools to integrate emotion regulation instruction into daily curricula. SEL-based programs typically encompass five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Husaj, 2016; Lawlor, 2016; Newman & Dusenbury, 2015).

In the context of emotion regulation, SEL helps students recognize their emotions, understand their causes, and choose healthy ways to respond. For example, students are taught techniques such as deep breathing exercises, goal setting, and problem-solving to cope with

difficult emotional situations. These interventions also include teacher training to identify and respond to students' emotional needs in a supportive and empathetic manner. Research shows that well-implemented SEL programs can significantly improve students' emotion regulation, reduce problematic behaviors, and enhance academic achievement.

Responsive-Interactive Model

The responsive-interactive model emphasizes a more personalized approach to helping children manage their emotions. This strategy involves adaptive responses from adults, such as teachers or parents, to support children in recognizing and understanding their emotions. The approach highlights the importance of attentive and empathetic interactions, where adults provide constructive and relevant feedback on children's emotional expressions (Mahoney & Perales, 2003).

In practice, this model teaches children to identify early signs of negative emotions, such as frustration or anxiety, and helps them find ways to manage these feelings. For instance, a teacher might teach students to use the "stop, think, and respond" method when they feel angry or upset. This approach also encourages the use of simulated scenarios to practice adaptive responses to complex emotional situations.

The responsive-interactive model is particularly effective when applied in contexts involving direct observation of children's behavior. Teachers or parents can provide immediate guidance when children face emotionally triggering situations, helping them learn from these experiences. Studies indicate that active adult involvement in children's emotion management accelerates the development of adaptive emotion regulation skills.

Implementation in School Settings

Combining SEL and the responsive-interactive model can create a supportive learning environment that holistically fosters children's emotion regulation. SEL programs provide systematic learning structures, while the responsive-interactive model enables individualized adjustments to help children address daily emotional challenges.

Schools can integrate these approaches through teacher training, development of emotion regulation curricula, and the establishment of a school culture that promotes emotional well-being. Teachers can be trained to become effective emotion regulation facilitators, while parents can be involved through family education programs to reinforce learning at home.

Intervention strategies based on SEL and the responsive-interactive model offer a comprehensive approach to enhancing students' emotion regulation. By explicitly teaching emotion management skills and providing responsive support, these approaches help children develop adaptive emotion regulation, improve social relationships, and achieve better academic performance.

CONCLUTION

The findings of this study indicate a discrepancy between emotion regulation assessments based on external observation (via the Emotion Regulation Checklist or ERC) and students' self-assessments (via the Difficulties in Emotion Regulation Scale or DERS). The ERC results, involving teacher or parent observations, show that most students possess relatively good emotion regulation abilities in several aspects, such as adaptability and emotional clarity. The Emotion Regulation Scale average score was 2.8, suggesting a generally good ability to regulate emotions, while the Adaptive Emotion Scale scored 2.9, indicating a relatively good use of positive strategies for emotion management. However, the greatest challenge was found in the

Lability/Negativity Scale, which had an average score of 2.1, where emotional instability, excessive anger, and mood swings were frequently observed. The majority of students (54.2%) were categorized as having moderate issues with emotion regulation, while 20.8% were categorized as having severe problems.

On the other hand, the DERS-16 results, which reflect students' perceptions of their emotion regulation abilities, show a significant difference compared to external observations. The overall DERS score was 33.58, indicating a moderate level of difficulty in emotion regulation. The primary difficulty faced by students was impulse control under emotional pressure, as seen in the highest score in the Impulse Control Difficulties subscale (3.02). Additionally, some students struggled to stay focused on goals when emotionally disturbed, as shown by the score of 2.55 in the Difficulty Engaging in Goal-Directed Behaviour subscale. However, students showed more positive results in understanding their emotions, as indicated by low scores in the Lack of Emotional Clarity (1.80) and Nonacceptance of Emotional Responses (1.78) subscales, meaning they tend to accept and understand the negative emotions they feel.

Further, Pearson correlation tests between the three ERC components (Emotion Regulation Scale, Lability/Negativity Scale, and Adaptive Emotion Scale) and the overall DERS score showed weak and insignificant relationships. The correlation between the Emotion Regulation Scale (X1) and DERS (Y) was 0.162 with p=0.449, between the Lability/Negativity Scale (X2) and DERS (Y) was 0.198 with p=0.354, and between the Adaptive Emotion Scale (X3) and DERS (Y) was 0.111 with p=0.607. These results suggest that students' perceptions of their emotion regulation difficulties do not significantly correlate with the observations made by teachers or parents. In other words, what external observers perceive as emotional regulation abilities or limitations does not always align with how students feel and assess their own regulation abilities.

This discrepancy points to a difference in perspectives between external parties (teachers/parents) and students' subjective experiences in understanding and regulating their emotions. External observations tend to focus on visible behaviors, such as emotional lability, anger expressions, or social adaptability, while students' perceptions are more complex, involving their internal experiences, such as difficulty controlling impulses or holding back emotional reactions under pressure. This aligns with the Cognitive Dissonance theory (Festinger, 1957), which explains the differences between external and internal viewpoints in processing emotional situations. This inconsistency is also influenced by intrinsic (internal to the student) and extrinsic (external observation) emotion regulation mechanisms.

Thus, the findings of this study emphasize the importance of a holistic approach in understanding students' emotion regulation. Using external observation methods through ERC should be combined with self-assessment by students using instruments like DERS to obtain a more comprehensive picture. This discrepancy highlights the need for intervention designs that consider not only external viewpoints but also students' subjective experiences. Intervention strategies, such as Social-Emotional Learning (SEL) programs, mindfulness training, or cognitive-behavioral approaches, could be effective solutions to help students enhance their emotion regulation abilities.

Recommendations

Based on these findings, it is recommended that schools and teachers balance external observation results with students' subjective experiences when assessing emotion regulation. Schools can develop intervention programs that focus on impulse control and improving adaptive emotion regulation strategies, as these are the primary challenges for students. Skills training

such as mindfulness, reflective activities, and emotion management exercises in real-life situations could help students recognize and respond to their emotions more constructively. Furthermore, the responsive-interactive approach involving collaboration between teachers, parents, and students should be strengthened to optimize students' understanding of emotion regulation.

In implementing intervention programs, regular evaluations using a combination of teacher/parent observations and self-assessments from students are important to measure the program's effectiveness. Teachers and parents also need training on how to recognize and support the development of students' emotion regulation skills. Thus, it is hoped that the perception gaps between external observers and students' subjective experiences can be minimized, ensuring that the support provided is more aligned with the individual needs of the child.

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