

Exploring the Correlation between Peer Attachment and Emotional Regulation in Indonesian Special Needs Education

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ABSTRACT

This study explores the relationship between peer attachment and emotional regulation in high school students at the Special State School in Salatiga, Indonesia, focusing on those with special needs. Utilizing a quantitative approach with a correlational design, the research involved 33 students selected through purposive sampling. The Inventory of Parent and Peer Attachment (IPPA) and the Emotion Regulation Questionnaire (ERQ) were employed as measurement tools. Descriptive statistical analysis indicated that the majority of students exhibited high levels of peer attachment and moderate levels of emotional regulation. A positive correlation ($r = 0.625$, $p < 0.01$) was found between peer attachment and emotional regulation, suggesting that higher peer attachment is associated with better emotional regulation skills. The study highlights the crucial role of peer relationships in the emotional and social development of students with special needs. Interviews with students revealed a preference for peer communication over family interaction, especially among those with hearing impairments and intellectual disabilities. However, challenges such as the reluctance to interact with people outside their community were noted, particularly among students with hearing impairments. The findings emphasize the need for educational strategies that foster positive peer interactions to enhance emotional well-being. Despite its focus on a single educational setting, the research offers valuable insights into the impact of peer relationships on emotional regulation, underscoring the importance of nurturing these interactions in special education contexts.

Keywords: peer attachment; emotional regulation; special needs education; high school students; Indonesian education system



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INTRODUCTION

In the dynamic landscape of education, the focus is increasingly shifting towards understanding and supporting the diverse learning needs of all students, including those with special needs. This introduction aims to delve into the intricate relationship between peer attachment and emotional regulation in students at the Special State School in Salatiga, Indonesia, a subject that has garnered both academic and practical significance in recent years. Education, as defined by the Indonesian Department of Education (Depdiknas) in 2003, is a planned process aimed at actively fostering and channeling self-potential for personal and communal benefits. This holistic view of education is intricately linked to the transmission of skills and various aspects to succeeding generations (Nasution, 2022). The National Education System Law No. 20 of 2003 in Indonesia enshrines the right to quality education for all citizens, encompassing both general and special education throughout their lifetime. Aligning with these principles, the Indonesian Ministry of Education introduced the "Merdeka Belajar" program, a policy shift granting schools and educators the autonomy to implement transformative educational strategies, emphasizing the development of individual student potential (Maula, 2021). This initiative has opened doors for institutions, especially special schools, to adapt their teaching methods to the unique requirements of their students. Special schools serve children with special needs, a group that the World Health Organization (WHO) estimates to be about 7 to 10 percent of the total child population in Indonesia

(Sutono, 2022). However, precise data on the number of special needs children in Indonesia is lacking. According to the Indonesian Central Bureau of Statistics (2020), of the total population of 270.203.917, there were 84.4 million children, with 144,621 attending special schools during the 2020/2021 academic year. These schools design learning experiences to cater to the specific needs of these children, enabling them to acquire general knowledge akin to their peers without special needs.

Children with special needs include those with intellectual disabilities, hearing impairments, physical disabilities, emotional disorders, giftedness, and autism (Halidu, 2022). They require specialized support in education, social services, and counseling, provided by professional caregivers (Nuryati, 2022). The Law No. 8 of 2016 concerning persons with disabilities in Indonesia asserts their right to educational facilities and resources to enhance their knowledge, skills, values, and behaviors. In addition to academic learning, extracurricular facilities are essential for optimal talent development in these students (Indriarti et al., 2022). Special schools are not just learning centers for students with intellectual, physical, and socio-emotional challenges; they are environments where each student's unique intellectual capabilities and talents are recognized and nurtured (Tumanggor et al., 2023). Students with special needs often experience heightened negative emotions, making it challenging for them to articulate their feelings and regulate their emotional responses (Riahta et al., 2015). Emotional dysregulation in these students can lead to severe tantrums and emotional distress, complicating their social and emotional well-being (Harmalis, 2022). Emotional regulation, therefore, is a crucial skill that enables them to manage unwelcome emotions without altering their negative thoughts about a particular event (Lestari & Satwika, 2018). The positive outcomes of effective emotional regulation include enhanced creativity, decision-making efficiency, good health, academic success, and the ability to establish and maintain social relationships (Aesijah, 2014; Harmalis, 2022). Emotional regulation is an intrinsic and extrinsic process responsible for monitoring, modifying, and evaluating emotional reactions to achieve specific goals (Gross, 2007). Special needs students, in particular, require emotional regulation skills to balance negative emotions like anger, sadness, anxiety, and stress with positive experiences of joy and satisfaction (Alim & Dwidiyanti, 2022). Observations conducted on March 10 and April 27, 2023, at the Special State School in Salatiga, focusing on students with intellectual and hearing disabilities, revealed that many exhibited signs of poor emotional regulation, evident in severe tantrums and emotional outbursts (Harmalis, 2022). These observations highlight the need for effective emotional regulation strategies in educational settings for children with special needs. Gross and Thompson (2007) identified intrinsic and extrinsic factors influencing emotional regulation. Intrinsic factors include inherent characteristics and neurological and physiological systems, while extrinsic factors such as caregiving and attachment relationships significantly impact emotional regulation. Stern et al. (2022) noted that both attachment and caregiving are essential for establishing emotional security, comfort, and close emotional connections.

Attachment can be experienced within family, school, and peer environments. As children enter the educational system, they increasingly interact with their classmates, fostering peer relationships (Kartika & Nisfiannoor, 2017). Ainsworth (in Lestari & Satwika, 2018) defined attachment as a continuous, focused relationship with specific individuals, forming stronger bonds. According to Papalia and Feldman (2013), peer relationships refer to friendship groups that share common values and provide emotional security. Peer attachment facilitates trust, dependence, and

security among individuals, making it easier to express thoughts and emotions (Lestari & Satwika, 2018). Interviews conducted with students at the Special State School in Salatiga revealed varying degrees of peer attachment, with most students expressing comfort and openness with their peers. However, a few students showed signs of limited peer attachment due to discomfort in interactions and difficulty expressing emotions to their peers. Previous research has shown that children with hearing impairments often feel more comfortable in settings where they can interact with peers who share their experiences (Mirza et al., 2021). Studies by Luthfi and Husni (2020), Kustanto and Khoirunnisa (2022), and Putriningsih and Kusumaningrum (2022) have demonstrated significant positive correlations between peer attachment and emotional regulation in various populations, indicating the influential role of peer relationships in emotional development. However, research by Chabibah and Affandi (2022) did not find a significant relationship between peer attachment and emotional regulation in 12th-grade students, highlighting the need for further investigation in this area.

Given the limited research on the relationship between peer attachment and emotional regulation, especially among children with special needs, this study aims to explore this connection within the context of the Special State School in Salatiga. The inconclusive findings from previous studies and the unique challenges faced by students with special needs underscore the importance of this research. The primary objective of this study is to determine the relationship between peer attachment and emotional regulation in students at the Special State School in Salatiga, contributing to a deeper understanding of these dynamics and informing more effective educational and support strategies for children with special needs.

METHOD

This section of the study elaborates on the methodology employed to investigate the relationship between peer attachment and emotional regulation among students at the Special State School in Salatiga. The methodology is described in detail, covering various aspects of the research process, to provide a comprehensive understanding of the approach taken.

Research Design

The study adopts a quantitative approach with a correlational design. This design is specifically chosen to explore the relationship between two variables: peer attachment and emotional regulation. The correlational design is effective in determining the nature and strength of the relationship between these variables without manipulating the study environment (Creswell, 2014).

Participants

The study employs purposive sampling with specific criteria for selecting participants. A total of 33 students from the Special State School in Salatiga are included based on the following criteria: 1) high school students at the Special State School in Salatiga, 2) students with mild to moderate hearing and intellectual disabilities, 3) having one or more peer friends, and 4) capable of communicative interaction.

Measurement Tools

The study uses the Inventory of Parent and Peer Attachment (IPPA) by Armsden and Greenberg (1987) and the Emotion Regulation Questionnaire (ERQ) by Gross and John (2003). IPPA Scale: This scale, adapted by Putriningsih and Kusumaningrum (2022) with a reliability coefficient of 0.967, consists of 25 favorable items measured on a 5-point Likert scale. ERQ Scale: Adapted by Radde et al. (2021) with a reliability coefficient of 0.951 for cognitive reappraisal and 0.790 for expressive suppression, it includes 10 favorable items measured on a 5-point Likert scale. Content validity is determined through expert judgment by a thesis supervisor, ensuring the relevance and appropriateness of the items. Item discrimination is assessed using corrected item-total correlation, with a discrimination index of ≥ 0.30 considered good (Azwar, 2012). The analysis, conducted using SPSS version 26.0, results in adjustments to the number of items in both scales based on their discriminative power. Reliability is assessed using Cronbach's alpha, where values closer to 1 indicate higher reliability (Azwar, 2012). Both the IPPA and ERQ scales show alpha values (0.828 and 0.776, respectively) indicating high reliability. Hypothesis testing employs the Pearson Product Moment correlation technique. A relationship between the two variables is considered significant if the p-value is less than 0.05 ($p < 0.05$). Before conducting the correlation test, the following assumptions are tested: 1) Normality Test: The Kolmogorov-Smirnov test is used to determine the normal distribution of data, with a significance value greater than 0.05 ($p > 0.05$) indicating normality. 2) Linearity Test: Linearity is assessed using the ANOVA test, where a significance value of less than 0.05 ($p < 0.05$) indicates a linear relationship between the variables. 3) Correlation Test: The Karl Pearson correlation technique is used, assuming normal data distribution. A significant relationship is established if the p-value is less than 0.01 ($p < 0.01$). This methodology provides a robust framework for examining the relationship between peer attachment and emotional.

RESULTS AND DISCUSSION

Descriptive Statistical Results

Based on empirical data from Table 4.2, it is observed that the mean score for Peer Attachment is 84.52, with a standard deviation (SD) of 10.779. The minimum score for Peer Attachment is 52, and the maximum is 101. From the categorization in Table 4.3, the descriptive analysis of Peer Attachment shows that the lowest score is 2, representing 6.1% of the sample, while the highest score is 16, accounting for 48.4% of the sample. The average score is 15, with a representation of 45.5%. It can be concluded that the majority of high school students at the Special Needs School in Salatiga have a high level of peer attachment. According to Table 4.4, the descriptive analysis of Emotional Regulation reveals that the lowest score is 2, which corresponds to 6.1% of the sample, and the highest score is 12, representing 36.3% of the sample. The average score is 19, with a representation of 57.6%. Therefore, it can be inferred that the majority of high school students at the Special Needs School in Salatiga exhibit medium levels of emotional regulation, with a significant percentage of 57.6%.

Table 1. Participant Demographic Data

Information	Frequency	Percentage
Gender		
Female	13	39%
Male	20	61%
Total	33	100%
Age		
15 years old	2	6%
16 years old	7	21%
17 years old	9	27%
18 years old	8	24%
19 years old	5	15%
20 years old	1	3%
22 years old	1	3%
Total	33	100%
Class		
10B	5	15%
11B	4	12%
12B	3	9%
10C	8	24%
11C	6	18%
12C	7	21%
Total	33	100%
Number of Close Friends		
1	2	6%
2	3	9%
3	6	18%
4	6	18%
5	8	24%
6	2	6%
7	2	6%
More than 10	4	12%
Total	33	100%
Type of Disability		
Hearing Impaired (Tunarungu)	12	36%
Intellectually Disabled (Tunagrahita)	21	64%
Total	33	100%

Table 2. Descriptive Statistics of Peer Attachment and Emotion Regulation

	N	Minimum	Maximum	Mean	Std. Deviation
<i>Peer Attachment</i>	33	52	101	84.52	10.779
<i>Regulasi Emosi</i>	33	14	34	25.36	4.742

Table 3. Peer Attachment

Category	Interval	N	Percentage
High	$x \geq 101$	16	48.4%
Medium	$52 \leq x \leq 101$	15	45.5%
Low	$x \leq 52$	2	6.1%
Total		33	100%

Table 4. Emotion Regulation Categories

Kategori	Interval	N	Presentase
Tinggi	$x \geq 34$	12	36.3%
Sedang	$14 \leq x \leq 34$	19	57.6%
Rendah	$x \leq 14$	2	6.1%
Total		33	100%

Test Assumption Results

According to Table 4.5, for Peer Attachment, the Kolmogorov-Smirnov Z (KS-Z) value is 0.120 with a significance (sign) value of 0.200 ($p > 0.05$). Similarly, for Emotional Regulation, the KS-Z value is 0.123 with a sign value of 0.200 ($p > 0.05$). This indicates that the data for both variables are normally distributed.

Table 5. Results of the Normality Test

Variable	K-S-Z	Sig.	Remarks
Peer Attachment	0.120	0.200	$p > 0.05$ Normal
Emotional Regulation	0.123	0.200	$p > 0.05$ Normal

Linearity Test

Based on Table 4.6, the F-test for deviation from linearity is 0.898 with a significance value of 0.603. This suggests that there is a linear relationship between peer attachment and emotional regulation.

Table 6. Results of the Linearity Test

Deviation from Linearity	F diff	Sig.	Remarks
	0.898	0.603	p>0.05 Linear

Hypothesis Testing Results

The hypothesis test was conducted using Pearson's correlation technique with the assistance of SPSS version 26.0. As per Table 4.7, the correlation coefficient (r) is 0.625 with a significance value of 0.000 (p<0.01). This indicates a positive relationship between peer attachment and emotional regulation. The higher the peer attachment, the higher is the emotional regulation, and vice versa. Therefore, the hypothesis of this study is accepted. The effective contribution of the peer attachment variable to emotional regulation is 39.06%.

Table 7. Hypothesis Testing Results

Variables	r xy	Sig.	Remarks
Peer Attachment – Emotional Regulation	0.625	0.000	p < 0.01 Significant

The study revealed a positive correlation between peer attachment and emotional regulation among high school students at the Special State School in Salatiga (r = 0.625, p<0.01). This finding aligns with studies by Oktaviani and Sundari (2022), Tasleem and Dildar (2022), and Qashmer (2023), which also reported positive relationships between peer attachment and emotional regulation. Students with high peer attachment showed a strong foundation of trust and acceptance, reducing feelings of alienation. These students were more adept at communicating their emotions, supporting Armsden and Greenberg's (1987) perspective on the role of peer attachment in emotional understanding and management, especially for students with special needs. Interviews with students, especially those with hearing impairments and intellectual disabilities, revealed a preference for sharing and communicating with peers over family members. This finding suggests that peer attachment forms a critical part of their social and emotional development, offering a space for self-expression and understanding. However, one student with hearing impairment preferred solitude, indicating lower peer attachment and potentially poorer emotional regulation. This situation could be attributed to discomfort within the community and lack of trust, as discussed in the study by Mirza et al. (2021), where individuals with hearing impairments showed reluctance to interact with people outside their community. This reinforces the idea that lower peer attachment could lead to poorer emotional regulation.

The categorization of peer attachment and emotional regulation scores revealed that a significant proportion of students (57.6%) had moderate emotional regulation abilities, while a high level of peer attachment was observed in 48.4% of the students. This result indicates that factors such as communication, trust, and reduced alienation positively influence students' emotional responses and actions. Peer attachment contributed 39.06% to the emotional regulation, with the remaining influenced by other factors like upbringing, temperament, neurological aspects, and more. The research faced challenges in data collection, including the time-intensive nature of explaining questionnaire items to each student and communication barriers, particularly with

students with hearing impairments. Additionally, the study was limited to a single educational setting, suggesting the need for more extensive research for broader conclusions.

CONCLUSION

The study conducted at the Special State School in Salatiga revealed significant insights into the dynamics of peer attachment and emotional regulation among high school students with special needs. It was observed that the majority of these students exhibit a high level of peer attachment, suggesting strong bonds and a sense of trust and acceptance within their peer groups. Furthermore, the study identified that most students demonstrate moderate levels of emotional regulation, indicating a balanced ability to manage and respond to emotional stimuli. The research found a positive correlation between peer attachment and emotional regulation, highlighting that students with higher peer attachment tend to have better emotional regulation skills. This correlation underscores the pivotal role of peer relationships in the social and emotional development of students with special needs. The study's findings advocate for the importance of nurturing positive peer interactions in educational settings to foster emotional well-being and enhance the overall learning experience for students with special needs.

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