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(IJEPC)**www.ijepe.com**EMOTION REGULATION STRATEGIES IN EDUCATION:
TEACHER'S FEEDBACK THROUGH THE NOMINAL GROUP
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DOI: 10.35631/IJEPC.956005**This work is licensed under** [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

Emotion regulation in education has gained significant attention in Asian countries, particularly in Malaysia, where social-emotional learning (SEL) is being integrated into curricula to enhance students' academic success and well-being. However, there are critical challenges of developing culturally adapted SEL programs in Malaysian primary schools, where cultural diversity and resource limitations present significant barriers. This study employs the Nominal Group Technique (NGT) to identify key emotion regulation strategies in educational settings, involving experts in student psychology and mental health. Findings emphasize the importance of culturally adapted SEL programs, comprehensive teacher training, and strategic use of technology, while highlighting challenges such as cultural stigma and resource limitations. The research discusses theoretical models like James Gross's Process Model of Emotion Regulation. Malaysian primary schools are urged to adopt a holistic approach to emotion regulation education, incorporating programs tailored to diverse cultural backgrounds. The study stresses the need for enabling legislation to address inadequate teacher training and resources, while emphasizing active parental involvement and collaboration among stakeholders for successful implementation. This research contributes to the growing body of literature on emotion regulation in Asian educational contexts, providing insights for developing effective, culturally appropriate interventions in Malaysian primary schools.

Keywords:

Emotion Regulation, Education, Malaysian Education, Social-Emotional Learning, Cultural Adaptation, Teacher Training, Academic Success.

Introduction

Emotion regulation in education has gained significant attention in Asian countries over the past decade, as educators and policymakers recognize its importance in students' academic success and well-being (Chen & Liu, 2024). Traditional Asian educational systems are now integrating social-emotional learning (SEL) into their curricula (Wang et al., 2023), as studies show the positive impact of emotion regulation skills on academic performance and mental health (Kim & Lee, 2024). However, challenges such as cultural stigma, traditional teaching methods, and the need for culturally adapted interventions remain (Zhao & Yang, 2023). Singapore has implemented a comprehensive SEL framework in its national curriculum, enhancing students' emotional competencies (Tan & Lim, 2024). As the field evolves, there is a growing need for more Asia-specific research on effective emotion regulation strategies and improved teacher training programs to support students' emotional development (Li et al., 2023; Nguyen & Tran, 2024).

Emotion Regulation Education in Malaysia

Evidence of emotional regulation's substantial influence on students' academic achievement and general well-being led to its centrality in Malaysian primary schools from 2020 to 2024. During this time, there was a deluge of studies showing how important emotional competence is for academic success. Emotional control techniques were already in high demand before the 2020 COVID-19 epidemic wreaked havoc on conventional education. The stress of adjusting to online learning settings, worries about potential health hazards, and social isolation were among the new problems that students encountered.

Various emotional disorders were found among elementary school pupils in Malaysia at this time, according to studies. There was an uptick in cases of depressive symptoms (especially among students from lower socioeconomic backgrounds), an increase in anxiety and stress caused by academic pressures and pandemic uncertainties, a decline in social engagement as a result of fewer in-person interactions, and a general lack of emotional regulation that interfered with students' ability to concentrate on their studies.

Schools in Malaysia started introducing a variety of programs in reaction to these difficulties. Among these, we have implemented culturally responsive Social and Emotional Learning (SEL) programs, trained all educators to coach students' emotions, created policies and procedures that are sensitive to different cultures, increased parental involvement, widened access to mental health resources, and integrated technology to help students better manage their emotions.

Difficulties continued despite their endeavors. Due to a lack of resources and financing, many schools were unable to establish comprehensive programs for emotional control. Many educators were ill-equipped to deal with students' complicated emotional needs, and this was especially true in the wake of the epidemic. Mental health stigma and other cultural barriers prevented some communities' members from talking openly about their struggles and getting

treatment when they needed it. Disparities in students' access to technology also contributed to the underutilization of digital tools for emotional regulation.

Although there has been progress in identifying and treating emotional difficulties among elementary school pupils in Malaysia as of 2024, the field is still evolving. A more well-rounded learning environment that supports students' intellectual and emotional development is the goal of current research, policymaking, and implementation initiatives. There is a rising focus on incorporating emotional wellness into the foundation of elementary education, which is expected to influence educational techniques in Malaysia for the foreseeable future.

Theoretical Models of Emotion Regulation

To better comprehend how people handle and react to their emotional experiences, theoretical models of emotion regulation offer useful frameworks. Among the most important models is James Gross's Process Model of Emotion Regulation. Scenario selection, scenario alteration, attentional deployment, cognitive change, and response modulation are the five steps that make up this paradigm for emotion management procedures. Avoiding particular circumstances, shifting one's attention, reevaluating an event's emotional relevance, or managing one's emotional reactions are all examples of ways in which people may interfere at each level to manage their emotions. According to Kuppens and Verduyn (2015), this model emphasizes that people can control their emotions at various stages of the emotional life cycle.

Our knowledge of emotion regulation is enhanced by several theoretical frameworks, not the least of which is the Process Model. Two important tactics frequently investigated in such models are cognitive reappraisal and suppression. Improving one's emotional response to a circumstance is possible through cognitive reappraisal, which entails shifting one's perspective. On the other hand, suppression entails repressing the visible manifestations of emotion, which may have contradictory results—for example, less emotional expressiveness but maybe elevated physiological stress levels. When it comes to therapy, education, and personal development, among other settings, these models are vital for comprehending the impact of diverse tactics on emotional well-being (Gross, 2015).

Enhanced Literature Review

Emotion regulation methods are getting more attention in educational settings, according to recent research. This is especially true in Asian contexts like Malaysia. Researchers have shown that kids' mental health and academic performance have improved dramatically when schools began using Social-emotional Learning (SEL) programs. Culturally sensitive social and emotional learning (SEL) strategies, as discussed by Nguyen and Tran (2024), can help students in Southeast Asian schools better manage their emotions. Integrating social and emotional learning (SEL) into East Asian curriculum has presented possibilities and problems, according to Wang, Cheng, and Sun (2023), who also stress the need for a customized strategy that takes regional cultural settings into account.

Chen et al. (2024) also investigated the feasibility of SEL program adaptations for use in Malaysian classrooms; they created an M-SSL curriculum for elementary school students that was tailored to the country's unique educational context. In order to maximize the efficiency of social and emotional learning (SEL) programs in varied educational environments, their findings indicate that adjustments that are culturally appropriate are crucial. Similar to how the transition to online learning during the COVID-19 epidemic affected students' emotional and

academic performance, Leow and Abdul Razak (2024) studied the motivation and self-regulation abilities of primary school children in Malaysia. Kim and Lee (2024) found similar results in their meta-analysis of studies that looked at the relationship between the ability to control one's emotions and better performance in school in Asian countries.

Furthermore, Tan and Lim (2024) conducted a longitudinal research that assessed the results of Singapore's SEL framework, which might be useful for Malaysian projects of a similar kind. This study offers a comparative viewpoint that highlights the significance of strong stakeholder engagement and teacher training in assisting kids' emotional development. In sum, these new findings highlight the importance of creating culturally relevant SEL interventions and all-encompassing teacher training programs to meet the academic and emotional requirements of Malaysian schoolchildren.

Research Aims

To address the issue, this study aims to identify key emotion regulation strategies in educational settings.

Methodology

This study used a qualitative methodology with a primary strategy based on the Nominal Group Technique (NGT). When investigating complicated topics that benefit from several viewpoints, this approach is ideal because of its well-deserved reputation for successfully tapping into collective expert ideas and producing answers based on agreement. Participating in the study were seven mental health and student psychology experts. The participants were chosen according to their level of knowledge, guaranteeing that the feedback obtained was comprehensive and pertinent to the research subject.

Information was gathered through online NGT sessions that were conducted on the Google Meet platform. The impracticality and logistical challenges of holding in-person meetings led to the adoption of this virtual strategy. The online approach allowed for active involvement and real-time discussion among experts while yet maintaining the integrity of the NGT process. A systematic NGT process was walked by professionals over the course of a single two-hour session. Each participant worked alone to come up with ideas and solutions during the session's brainstorming session, which followed an explanation of the study topic. In order to promote a cooperative atmosphere where the variety of viewpoints could be recognized and debated, these ideas were then disseminated to the group.

After everyone had shared their views, the group had a structured discussion so that everyone could ask questions and get their points across. Important to the NGT process, this step helps hone the concepts so they may be better assessed when they have been well comprehended. Following this round of brainstorming, the researcher led a voting session in which each participant scored the ideas according to criteria established in advance that were relevant to the study's aims. The most important and workable answers were identified by this rating approach, which allowed for the systematic quantification of qualitative data. The researcher proceeded to prioritize the findings by doing focused computations, guaranteeing that they were in line with the study's objectives.

The findings from this meeting represent the general agreement of the experts present, and they provide important information that is in perfect harmony with the aims of the study. A strong qualitative analysis supported by the study's results was produced by the NGT methodology's systematic approach, which guaranteed that all participants' opinions were fairly considered. This methodological approach highlights how the NGT technique excels in qualitative research, especially when dealing with complicated and multidimensional situations that require expert involvement.

Steps in NGT Techniques

Using a methodology called NGT, we may find out what people in a group think about a certain subject. According to Delbecq, Van de Ven, and Gustafson (1975, 108), its initial idea was to serve as a "participation technique for social planning situations". By "social planning situations," they meant scenarios that involved things like exploratory research, citizen engagement, using experts from other fields, and reviewing proposals. Since then, the method has found use in many different kinds of group settings, including social science empirical research. O'Neil and Jackson (1983). Lomax and McLeman (1984), Lloyd-Jones, Fowell, and Bligh (1999), and MacPhail (2001) are among the education researchers that have utilized it, although it seems to be more widely employed in health studies when it comes to social science research. NGT is a highly structured process incorporating four distinct phases:

- 1) Independent generation of ideas in response to a stimulus question.
- 2) Sharing (and listing) of these ideas in round-robin fashion with no discussion.
- 3) Clarification of each individual idea and grouping of similar ideas together.
- 4) Individual voting to prioritise ideas.

Five to ten people are usually involved in an NGT session, which usually lasts anywhere from 1.5 to 2 hours (Gibson and Soanes 2000). (Delbecq, Van de Ven, and Gustafson 1975; O'Neil and Jackson 1983). To reduce their impact on the results, researchers using NGT take on the roles of administrator and facilitator (Lloyd-Jones, Fowell, and Bligh 1999). The 'omniscience of the researcher,' as Lomax and McLeman (1984) put it, is at work in several research methodologies, where the researcher's preconceptions are enforced through question framing and answer coding. Since group members are responsible for organizing, categorizing, and prioritizing replies in NGT, this is kept to a minimum. However, the researcher must have a clear idea of what they want to discover from the procedure in order to compose the stimulus question correctly; this is critical to the effectiveness of the approach. In their 1975 study, Delbecq, Van de Ven, and Gustafson contrast NGT with FDM.

The initial stage required us to consider what we might do individually or collectively to better the community's health. The available money allowed for a relatively modest project that could be planned and executed with around \$500. In order to showcase the approach and interact as a member of the CHIC team, the researcher took part in the NGT as both a participant and a facilitator. A sheet of paper and a pen were handed to each participant, and they were instructed to sit silently and independently record their ideas. Upon completion, participants' notes were compiled and the ideas were inputted into an Excel spreadsheet, which was then shown on a large screen. To ensure that everyone understood each suggestion, the individual who made it would then explain it. Several concepts that were quite comparable were fused.

Step 4 involved having participants rank their favorite ideas using a simplified five-card rating system that the current researcher had established after the concept generating, listing, and clarifying processes outlined in stages 1–3. To do this, we gave everyone a deck of five little colored cards with a star and a rating system from one to five. On each card, we asked everyone to jot down their top five ideas. Each participant in NGT typically rates all of the concepts. However, the researcher had previously employed this approach a few years earlier and discovered that participants were prone to making rating mistakes. One example is the confusing numerical sequence that resulted from assigning the same rating to many concepts. The hard and time-consuming chore of rating fifty or more concepts was a lesson learned. Furthermore, there appeared to be no purpose in ranking each concept because the goal of the session was to generate one actionable idea.

Table 1. Participant Profile

Category	Frequency	Percentage
Gender		
- Female	5	100%
Experience in Field		
- 8 years	2	40%
- 10 years	1	20%
- 12 years	1	20%
- 14 years	1	20%
Academic Qualification		
- Bachelor's Degree	2	40%
- Master's Degree	3	60%
Service Grade		
- Grade 44	2	40%
- Grade 48	3	60%
Registered Counsellor		
- Yes	5	100%

The accompanying table (Table 1) gives a detailed account of a representative sample of participants, including details such as their gender, years of experience, educational background, grade in service, and registration status as counselors. It is worth noting that the data shows that all participants are female, suggesting that there may be a gender bias in the sample or the field under investigation. There is a wide range of experience levels among the participants; nonetheless, 40% of the sample have 8 years or more of relevant work experience. Additionally, 20% of the sample consists of individuals with 10, 12, or 14 years of experience. A Master's degree is held by 60% of the participants, while a Bachelor's degree is held by 40% according to the data. The bulk of the sample occupies a higher service grade, with 60% of participants at Grade 48 and 40% at Grade 44.

Findings

From the participant's profile in Table 1, the sample shows that there is a larger representation of women in the sector or profession under consideration, which may cause the outcome to be biased toward women. Furthermore, the wide range of expertise present, seeing from the years of experience in the field, this study is able to learn more about the topic from both seasoned experts and those who are just starting out. Results concerning professional development, field

difficulties, and the efficacy of policies or interventions targeted at various phases of a person's career can be better understood considering the distribution of experience. Additionally, the educational background of the participants is diverse, indicating that a sizeable proportion of the sample has gone to graduate school, which might influence their knowledge, attitude, and prospects for promotion. Lastly, the fact that everyone involved is a licensed counselor shows how seriously this program takes professional certification and how strictly it follows industry norms. The high rate of registration highlights the seriousness of the participants, which adds credibility to the results.

Table 2: Aggregate Agreement And Rating

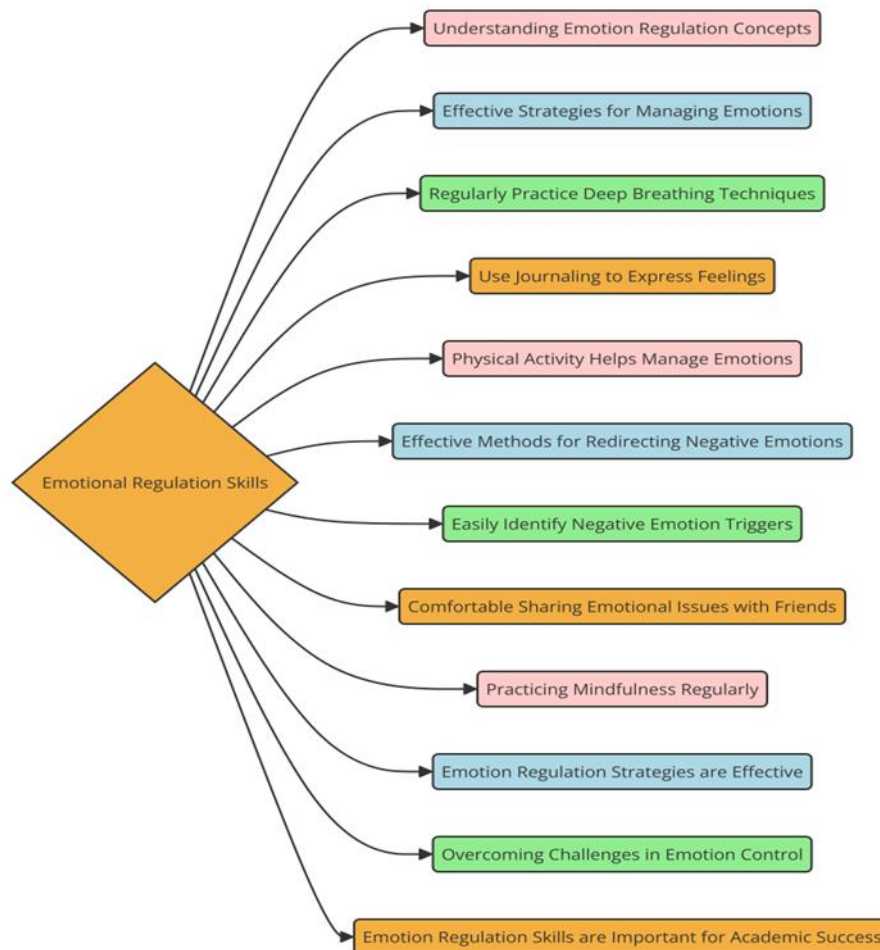
Items / Elements	V1	V 2	V3	V4	V 5	Total item score	P (%)	RP	VC
1.Saya memahami konsep regulasi emosi dengan baik.	2	1	3	1	3	10	66.67	6	Not Suitable
2. Saya mempunyai strategi yang berkesan untuk mengawal emosi saya dalam situasi yang mencabar.	1	2	2	3	3	11	73.33	5	Suitable
3. Saya kerap mengamalkan teknik pernafasan dalaman untuk menenangkan diri.	1	3	3	3	3	13	86.67	3	Suitable
4. Saya menggunakan jurnal atau diari untuk meluahkan perasaan secara berkala.	1	3	3	1	3	11	73.33	5	Suitable
5.Aktiviti fizikal membantu saya mengawal emosi dengan lebih baik.	3	3	3	3	3	15	100	1	Suitable
6. Saya mempunyai kaedah yang berkesan untuk mengalih perhatian daripada emosi negatif.	1	2	3	3	3	12	80	4	Suitable
7. Saya dapat mengenal pasti pencetus emosi negatif dalam diri saya dengan mudah.	2	3	3	3	2	13	86.67	3	Suitable
8.Saya berasa selesa untuk berkongsi masalah emosi dengan rakan.	1	3	2	3	3	12	80	4	Suitable
9. Saya mengamalkan minda penuh (mindfulness) atau meditasi secara berkala.	1	2	3	3	3	12	80	4	Suitable
10.Strategi regulasi emosi yang saya gunakan adalah berkesan.	1	3	3	3	3	13	86.67	3	Suitable

11. Saya dapat mengatasi cabaran dalam mengawal emosi dengan baik.	1	3	3	3	3	13	86.67	3	Suitable
12. Kemahiran regulasi emosi adalah penting untuk kejayaan akademik saya.	2	3	3	3	3	14	93.33	2	Suitable

*V =Voter, P = Percentage, RP=Rank Priority, VC=Voter Consensus

Table 2: Shows The Aggregate Agreement And Rating Of The Construct. Below Is The List Of The Elements Translated In English:

- 1) Saya memahami konsep regulasi emosi dengan baik.
I understand the concept of emotion regulation well.
- 2) Saya mempunyai strategi yang berkesan untuk mengawal emosi saya dalam situasi yang mencabar.
I have effective strategies to manage my emotions in challenging situations.
- 3) Saya kerap mengamalkan teknik pernafasan dalaman untuk menenangkan diri.
I regularly practice deep breathing techniques to calm myself.
- 4) Saya menggunakan jurnal atau diari untuk meluahkan perasaan secara berkala.
I use a journal or diary to express my feelings regularly.
- 5) Aktiviti fizikal membantu saya mengawal emosi dengan lebih baik.
Physical activity helps me control my emotions better.
- 6) Saya mempunyai kaedah yang berkesan untuk mengalih perhatian daripada emosi negatif.
I have effective methods to distract myself from negative emotions.
- 7) Saya dapat mengenal pasti pencetus emosi negatif dalam diri saya dengan mudah.
I can easily identify the triggers of negative emotions within myself.
- 8) Saya berasa selesa untuk berkongsi masalah emosi dengan rakan.
I feel comfortable sharing emotional problems with friends.
- 9) Saya mengamalkan minda penuh (mindfulness) atau meditasi secara berkala.
I practice mindfulness or meditation regularly.
- 10) Strategi regulasi emosi yang saya gunakan adalah berkesan.
The emotion regulation strategies I use are effective.
- 11) Saya dapat mengatasi cabaran dalam mengawal emosi dengan baik.
I can overcome challenges in managing emotions well.
- 12) Kemahiran regulasi emosi adalah penting untuk kejayaan akademik saya.
Emotion regulation skills are important for my academic success.

Fig. 1 Emotional Regulation Strategies

All question concentrations were within the optimal range, as determined by this analysis. Given the findings of this study, the percentage must now be more than 70%. As a result of the analysis, expert approval data shows that all items exceed 70% expert consensus. Deslandes, Mendes, Pires, and Campos (2010) and Mustapha et al. (2022) only are some examples of research that support this notion. This allows the researchers to conclude that the core features of the model are feasible and well-accepted by the target population. But there was one question that got a score of less than 70%, because the experts did not understand the terms of emotional regulation itself. The modified NGT technique is a time-saving alternative to the long rounds of expert judgment required by the Delphi method.

Discussion

Students' academic performance, social relationships, and mental health are all impacted by their ability to control their emotions, which is particularly crucial in educational contexts (Gross, 2015; Eisenberg et al., 2010). The significance of teaching students to control their emotions is being more acknowledged in Asian school systems, with a focus on Malaysia (Ee & Ong, 2014). Recognizing the importance of students' emotional competence to their academic and social success, there has been a new push to integrate social-emotional learning

(SEL) into the curriculum (Zins et al., 2004). Because students come from a wide variety of cultural backgrounds, this paper explores the implementation of culturally appropriate social and emotional learning programs in Malaysia (Sklad et al., 2012). For instance, Yusof et al. (2019) found that technology can help with emotional regulation, but they also stressed the need to utilize it sparingly so that it doesn't harm students' mental health. Teachers also play a crucial role, as their emotional intelligence and training have a major impact on their students' mental and academic performance in the classroom (Jennings & Greenberg, 2009).

In addition, the paper delves into the difficulties teachers have while trying to put this approach into practice. Several challenges must be overcome, including cultural stigma, outdated pedagogical practices, and a dearth of funding (Zakaria et al., 2013). According to the research (Schonert-Reichl et al., 2017), educators should be prepared to help their students' emotional development through thorough teacher training programs. As part of this effort, educators must engage in professional development and include culturally relevant methods into their lessons (Durlak et al., 2011). According to Brackett et al. (2011), all parties involved, including parents, educators, and lawmakers, must work together to provide a setting that encourages emotional development and academic achievement if social and emotional learning programs are to be successful. Despite some success, the results show that further study is needed and focused strategies to address the obstacles and reap the advantages of emotion regulation in the classroom (Khoo & Mustapha, 2018).

Finally, it is crucial for students' overall growth, particularly in a multicultural setting like Malaysia, to learn how to regulate their emotions within the framework of education (Toh & Kaur, 2016). The article highlights the significance of culturally customized social and emotional learning programs, thorough professional development for educators, and the strategic application of technology to enhance students' mental health and academic achievement (Durlak et al., 2015). A more encouraging and productive educational climate is on the horizon in Asia, thanks to the rising awareness of the significance of emotional regulation, notwithstanding implementation hurdles (Shuichi et al., 2017). To guarantee that all pupils may gain from enhanced abilities to control their emotions, parents, lawmakers, and teachers must work together on this project (Greenberg et al., 2017).

Conclusion

This study highlights the importance of integrating emotion regulation strategies into the educational framework, particularly within the Malaysian context. It shows that by employing the Nominal Group Technique (NGT), this study has successfully identified the key strategies and challenges in implementing emotion regulation in schools. The findings also highlighted the necessity of adapting social-emotional learning (SEL) programs, comprehensive teacher training, and the strategic use of technology to support students' emotional and academic development. However, there are challenges that remain significant barriers such as the cultural stigma, inadequate resources, and the need for enabling legislation. Collaboration among policymakers, educators, and parents is essential to create a supportive education environment to foster emotional regulation and enhance overall student well-being and academic success,

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