

Therapy Batikria for Emotional Regulation Among Special Education Needs Students

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Abstract: *This study aims to obtain expert consensus to design and development a Module based on Batik Art for Special Education Need Student with emotional regulation problem. The questionnaire containing the purposed construct of element in Module Therapy BatikRia was given to 10 experts in special education field, psychology, counseling, art and visual for expert agreement. This study used seven likert scales and Fuzzy Delphi Method. The threshold value for element content based on four-branch model of emotional intelligence abilities and Content of Art and Psychology met the requirements of $d \leq 0.2$ and achieved the target percentage greater than 75%. Moreover, there is element did not achieve the expert agreement but this study successfully develop new module for emotional regulation for Special Education Need Student.*

Keywords: Batik Art, Therapy, Special Education, Fuzzy Delphi

1. Introduction

Emotional regulation is fundamental to enhance emotional intelligence. Therefore, Malaysian Ministry of Education (2013) has taken the initiative to apply the elements of emotional management. Meanwhile, for Special Education Need (SEN) program, a proper plan also implements to build positive emotional development among SEN student. The insertion of small units in management skills subject in the formal learning process at school related to the teaching of emotional management is one of the efforts. SEN student has difficulties facing an emotional and behavioural problem causing social-emotional challenges. Ratnam et al. (2018) insist the cooperation among SEN teacher and multidisciplinary team agencies to help SEN student to gain their ability of emotional and behavioural management and social skills.

In the school setting, education on emotional regulation should focus in area of emotional management skills and teach SEN student on how to build a positive response when handling the situation, that trigger their emotion in different condition. The need of SEN teacher as a guidance to teach SEN student on how to regulate their emotion is most important (Cai et al., 2018). SEN teacher must have a various pedagogical technique, especially in emotional regulation area to make sure SEN student feeling comfortable during teaching and learning process. It is because SEN students' need suitable learning environment to reach their needs, performance, interests and SEN teachers should adapt the existing curriculum with pedagogical techniques that they have been mastered to attract SEN student to follow learning process (Hamzah, 2019).

Motif in batik art can be illustrated through colour, shapes and line with emotional manipulation (Saputra, 2021). In some area, materials and technique to create the patterns and batik art motif have different method and show the hidden meaning (Hakim, 2018; Mukhlis, 2011). The process of producing a batik product, which requires the appreciation and practice of organized and repeated with full concentration and discipline and patience has been identified by past researchers as an intervention using art skills for management emotions (Putri et al., 2014). Meanwhile, drawing techniques in the art can stimulate the cortex system that has a role in problem-solving and behavior control (Mukhlis, 2011).

Therefore, this study aims to obtain expert consensus to design and development a Module based on Batik Art for Special Education Need Student with emotional regulation problem. Studies related to emotional management method in Batik art therapy focuses on prisoners, secondary school students, and Alzheimer patients, and little research on SEN students (Mukhlis, 2011; Putri, 2014; Muqtadhiroh et al., 2018; Febriantastuti, 2018).

2. Method

The objective of this research was to develop the Therapy BatikRia Module for Emotional Regulation Among Special Education Needs Student using Fuzzy Delphi Method via expert's feedback. Data collection using the Fuzzy Delphi Method to obtain 10 expert agreement based on the element in the module construct develop.

Fuzzy Delphi Method (FDM) has introduced by Murray et al. (1985) and reviewed by Kaufmann and Gupta. This Method was improve based on Fuzzy Theory in Traditional Delphi. Different to Delphi Technique, the repeated discussion session in this method is not required if the expert consensus already reach to 75% (Jamil et al., 2014). There are two aspects in FDM, which is Triangular Fuzzy Number and Fuzzy Defuzzification Process. The role of Triangular Fuzzy Number to get the threshold value. There are three values in Triangular Fuzzy Number (m_1 = minimum value, m_2 = most reasonable value and m_3 = maximum value). Meanwhile, Fuzzy Defuzzification Process to get the ranking of element in module based on expert agreement.

2.1 Sample Size

In this study, 10 experts in various institutions and variety field of Special Education, Guidance and Counseling, Psychology, Art and Visual to get more opinion and view about the module therapy BatikRia element. The selection of 10 experts in this study refers to the statement (Jones & Twiss, 1978) which is the number of experts range for the Delphi study is 10 to 50 experts. The meaning of expert in this study, refers to the statement of Berliner (2004) 'an expert is an individual who has served and implemented the teaching and learning process or administrative management between five to ten years continuously.

2.2 Research Instrument

A set of questionnaires was used in this study. The instrument is formed based on the literature review about the content of module. Panel expert was asked to give their opinion and level agreement based on the 7-point Likert. (7 = strongly agree, 6 = somewhat agree, 5=agree, 4 = slightly agree, 3 = disagree, 2 = somewhat disagree, 1 = strongly disagree).

Table 1 show the fuzzy linguistic variable scale. The higher Fuzzy scale selected by the expert means to the higher level of agreement and accuracy of the data obtained.

Table 1: Fuzzy Linguistic Variable Scale

Instrument Scale	Linguistic Variable	Triangular Fuzzy Number
7	Strongly Agree	(0.90, 1.00, 1.00)
6	Somewhat Agree	(0.70, 0.90, 1.00)
5	Agree	(0.50, 0.70, 0.90)
4	Slightly Agree	(0.30, 0.50, 0.70)
3	Disagree	(0.10, 0.30, 0.50)
2	Somewhat Disagree	(0.00, 0.10, 0.30)
1	Strongly Disagree	(0.00, 0.00, 0.10)

Meanwhile, table 2 showed all the element in Therapy BatikRia Module.

Table 2: Elements of Therapy BatikRia Module

Number	Element of BatikRia Module
1	Objective
2	Content based on four-branch model of emotional intelligence (EI) abilities
3	Teaching Strategy
4	Student and Teacher Activity
5	Module Assessment
6	Art and Psychology Element

3. Results

All the expert were identified based on their academic qualification and expertise in Special education, Psychology, Guidance and Counseling, art and visual. All the panel in this study must have experience in their field at least 5 years. Overall, 4 experts have more than 16 year experience in expertise area, meanwhile 3 of them had experience between 11-15 years and 3 expert have 5-10 years experience.

Table 3: Experts' qualifications and background

Aspect	Category	Percentage
Academic Qualification	Degree	40%
	Masters	-
	Doctorate	60%
Current Position	Special Education Need Teacher in Primary School	40%
	Guidance and Counseling Teacher	10%
	Dr or Associate. Prof University	50%
Expertise	Special Education	50%
	Psychology	20%
	Guidance and Counseling	10%
	Art and Visual	20%
Experience in expertise area	5-10 Year	30%
	11-15 Year	30%
	More than 16 Year	40%

3.1 Expert Consensus

Table 4: Threshold Value Based on expert agreement

Expert	Content of objective element													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	0.093	0.153	0.093	0.167										
2	0.093	0.153	0.093	0.297										
3	0.161	0.107	0.161	0.099										
4	0.093	0.153	0.093	0.167										
5	0.093	0.153	0.093	0.167										
6	0.458	0.398	0.458	0.385										
7	0.232	0.287	0.093	0.099										
8	0.161	0.701	0.161	0.688										
9	0.093	0.153	0.232	0.297										
10	0.093	0.153	0.093	0.167										
Average 'd' item	0.157	0.241	0.157											

Expert	Content of BatikRia Module based on four-branch model of emotional intelligence (EI) abilities													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	0.044	0.193	0.080	0.110	0.055	0.208	0.044							
2	0.044	0.058	0.080	0.110	0.055	0.068	0.044							
3	0.044	0.058	0.080	0.441	0.055	0.186	0.044							
4	0.044	0.058	0.080	0.110	0.055	0.068	0.044							
5	0.044	0.058	0.080	0.110	0.055	0.068	0.044							
6	0.508	0.495	0.471	0.441	0.496	0.483	0.508							
7	0.184	0.193	0.172	0.110	0.055	0.068	0.044							
8	0.044	0.200	0.080	0.110	0.055	0.068	0.184							
9	0.044	0.058	0.080	0.110	0.055	0.068	0.044							
10	0.044	0.058	0.080	0.110	0.055	0.068	0.044							
Average 'd' item	0.104	0.143	0.128	0.176	0.000	0.135	0.104							

Expert	Content of Teaching and Learning Process element													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	0.064	0.099	0.097	0.150										
2	0.064	0.294	0.155	0.106										
3	0.298	0.161	0.097	0.150										
4	0.064	0.099	0.097	0.150										
5	0.253	0.161	0.097	0.106										
6	0.253	0.391	0.397	0.446										
7	0.298	0.099	0.155	0.242										
8	0.298	0.161	0.155	0.106										
9	0.841	0.294	0.155	0.242										
10	0.298	0.391	0.155	0.106										
Average 'd' item	0.273	0.215	0.156	0.180										

Expert	Content of activity element													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	0.098	0.112	0.112	0.123	0.136	0.178	0.168	0.233	0.191	0.148	0.407	0.050	0.058	0.136
2	0.098	0.440	0.148	0.133	0.123	0.373	0.086	0.318	0.360	0.403	0.125	0.050	0.058	0.136
3	0.098	0.112	0.440	0.428	0.123	0.084	0.086	0.318	0.360	0.148	0.125	0.214	0.200	0.123
4	0.098	0.112	0.112	0.123	0.136	0.178	0.086	0.048	0.076	0.109	0.125	0.178	0.193	0.123
5	0.453	0.148	0.112	0.123	0.415	0.373	0.086	0.318	0.076	0.109	0.047	0.050	0.058	0.415
6	0.453	0.440	0.440	0.428	0.415	0.373	0.384	0.318	0.360	0.403	0.558	0.508	0.495	0.415
7	0.098	0.245	0.245	0.123	0.269	0.178	0.086	0.233	0.322	0.148	0.125	0.178	0.058	0.269
8	0.235	0.245	0.245	0.259	0.269	0.312	0.306	0.365	0.322	0.284	0.125	0.178	0.193	0.269
9	0.098	0.112	0.112	0.123	0.136	0.178	0.168	0.233	0.191	0.148	0.047	0.050	0.058	0.136
10	0.098	0.112	0.112	0.123	0.136	0.178	0.168	0.233	0.191	0.148	0.047	0.050	0.058	0.136
Average 'd' item	0.183	0.208	0.208	0.199	0.216	0.240	0.162	0.262	0.245	0.205	0.137	0.151	0.143	0.216

Expert	Content Assessment element													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	0.093	0.036	0.148	0.096	0.072									

2	0.093	0.036	0.109	0.096	0.203
3	0.161	0.036	0.148	0.096	0.189
4	0.093	0.036	0.403	0.216	0.072
5	0.161	0.036	0.109	0.096	0.203
6	0.458	0.520	0.403	0.216	0.483
7	0.093	0.169	0.148	0.096	0.189
8	0.232	0.169	0.284	0.465	0.203
9	0.093	0.036	0.148	0.335	0.072
10	0.093	0.036	0.148	0.804	0.072
Average 'd' item	0.157	0.111	0.205	0.252	0.176

Expert	Content of Art and Psychology element													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	0.125	0.139	0.139											
2	0.125	0.139	0.139											
3	0.047	0.038	0.038											
4	0.047	0.038	0.038											
5	0.125	0.139	0.139											
6	0.558	0.545	0.545											
7	0.125	0.038	0.038											
8	0.125	0.139	0.139											
9	0.047	0.038	0.038											
10	0.047	0.038	0.038											
Average 'd' item	0.137	0.129	0.129											

Data analysis was carried out using the process suggested by Fuzzy Delphi Method, which is the first stage after data collection is to obtain a threshold value of $d \leq 0.2$. The findings are displayed in the form of a table 4 for each element of item that include the threshold value (d). To reach expert consensus, all the element of item must meet the requirement of $d \leq 0.2$. The threshold value of content ‘objective’ element for objective 1 and 3 is at 0.157. Meanwhile objective 2 and 4 more than 0.2. The threshold value of Content ‘BatikRia Module based on four-branch model of emotional intelligence (EI) abilities’ element for content 1 is at 0.104, content 2 is at 0.143, content 3 is at 0.128, content 4 is at 0.176, content 5 is at 0.00, content 6 is at 0.135 and content 7 is at 0.104. The threshold value of content of ‘Teaching and Learning Process strategies element’ for process 3 is at 0.156. Meanwhile process 1,2 and 4 more than 0.2. The threshold value of Content ‘activity’ element for activity 1 is at 0.183, activity 4 is at 0.199, activity 7 is at 0.162, activity 11 is at 0.137, activity 12 is at 0.151, activity 13 is at 0.143. Meanwhile activity 2, 3, 5, 6, 8, 9, 10 and 14 more than 0.2. The threshold value of Content ‘Assessment element’ for assessment 1 is at 0.157, assessment 2 is at 0.111, assessment 5 is at 0.176. Meanwhile assessment 2 and 3 more than 0.2. The threshold value of Content ‘of Art and Psychology element’ for art element 1 is at 0.137, art element 2 and 3 is at 0.129.

3.2 Element Ranking

Table 5: Threshold Value Based on expert agreement

Defuzzification process							
Element of Therapy	Percentage of the Experts group agreement ($\geq 75\%$)	M1	M2	M3	Fuzzy Score (A)	Expert Agreement	Ranking
Objective							
Objective 1	80%	0.640	0.830	0.950	0.807	Agree	1
Objective 2	70%	0.600	0.790	0.910	0.767	Disagree	-
Objective 3	80%	0.640	0.830	0.950	0.807	Agree	1
Objective 4	60%	0.600	0.780	0.900	0.767	Disagree	-
Content based on four-branch model of emotional intelligence (EI) abilities							
perception/expression of emotion	90%	0.680	0.870	0.970	0.840	Agree	1
perception/expression of emotion	90%	0.680	0.860	0.833	0.833	Agree	3
use of emotion to facilitate thinking	90%	0.640	0.840	0.813	0.813	Agree	6
use of emotion to facilitate thinking	80%	0.620	0.820	0.793	0.793	Agree	7
use of emotion to facilitate thinking	90%	0.660	0.860	0.830	0.830	Agree	4
Understanding of emotion	90%	0.660	0.850	0.823	0.823	Agree	5
management of emotion	90%	0.660	0.870	0.840	0.840	Agree	1
Content of Teaching and Learning Process strategies element							
Teacher Strategies	Centered 30%	0.490	0.680	0.840	0.670	Disagree	-
Student Strategies	Centered 60%	0.600	0.780	0.910	0.763	Disagree	-
Material/Resources Strategies	90%	0.580	0.780	0.930	0.763	Agree	1
Task/Activities Strategies	70%	0.640	0.820	0.940	0.800	Disagree	-

Content of activity element							
Game	70%	0.640	0.830	0.940	0.803	Disagree	-
Question and answer	60%	0.640	0.820	0.930	0.797	Disagree	-
Listen to instruction	60%	0.640	0.820	0.930	0.797	Disagree	-
Receive instruction	70%	0.620	0.810	0.930	0.787	Disagree	-
Giving feedback	60%	0.620	0.800	0.920	0.780	Disagree	-
Storytelling	60%	0.580	0.770	0.900	0.750	Disagree	-
Improvisation	80%	0.580	0.770	0.920	0.757	Agree	4
Role-Playing Game	10%	0.540	0.730	0.870	0.713	Disagree	-
Explanation	50%	0.580	0.760	0.890	0.743	Disagree	-
Simulation	70%	0.600	0.790	0.920	0.770	Disagree	-
Batik Canting	90%	0.760	0.910	0.970	0.880	Agree	1
Drawing	80%	0.700	0.870	0.960	0.843	Agree	2
Colouring with batik dye	90%	0.680	0.860	0.960	0.833	Agree	3
Matching activity	60%	0.620	0.800	0.920	0.780	Disagree	-
Content of Assessment element							
Worksheet	80%	0.640	0.830	0.950	0.807	Agree	3
Observation During the Teaching Process	90%	0.700	0.880	0.970	0.850	Agree	1
Question and answer	70%	0.600	0.790	0.920	0.770	Disagree	-
Quiz	50%	0.470	0.650	0.820	0.647	Disagree	-
Student Worksheet result	90%	0.680	0.850	0.950	0.827	Agree	2
Content of Art and Psychology element							
Element of Colour	90%	0.760	0.910	0.970	0.880	Agree	1
Element of Line	90%	0.740	0.900	0.970	0.870	Agree	2
Element of Shape	90%	0.740	0.900	0.970	0.870	Agree	2

Table 5 show the expert agreement based on Therapy BatikRia Module for emotion regulation among special Education need. According to Chang et al. (2000) the expert agreement percentage should exceed 75% and it is the second stage of Fuzzy Delphi Method analysis data. The percentage of expert agreement of 'objective' element for objective 1 and 3 is at 80%. Meanwhile, objective 2 and 3 below 75%. For Content 'Therapy BatikRia Module based on four-branch model of emotional intelligence (EI) abilities' element, six content scored 90% which are 1, 2, 3, 5, 6, 7 and content 4 scored 80%. Teaching and Learning Process strategies element show, only strategies 3 passed the expert agreement with 90%. The percentage of expert agreement for 'activity' show that only 4 activity accepted by all expert, which are activities 7, 11, 12, 13. For content 'assessment, three method which are observation during the learning process (Pre & Pasca Stage) and student work accepted at 90% expert agreement. Meanwhile worksheet 80%. The percentage of expert agreement for 'Art and Psychology element' is at 90% for all element. The element are color, line and shape.

The final stage to decide the ranking for each item of each element in Therapy BatikRia module refer to Defuzzification Process in Fuzzy Delphi method. The data on Table 5 show, fuzzy score (A) obtained range 0.647 to 0.880. it means α -cut more than 0.5. The element of objective, were acknowledged by all expert are 1 and 3. For objective 1, showed most elevated score with defuzzification at 0.807 and objective 3 is at 0.767. The element of 'BatikRia Module content based on four-branch model of emotional intelligence (EI) abilities' show the highest fuzzy score are content 1 and 7 with defuzzification score at 0.840. Meanwhile, content 2 is at 0.833,

content 5 is at 0.830, content 6 is at 0.823, content 3 is at 0.813, content 4 is at 0.813. Teaching and Learning Process strategies element show, only strategies on number 3 passed the expert agreement with defuzzification score at 0.763.

4. Discussion

From the conclusion of three step analysis data in Fuzzy Delphi Method show that only certain item of the element was accepted by all expert to build a complete Modul Therapy BatikRia.

4.1 Threshold Value

For the first finding to obtain a threshold value of $d \leq 0.2$, the objectives accepted by all experts are objectives 1 and 3, where objective 1 stands for 'Modul Therapy BatikRia and aims to increase the level of emotional regulation of SEN students who had experience with emotional regulation problems. This aligns with previous research by Ahmad and Hanifah (2015) that the factor of a successful teaching-learning process depends on the suitability of the teaching method and the student's ability level. Meanwhile, other research findings indicate that, the use of batik elements can help resolve emotional conflicts, enhance self-awareness, develop social skills, regulate behavior, foster problems solving-skills, reduce anxiety, promote reality orientation and improve self-esteem (Mukhlis, 2011; Case & Dalley, 1992).

Meanwhile, objective 3 stands to provide a source of knowledge for SEN teachers on teaching methods of emotional regulation for SEN students. Learning sources about emotional management is important to SEN teachers when facing SEN students with a variety of emotional problems to fulfill. SEN teachers must be experts in the existing curriculum which has pedagogical techniques to attract SEN student attention (Hamzah et al., 2019). According to Fried (2011), teachers need to master pedagogical knowledge to help students learn and develop their emotion regulation skills.

For the second finding to obtain a threshold value of $d \leq 0.2$, the BatikRia content based on the four-branch model of emotional intelligence (EI) abilities' element shows that, all six content were accepted by the expert are perception/expression of emotion, use of emotion to facilitate thinking, understanding of emotion and emotional management. Moreover, past research found that elements from the branch model by Mayer and Salovey (1997) in the emotional intelligence test (MSCEIT) for each domain skills are, for the first domain perceiving emotion using face and picture task, while for the second domain using emotion used sensations and facilitation task and the third domain understanding emotion used blends and changes task. The last domain is managing emotion using emotion management and social management (Rivers et al., 2008).

For the third finding to obtain a threshold value of $d \leq 0.2$, the Teaching and Learning Process strategies element accepted by all experts is Material/Resources Strategies. This strategy focused on using non-electronic and electronic tools such as books, pictures, maps, or electronic devices such as computers (Nahar et al., 2020). According to Idris (2010), teachers who practice learning aids for the teaching and learning process can stimulate students to understand a concept easily. A previous study by Mukhlis (2011) on prisoners indicated that the prisoner group who had depression and used batik materials was able to reduce the depression rate.

For the fourth finding to obtain a threshold value of $d \leq 0.2$, the Content of activity elements accepted by all experts is batik canting, drawing, coloring with batik dye, and improvisation.

These findings align with a previous study by Brechet et al. (2020) which reported that activities such as drawing, coloring, acting, and drawing are related to art therapy but drawing activities are more suitable for children because it is a daily activity that they often do and can be an interesting method of emotional regulation for this group. This opinion is in line with Mukhlis (2011) who stated that drawing activities can stimulate the cortex system which plays a role in problem-solving and behavior management. According to Dalebroux (2008), Drake and Winner (2012), Pizzaro (2004), and Forkosh and Drake (2017), drawing skills are reported to be able to reduce sad emotions among children. Canting skills in batik can be categorized as painting skills but canting tools are different from painting skills. Canting skills used canting tools and hot wax to produce art painting with the resist technique. Meanwhile, resist in this research, refers to the meaning in the Dictionary of Scientific and Technical Terms (1978) which states that resist activity is categorized as batik. Activity on coloring in the Therapy BatikRia Module is one of the activities that reached the expert consensus. Coloring batik painting activity in the Therapy BatikRia module has used certain colors based on psychology findings. These findings align with the study by Turturro and Drake (2022) who have reported that coloring activities can reduce emotional problems such as fear emotion. Meanwhile, the findings of Vennet and Serice (2012) regarding the coloring of mandala painting inherently help in calming emotion.

For the fifth finding to obtain a threshold value of $d \leq 0.2$, the content of assessment elements was accepted by all experts are observation during the teaching process, worksheet, and student works. This assessment refers to observational assessment and writing based on the classroom assessment implementation handbook (Malaysian Ministry of Education, 2019). For the sixth finding to obtain a threshold value of $d \leq 0.2$, the content of art and psychology elements were accepted by all experts and they include elements of color, line, and shape. This finding supported by Mohr et al. (2018) stated that the colors used by a person in daily life cannot be chosen randomly every day because the selection is based on their desires, current themes, and interests. A study by Chriss and Reenu (1994) on 30 boys and 30 girls between four to five years and six to seven years showed that the participants especially girls used bright colors such as pink, red, yellow, green, purple, and blue for positive emotions while dark colors such as black, grey, brown represent negative emotions.

Previous research shows that the main aspect of art is the line element. Lundholm (1921) said artwork is represented by adjectives that refer to more or less emotional quality. Past research by Reber et al. (2004) shows that curved lines represent positive feelings and sharp curves refer to negative emotions.

Shape elements in art are created from the combination of several lines. Trautman (2021) said shapes can affect the subconscious mind through lines capable of expressing various feelings based on analytical findings in the fields of typography, visual arts, architecture, and basic geometry of square, triangle, and circle shapes. A study by Tillman (2011) reports that the square shape stands for feelings of stability, trust, honesty, order, obedience, safety, equality, and masculinity. Meanwhile, a triangular shape aggressiveness action, energy, cunning, conflict, tension. Feelings of perfection, elegance, pleasure, comfort, unity, and protection, like children represent round shapes.

5. Conclusion

In conclusion, this research demonstrated that the Therapy BatikRia module effectively incorporates key elements aimed at improving the emotional regulation of students with special

educational needs who experience emotional challenges. The module also serves as a valuable resource for special education teachers by providing knowledge on teaching strategies to enhance emotional regulation. The content of the module, grounded in the four-branch model of emotional intelligence (EI) by Mayer and Salovey (year), includes objectives, teaching and learning strategies, activity content, assessment content, and integrated elements of art and psychology. These components were validated and accepted by all participating experts. The art elements specifically draw on therapeutic approaches for emotional regulation, supported by findings from previous research. Each chapter of the module is structured around the four branches of emotional intelligence: perception and expression of emotion, using emotion to facilitate thinking, understanding emotions, and managing emotions. The Therapy BatikRia module has the potential to empower special education teachers to improve emotional regulation among their students. However, the next step involves implementing this module in schools for students with special educational needs who face emotional challenges. Developing the ability to effectively manage emotions is crucial for these students, as it is a fundamental life skill essential for their personal and social development.

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Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

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