

Rekapitulasi Proses Penerbitan Artikel Syarat Khusus Pengajuan....

“Judul Syarat Khusus” GB

IJERE, Vol. 12, No. 4, 2023,

pp. 1771-1780

Waharjani

No	Keterangan	Tanggal
1	Submit Artikel	25 Oktober 2022
2	Email mendapatkan respon dari pengelola jurnal	waharjani@ilha.uad.ac.id
3	Wajib ada Bukti Revisi dalam bentuk tabel	Ada
4	Email informasi melacak kemajuan naskah dalam proses editorial	15 Desember 2022
5	Catatan Penelaahan Awal dan Permohonan Perbaikan Artikel	22 Desember, 14 Desember 2022
6	Pengiriman revisi naskah sesuai catatan penelaahan	1 Januari 2023
7	Pemberitahuan Penerbitan	2 Januari 2023
8	Informasi hasil proofread dari pengelola jurnal	2 Oktober 2023
9	Permohonan Penyesuaian Konten Artikel	31 Agustus 2023
10	Pengiriman Revisi artikel, bukti transfer dan form transfer copyright	11 September 2023
11	Penerbitan Artikel	23 Desember 2023

Untuk poin-poin berikut bisa disesuaikan dengan bukti yang dipunya oleh dosen kecuali warna merah wajib untuk dibuatkan :

1. Submit Artikel

ps://ijere.iaescore.com/index.php/IJERE/author/submission/25790

2/2

2. Artikel awal yang disubmite

International Journal of Evaluation and Research in Education (IJERE)

Vol. 99, No. 1, Month 2099, pp. 1-1x

ISSN: 2252-8822, DOI: 10.11591/ijere.v99i1.paperID

□ 1

Indonesian emotion regulation scale (IERS) for students based on reappraisal and suppression factor: The Rasch analysis

Article Info

Article history:

Received mm dd, yyyy

Revised mm dd, yyyy

Accepted mm dd, yyyy

Keywords:

Indonesian version scale

Emotion dysregulation

Violence

Aggressiveness

Bullying

ABSTRACT

Every human being has emotional turmoil, which will be a serious problem if they cannot control it. The importance of emotion regulation has become one of the bases for developing a measure of emotion regulation for students, the Indonesian Emotion Regulation Scale (IERS). No research yet describes an instrument that measures students' level of emotion regulation in Indonesia. IERS consists of nine items in two aspects: reappraisal and suppression factor. The content validity test involves two experts in the field of psychometrics. In comparison, the construct validity test involved 354 students in Yogyakarta, Indonesia. Data analysis using inter-rater reliability (IRR) coefficient of Cohen's Kappa and Rasch analysis. Based on the study of the IRR coefficient of Cohen's Kappa, two experts agree on the acceptability of the IERS statement items. Besides that, the results of the application of Rasch analysis show that IERS is good, precise, and conforms with the model. IERS is a reliable and valid tool to measure students' level of emotion regulation accurately. This paper discusses the implications and recommendations for further research for the implementation of guidance and counseling containing the value of emotion regulation as a follow-up to the performance of IERS.

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1. INTRODUCTION

Students need a safe and comfortable situation to study at school. Several research results indicate that the level of feeling safe and comfortable at school correlates with student performance in the academic field [1], [2]. Various feelings of discomfort, insecurity and even fear of students in academic activities at school appear due to high student violence [3], [4]. The school situation is one of the essential factors that can support achieving educational goals. However, the reality on the ground shows different dynamics. Student violence is a problem that often arises in schools, for example, aggressive behavior [5], [6] and bullying [7], [8], both traditional and online. One of the causes of students causing violence is the inability of students to optimize emotion regulation [9], [10]. This absence of emotion regulation triggers the lack of students' efforts to suppress the violent impulses that exist in them.

A measuring tool to identify the level of emotion regulation is one of the options for determining student emotion regulation portraits. The measurement results with these measuring instruments are the basis for preparing guidance and counseling programs to improve emotion regulation [11], [12]. Several studies

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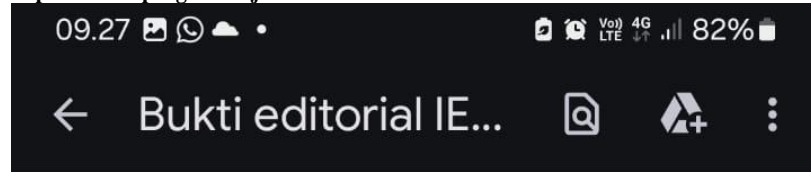
2 □

ISSN: 2252-8822

have made efforts to develop the self-regulation of emotion scale, but not many data analysis techniques have used methods that provide accurate data. An example is research that uses the Pearson correlation, namely emotion regulation strategies for artistic creative activities scale [13]. Another example is research that uses factor analysis, namely the state difficulties in emotion regulation scale [14] and Turkish version of difficulties in emotion regulation scale-brief form [15]. Furthermore, other studies have also formulated a scale of emotion regulation, namely the Hindi version of the difficulties in emotion regulation scale [16] and modified versions of the difficulties in emotion regulation scale [17]. These weaknesses are the trigger to developing a more accurate measuring tool to identify self-regulation of emotion. The Rasch model is an alternative to provide a more precise estimate of the reliability of measuring instruments [18]–[20].

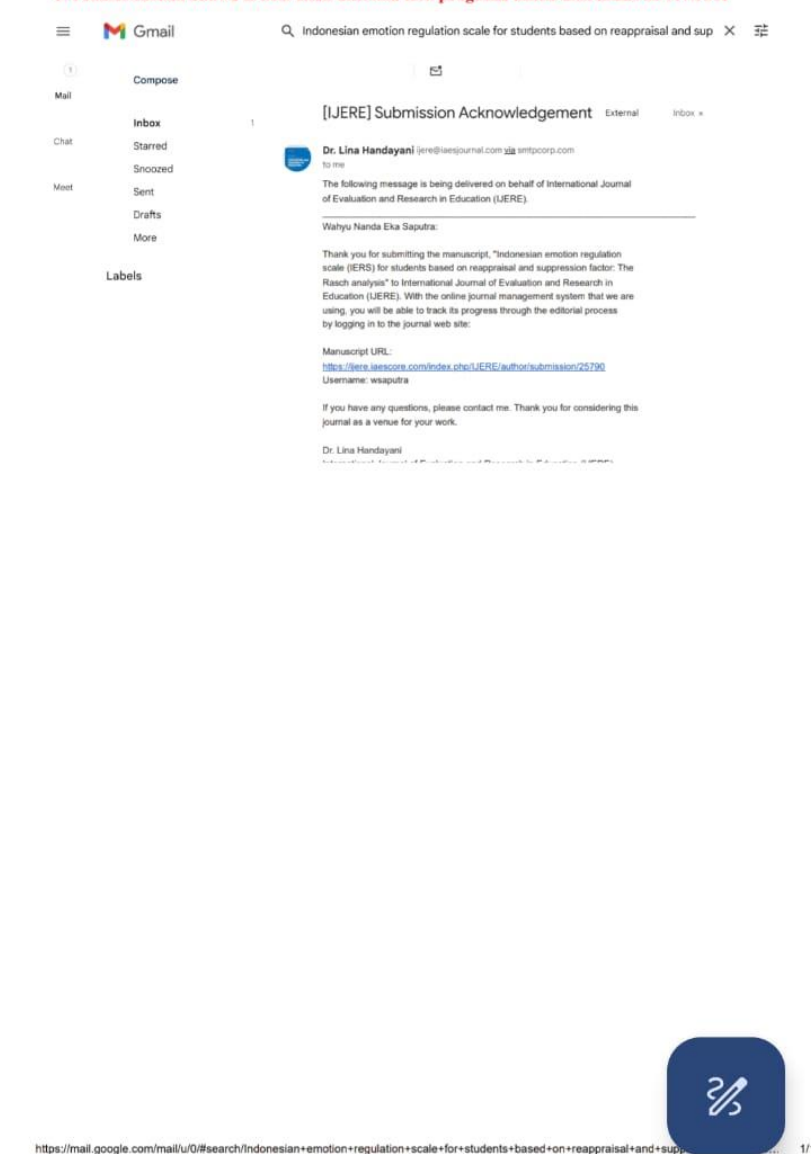
This study aims to develop and validate an emotion regulation scale using Rasch analysis and use

2. Email mendapatkan respon dari pengelola jurnal

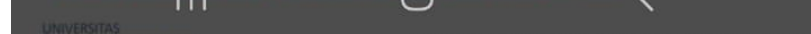


Paper's should be the fewest possible that accurately describe ... (First Author)

3. Pemberitahuan bahwa artikel telah diterima oleh pengelola untuk diteruskan ke reviewer



4. Penulis menerima keputusan "Revisions Required" pada 20 Desember 2022



3. Wajib ada Bukti Revisi dalam bentuk tabel

Matrix of Improvement
 Title : Indonesian emotion regulation scale (IERS) for students based
 on reappraisal and suppression factor: The Rasch analysis

No	Original Text	Reviewer's Comment	Revised Text

THE AUTHOR RESPONDS TO THE REVIEWER

NO	COMMENT OF REVIEWER	RESPOND FOR REVIEWER
1	Write biographies of authors after ref. Section	I have written the biographies on the last page
2	Complete the ORCID ID for each author in Biographies section.	I have completed the orchid for each author in the Biographies section on the biographies
3	Make sure that each paragraph at least contained three sentences.	I have to make sure that each paragraph at least three sentences
4	Each reference must be completed with DOI and can be traced online.	Each reference has been completed with DOI and can be traced online.
5	Similarity should be no more than 20 percent.	The similarity for my paper is 10 percent.
6	Proof read the English to expert.	I have proof read the English expert.
7	State the research funding and its contract number, if any in the acknowledgment section	Authors thanks to the Universitas Ahmad Dahlan who provided accommodation and funding for this research activity (Number: PD-135/SP3/LPPM-UAD/VII/2022).

4. Email informasi melacak kemajuan naskah dalam proses editorial

ijere.iaescore.com/index.php/IJERE/author/submissionReview/25790

1/1

6. Artikel diperbaiki pada tanggal 1 Januari 2023 dan dikirimkan kembali ke dewan editor

International Journal of Evaluation and Research in Education (IJERE)

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□ 1

Indonesian emotion regulation scale (IERS) for students based on reappraisal and suppression factor: The Rasch analysis

Waharjani¹, Wahyu Nanda Eka Saputra², Dewi Afra Khairunnisa³

¹Hadith Science Department, Faculty of Islamic Religion, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

^{2,3}Guidance and Counseling Department, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

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Dahlan, Yogyakarta, Indonesia

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1. INTRODUCTION

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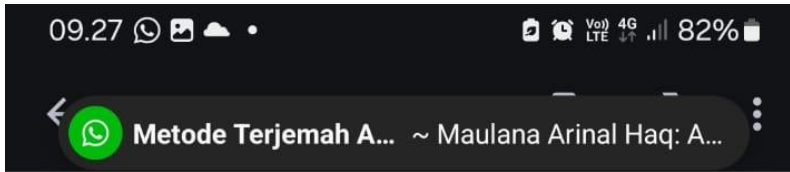
□

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This study aims to develop and validate an emotion regulation scale using Rasch analysis, and we

5. Catatan Penelaahan Awal dan Permohonan Perbaikan Artikel



mail.google.com/mail/u/0/?ik=2092f73254&view=pt&search=all&permthid=thread-f:1752705140178395712&siml=msg-f:1752705140178... 4/4

9:58 PM #25790 Review

5. Tampilan OJS untuk kegiatan review artikel

A screenshot of the OJS (Open Journal System) interface. The page title is '#25790 Review'. The main content area is divided into several sections: 'Submission' (listing authors, title, section, and editor), 'Peer Review' (showing Round 1 details), and 'Editor Decision' (showing the decision and version history). On the right side, there are several sidebar widgets: 'USER' (logged in as wasaputra), 'CITATION ANALYSIS' (listing Google Scholar, Scopus, etc.), 'QUICK LINKS' (Author Guideline, Editorial Boards, etc.), 'AUTHOR' (Submissions: Active, Archive, New), 'JOURNAL CONTENT' (Search bar and scope), and 'INFORMATION' (For Readers, For Authors, For Librarians). At the bottom, there is a Statistik Counter and a Creative Commons Attribution-ShareAlike 4.0 International License notice.

6. Pengiriman revisi naskah sesuai catatan penelaahan

09.27 82%

← Bukti editorial IE...

<https://mail.google.com/mail/u/0/#search/Indonesian+emotion+regulation+scale+for+students+based+on+reappraisal+and+suppression+factor%..>

4. Penulis menerima keputusan "Revisions Required" pada 20 Desember 2022

UNIVERSITAS
AHMAD DAHLAN Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac

[IJERE] Editor Decision
1 message

Dr. Lina Handayani <ljere@iaesjournal.com> Tue, Dec 20, 2022 at 11:11
Reply-To: "Dr. Lina Handayani" <linafkm@gmail.com>
To: Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac.id>
Cc: Waharjani Waharjani <waharjani@iha.uad.ac.id>, Dewi Afra Khairunnisa <konselor.wahyu@gmail.com>

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

Dear Prof/Dr/Mr/Mrs: Wahyu Nanda Eka Saputra,

We have reached a decision regarding your submission entitled "Indonesian emotion regulation scale (IERS) for students based on reappraisal and suppression factor: The Rasch analysis" to International Journal of Evaluation and Research in Education (IJERE), a SCOPUS and ERIC indexed journal (<https://bit.ly/2E18hDj>).

Our decision is to revisions required.
Please prepare your revised paper (in MS Word or LATEX file format) adheres every detail of the guide of authors (<http://tiny.cc/iaesijere>, or <http://tiny.cc/ijerelatex> for LATEX file format), and check it for spelling/grammatical mistakes.

The goal of your revised paper is to describe novel technical results.

A high-quality paper MUST has:
(1) a clear statement of the problem the paper is addressing --> explain in "Introduction" section
(2) the proposed solution(s)/method(s)/approach(es)/framework(s)/
(3) results achieved. It describes clearly what has been done before on the problem, and what is new.

Please submit your revised paper within 6 weeks.

I look forward for hearing from you

Thank you

Best Regards,
Dr. Lina Handayani

=====

IMPORTANT!!
=====

For ORIGINAL/RESEARCH PAPER: the paper should be presented with IMRaD model:
1. Introduction
2. Research Method
3. Results and Discussion
4. Conclusion.

We will usually expect a minimum of 30 references primarily to journal papers. Citations of textbooks should be used very rarely and citations to web pages should be avoided. All cited papers must be referenced within the body text of the manuscript.

For REVIEW PAPER: the paper should present a critical and constructive analysis of existing published literature in a field, through summary, classification, analysis and comparison. The function and goal of the review paper is:

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3/26/24, 9:56 PM Universitas Ahmad Dahlan Yogyakarta Mail - [IJERE] Editor

1) to organize literature;
2) to evaluate literature;
3) to identify patterns and trends in the literature;
4) to synthesize literature; or
5) to identify research gaps and recommend new research areas.

The structure of a review paper includes:
1. Title – in this case does not indicate that it is a review article.
2. Abstract – includes a description of subjects of the study.
3. Introduction includes a description of context (paragraph 1-3), motivation for review (paragraph 4, sentence 1) and defines the focus

7. Pemberitahuan Penerbitan Padjadjaran Ilmu Hukum Vol. 5 No. 1 April 2018

Paper's should be the fewest possible that accurately describe ... (First Author)

7. Artikel dinyatakan accepted pada tanggal 2 Januari 2023

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Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac.id>

[JERE] Editor Decision

1 message

Dr. Lina Handayani <ijere@iaesjournal.com>

Mon, Jan 2, 2023 at 8:23 AM

Reply-To: "Dr. Lina Handayani" <linafkm@gmail.com>

To: Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac.id>

Cc: Waharjani Waharjani <waharjani@ilha.uad.ac.id>, Dewi Afra Khairunnisa <konselor.wahyu@gmail.com>

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Dear Prof/Dr/Mr/Mrs: Wahyu Nanda Eka Saputra,

It is my great pleasure to inform you that your paper entitled "Indonesian emotion regulation scale (IERS) for students based on reappraisal and suppression factor: The Rasch analysis" is conditionally ACCEPTED and will be published on the International Journal of Evaluation and Research in Education (JERE), a SCOPUS (<https://www.scopus.com/sourceid/21100934092>), SJR: 0.236 (SJR Q3), CiteScore: 1.3 and SNIP: 0.582) and ERIC (<https://bit.ly/2Ei8hDj>) indexed journal. Congratulations!

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You should submit your camera-ready paper (along similarity report by iThenticate/Turnitin that less than 20%, and with your payment receipt) within 6 weeks.

I look forward to hearing from you.

Thank you

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Dr. Lina Handayani

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<http://ijere.iaescore.com/index.php/IJERE/about/editorialPolicies#custom-2>
- 2). It is mandatory to present your final paper according to "IMRAD style" format, i.e. :
 1. INTRODUCTION
 2. The Proposed Method/Framework/Procedure specifically designed (optional)
 3. METHOD
 4. RESULTS AND DISCUSSION
 5. CONCLUSION

31/43

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3/28/24, 10:03 PM

Universitas Ahmad Dahlan Yogyakarta Mail - [JERE] Editor Decision

See <http://iaescore.com/gfa/ijere.docx>

3). Add biographies of authors as our template (include links to the 4 authors' profiles, do not delete any icons in the template).
-> Provide links for all authors to the 4 icons (Scholar, Scopus, Publons and ORCID). It is mandatory!! See <http://iaescore.com/gfa/ijere.docx>

4). Use different PATTERNS for presenting different results in your figures/graphics (instead of different colors). It is mandatory!! See <http://iaescore.com/gfa/ijere.docx>

5). Please ensure that all references have been cited in your text. Use a tool such as EndNote, Mendeley, or Zotero for reference management and formatting, and choose IEEE style. Each citation should be written in the order of appearance in the text in square brackets. For example, the first citation [1], the second citation [2], and the third and fourth citations [3], [4]. When citing multiple sources at once, the preferred method is to list each number separately, in its own brackets, using a comma or dash between numbers, as such: [1], [3], [5]. It is not necessary to mention an author's name, pages used, or date of publication in the in-text citation. Instead, refer to the source with a number in a square bracket, e.g. [9], that will then correspond to the full citation in your reference list.

Examples of in-text citations:

This theory was first put forward in 1970 [9].

Zadeh [10] has argued that ...

Several recent studies [7], [9], [11]-[15] have suggested that....

... end of the line for mv research [16]

8. Informasi hasil proofread dari pengelola jurnal

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- You should submit your payment receipt (along with your camera-ready paper and similarity report by iThenticate/Turnitin that less than 20%) within 6 weeks to email: ijere@iaesjournal.com
- All correspondence should be addressed to the emails (support by phone is not provided).

International Journal of Evaluation and Research in Education (IJERE)
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3/26/24, 10:04 PM

#25790 Editing

8. View proof muncul di sistem OJS pada tanggal 2 Oktober 2023

The screenshot displays the OJS submission editing interface for article #25790. The main content area is divided into several sections:

- Submission:** Shows authors (Waharjani Waharjani, Wahyu Nanda Eka Saputra, Dewi Afra Khairunnisa), title (The Rasch analysis), section (General Education Concepts), and editor (Yoo Jar, Sagini Keangwe, Elina Mesta).
- Copyediting:** A table with columns for REQUEST, UNDERWAY, and COMPLETE. It lists three items: Initial Copyedit, Author Copyedit (with a 'Choose File' button and 'No file chosen' message), and Final Copyedit.
- Layout:** A table with columns for FILE, FILE, and FILE. It lists one item: PDF VIEW PROOF (25790-58744-L1-PR.PDF, 2023-10-02, 221).
- Proofreading:** A table with columns for REQUEST, UNDERWAY, and COMPLETE. It lists three items: Author, Proofreader, and Layout Editor.

The sidebar on the right contains navigation options: USER (logged in as waqgutra), CITATION ANALYSIS (Google Scholar, Scholar Metrics, Scopus, etc.), QUICK LINKS (Author Guideline, Editorial Boards, etc.), AUTHOR (Submissions, Active, Archive, New Submission), JOURNAL CONTENT (Search, Search Scope, Browse), and INFORMATION (For Readers, For Authors, For Librarians).

<https://ijere.iaescore.com/index.php/IJERE/author/submissionEditing/25790>

1/1

9. Artikel terbit pada Desember 2023 (<https://ijere.iaescore.com/index.php/IJERE/article/view/25790/13681>)

International Journal of Evaluation and Research in Education (IJERE)
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ISSN: 2252-8822, DOI: 10.11591/ijere.v12i4.25790

1771

Indonesian emotion regulation scale for students based on reappraisal and suppression factor: The Rasch analysis

Waharjani¹, Wahyu Nanda Eka Saputra², Dewi Afra Khairunnisa²

¹Department of Hadith Science, Faculty of Islamic Religion, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

²Department of Guidance and Counseling, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Yogyakarta,

9. Permohonan Penyesuaian Konten Artikel

Paper's should be the fewest possible that accurately describe ... (First Author)

7. Artikel dinyatakan accepted pada tanggal 2 Januari 2023

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Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac.id>

[JERE] Editor Decision

1 message

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Reply-To: "Dr. Lina Handayani" <linafkm@gmail.com>
To: Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac.id>
Cc: Waharjani Waharjani <waharjani@ilha.uad.ac.id>, Dewi Afra Khairunnisa <konselor.wahyu@gmail.com>

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<http://ijere.iaescore.com/index.php/IJERE/about/editorialPolicies#custom-2>
- 2). It is mandatory to present your final paper according to "IMRAD style" format. I.e.:
 1. INTRODUCTION
 2. The Proposed Method/Framework/Procedure specifically designed (optional)
 3. METHOD
 4. RESULTS AND DISCUSSION
 5. CONCLUSION

31/43

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3/26/24, 10:03 PM

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- 3). Add biographies of authors as our template (include links to the 4 authors' profiles, do not delete any icons in the template).
-> Provide links for all authors to the 4 icons (Scholar, Scopus, Publons and ORCID). It is mandatory!! See <http://iaescore.com/gfa/ijere.docx>
- 4). Use different PATTERNS for presenting different results in your figures/graphics (instead of different colors). It is mandatory!! See <http://iaescore.com/gfa/ijere.docx>
- 5). Please ensure that all references have been cited in your text. Use a tool such as EndNote, Mendeley, or Zotero for reference management and formatting, and choose IEEE style. Each citation should be written in the order of appearance in the text in square brackets. For example, the first citation [1], the second citation [2], and the third and fourth citations [3], [4]. When citing multiple sources at once, the preferred method is to list each number separately, in its own brackets, using a comma or dash between numbers, as such: [1], [3], [5]. It is not necessary to mention an author's name, pages used, or date of publication in the in-text citation. Instead, refer to the source with a number in a square bracket, e.g. [9], that will then correspond to the full citation in your reference list.

Examples of in-text citations:

This theory was first put forward in 1970 [9].
Zadeh [10] has argued that ...
Several recent studies [7], [9], [11]-[15] have suggested that....
... end of the line for mv research [16]

10. Pengiriman Revisi artikel, bukti transfer dan form transfer copyright (screenshot)

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Indonesian emotion regulation scale (IERS) for students based on reappraisal and suppression factor: The Rasch analysis

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ABSTRACT

Every human being has emotional turmoil, which will be a serious problem if they cannot control it. The importance of emotion regulation has become one of the bases for developing a measure of emotion regulation for students, the Indonesian Emotion Regulation Scale (IERS). No research yet describes an instrument that measures students' level of emotion regulation in Indonesia. IERS consists of nine items in two aspects: reappraisal and suppression factor. The content validity test involves two experts in the field of psychometrics. In comparison, the construct validity test involved 354 students in Yogyakarta, Indonesia. Data analysis using inter-rater reliability (IRR) coefficient of Cohen's Kappa and Rasch analysis. Based on the study of the IRR coefficient of Cohen's Kappa, two experts agree on the acceptability of the IERS statement items. Besides that, the results of the application of Rasch analysis show that IERS is good, precise, and conforms with the model. IERS is a reliable and valid tool to measure students' level of emotion regulation accurately. This paper discusses the implications and recommendations for further research for the implementation of guidance and counseling containing the value of emotion regulation as a follow-up to the performance of IERS.

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1. INTRODUCTION

Students need a safe and comfortable situation to study at school. Several research results indicate that the level of feeling safe and comfortable at school correlates with student performance in the academic field [1], [2]. Various feelings of discomfort, insecurity and even fear of students in academic activities at school appear due to high student violence [3], [4]. The school situation is one of the essential factors that can support achieving educational goals. However, the reality on the ground shows different dynamics. Student violence is a problem that often arises in schools, for example, aggressive behavior [5], [6] and bullying [7], [8], both traditional and online. One of the causes of students causing violence is the inability of students to optimize emotion regulation [9], [10]. This absence of emotion regulation triggers the lack of students' efforts to suppress the violent impulses that exist in them.

A measuring tool to identify the level of emotion regulation is one of the options for determining student emotion regulation portraits. The measurement results with these measuring instruments are the basis for preparing guidance and counseling programs to improve emotion regulation [11], [12]. Several studies have made efforts to develop the self-regulation of emotion scale, but not many data analysis techniques have

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used methods that provide accurate data. An example is research that uses the Pearson correlation, namely emotion regulation strategies for artistic creative activities scale [13]. Another example is research that uses factor analysis, namely the state difficulties in emotion regulation scale [14] and Turkish version of difficulties in emotion regulation scale-brief form [15]. Furthermore, other studies have also formulated a scale of emotion regulation, namely the Hindi version of the difficulties in emotion regulation scale [16] and modified versions of the difficulties in emotion regulation scale [17]. These weaknesses are the trigger to developing a more accurate measuring tool to identify self-regulation of emotion. The Rasch model is an alternative to provide a more precise estimate of the reliability of measuring instruments [18]–[20].

This study aims to develop and validate an emotion regulation scale using Rasch analysis, and we

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1. INTRODUCTION

Students need a safe and comfortable situation to study at school. Several research results indicate that the level of feeling safe and comfortable at school correlates with student performance in the academic field [1], [2]. Various feelings of discomfort, insecurity and even fear of students in academic activities at school appear due to high student violence [3], [4]. The school situation is one of the essential factors that can support achieving educational goals. However, the reality on the ground shows different dynamics. Student violence is a problem that often arises in schools, for example, aggressive behavior [5], [6] and bullying [7], [8], both traditional and online. One of the causes of students causing violence is the inability of students to optimize emotion regulation [9], [10]. This absence of emotion regulation triggers the lack of students' efforts to suppress the violent impulses that exist in them.

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This study aims to develop and validate an emotion regulation scale using Rasch analysis, and we named it Indonesian emotion regulation scale (IERS). The IERS development process considers the Indonesian people's cultural aspects. Instruments that pay attention to cultural elements can accurately measure the human condition [21], [22]. The measuring instrument that measures the level of emotion regulation involves two aspects: reappraisal and suppression factor [23]–[25]. Reappraisal factor refers to changes in how people think when interpreting situations with the potential for specific emotional reactions. At the same time, the suppression factor emphasizes the form of emotional regulation by suppressing ongoing expressive behavior. IERS is one of the alternative instruments to measure students' level of emotion