



Expressive Writing Techniques Group Counseling Services to Improve The Ability of Students' Angry Emotions

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Abstract

Currently there are many students who are not able to express their angry emotions in a good way without harming those around them. This study was conducted to improve the ability of students' angry emotions using expressive writing technique group counseling services. This experimental study used pretest-posttest group design and used a scale of the ability of anger emotion. Then, the data was analyzed by using the Wilcoxon Test. The results obtained $Z_{count} : 2.201 > Z_{table} : 1.645$. It means that there was a difference between the scores of students' ability to manage angry emotions before and after being given treatment of expressive writing techniques group counseling services. Based on the result above, it can be concluded that the ability of student's anger management can be improved by expressive writing techniques group counseling services. The results of this study are expected to be a solution for teachers in improving the ability to manage students' angry emotions. In addition, further researchers are expected to be able to include variables that affect the management of angry emotions such as gender or psychotic disorders that arise and pay attention to the composition of the balance of the number of men and women who will become group members, in order to maintain the dynamics of the implementation of guidance.

Keywords: *group counseling, expressive writing techniques, angry emotions.*

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INTRODUCTION

High school students are teenagers who basically have a high curiosity and are in a period of searching for their identity. Adolescence is a transitional period between childhood and adulthood, which begins at the time of sexual maturity, which is between the ages of 11 or 12 years. 20 years, that is, before young adulthood. During adolescence, there are many demands that exist in society and at school so that adolescence is often an emotionally chaotic period.

Basically emotions are needed to help and facilitate the lives of teenagers to be able to adapt to the school and community environment. In adolescents, emotions that often and easily arise compared to other emotions are angry emotions. According to Safaria (2009) anger is something that is social in nature and usually occurs when it is treated unfairly. Managing angry emotions well help students avoid various kinds of problems and can take positive action when faced with situations that cause anger. According to

Golden (Nindita, 2012) one of the goals of the ability to manage angry emotions is to help individuals to be able to express their anger in a healthy and acceptable way in their environment.

The characteristics of people who are good at managing their emotions according to Goleman (2009), namely having self-control, in the sense of being able to manage destructive emotions and impulses effectively, having good interpersonal relationships with others, having a careful attitude, having adaptability, This means being flexible in dealing with change and challenges, having a higher tolerance for frustration, and having a positive view of oneself and the environment. According to Goleman (2009) aspects of managing angry emotions can be seen from recognizing angry emotions, controlling angry emotions, reducing angry emotions, expressing angry emotions assertively.

Many students have not been able to manage their angry emotions well. This is evident from the existence of several cases or phenomena that occur among students. The results of preliminary research conducted at SMA Al-Azhar 3 Bandar Lampung regarding angry emotions show several symptoms, namely students who when angry will be hostile to their friends or even physically injure their friends, students who when angry just keep their anger and do not want to interact with other people, students who when angry say harsh words and speak in a high tone, and there are students who when angry break or hit such as glass or windows, walls, tables and doors. If this conditions are not handled properly, there will be many impacts resulting from the lack of students' ability to manage angry emotions, such as students will be easily provoked and express anger with actions that harm themselves and others.

If the problems that occur are allowed to drag on, there will be many negative impacts caused by the lack of students' ability to manage angry emotions. The negative impacts that can occur include students being easily provoked and expressing anger with actions that harm themselves and others, problems in socializing with friends, losing self-control, and decreasing academic achievement (Salmiati, 2015). In order to overcome this, it is necessary to find a solution so that students are able to manage angry emotions through a group counseling service. The results of previous studies showed that group counseling services were able to reduce aggressive behavior and bullying in schools (Home, Stoddard, & Bell, 2007).

There have been many studies on group counseling that have been carried out, including group counseling to increase empathy for junior high school students (Sunawan et al., 2019), stress reduction group counseling about psychological and inflammatory responses in women with breast cancer (Mirmahmoodi et al., 2020), the effect of this approach group counseling therapy on the psychological well-being of adolescent girls (Naeim, Rezaeisharif, & Bagvand, 2021), group counseling with expressive writing techniques to reduce learning saturation (Pratama, Subiyanto, & Yuhanita, 2021), and cognitive behavior therapy-based group counseling on symptoms of depression (Demir & Ercan, 2022). From the research that has been done, no one has investigated group counseling with expressive writing techniques to manage angry emotions. Through expressive writing techniques, it will provide inner or emotional experiences to express all thoughts, feelings, and experiences that are meaningful in writing (Istiana, 2007). Expressive writing technique is a counseling medium (expressive writing) which is one way to find out the condition of the counselee by writing. By expressing expressiveness, students will find it easier to express their emotions in a good way, express their feelings honestly, openly and freely. By expressing expressiveness, students can prevent excessive expression of angry emotions and reduce violence so that such actions do not occur.

The problems described above and the literature review that has been carried out, to provide solutions to the problems faced are carried out with the title Expressive Techniques Group Research Counseling Services to improve the ability to Manage Anger Emotions. The aim of this research is that the students of SMA Al-Azhar 3 Bandar Lampung can improve their emotional management counseling skills by participating in expressive writing technique group services. In addition, it can make it important for students to express angry emotions in a good way without harming themselves or others.

LITERATURE REVIEW

Anger is defined as an intense emotional state involving a strong uncomfortable and non-cooperative response to a perceived provocation, hurt or threat (Videbeck, 2006). Besides that, anger also can be defined as a response response to a threat or perception of a threat against an individual or group (Orji, 2014). It can evolve from empathetic concern or perception of in justice and is related to cognitive factors such as hostility and cynicism, also an emotion that is often difficult to control because of the intense physiological reaction involved in the fight or flight responses that trigger anger (Lochman, 2004).

Anger is an acute emotional reaction evoked by a number of stimulating situations including outward threats, verbal restraint and disappointment. Anger is one type of emotion that is considered a basic and universal emotion. People from all cultures have angry emotions and usually, anger is considered an integral part of aggression, cruelty, and violence. Therefore, the discussion of anger is usually always associated with aggression and violence because the emotion of anger is considered negatively by society because it is destructive.

The service that researchers use to improve the ability to manage angry emotions in students is by using group counseling services with expressive writing techniques. According to Latipun (2006) group counseling is a form of counseling by utilizing groups to help, provide feedback and learning experiences. Group counseling in the process uses the principles of group dynamics (group dynamic). Group dynamics is the movement within the group where in the process each individual is required to play an active role in interacting with group members with each other. Group members can take advantage of the communication atmosphere that is formed from group dynamics to increase understanding and acceptance of the values of life and all life goals, as well as to learn and or eliminate certain attitudes and behaviors.

According to Porwadarminta (Istiana, 2007) expressive writing is an inner or emotional experience that can be formulated as an activity to pour out all thoughts, feelings, and experiences that are meaningful in writing. Expressive writing technique is a counseling medium, (expressive writing) is one way to find out the counselee's condition by writing. By writing expressive students will more easily express their emotions in a good way, express their feelings honestly, openly and freely. By writing expressive students can prevent excessive expression of angry emotions and reduce tension so that actions such as violence and others do not occur.

METHODS

The study was conducted at SMA Al-Azhar 3 Bandar Lampung, Jl. Moh. Nur No. 1, Sepang Jaya, Kedaton, Bandar Lampung, Lampung. The research design used in this study was a quasi-experiment with the pre-test and post-test one group design. The experimental class was given treatment with group counseling services with expressive writing techniques. The population in this study were students of class XI IPS 1 and 2 SMA Al-Azhar 3 Bandar Lampung for the academic year 2020/2021, the number of

students who became the population in this study were 61 students. The data analysis techniques with the Wilcoxon test, by looking for differences in the mean Pretest and Posttest. The stages of this study is explained by figure 1.

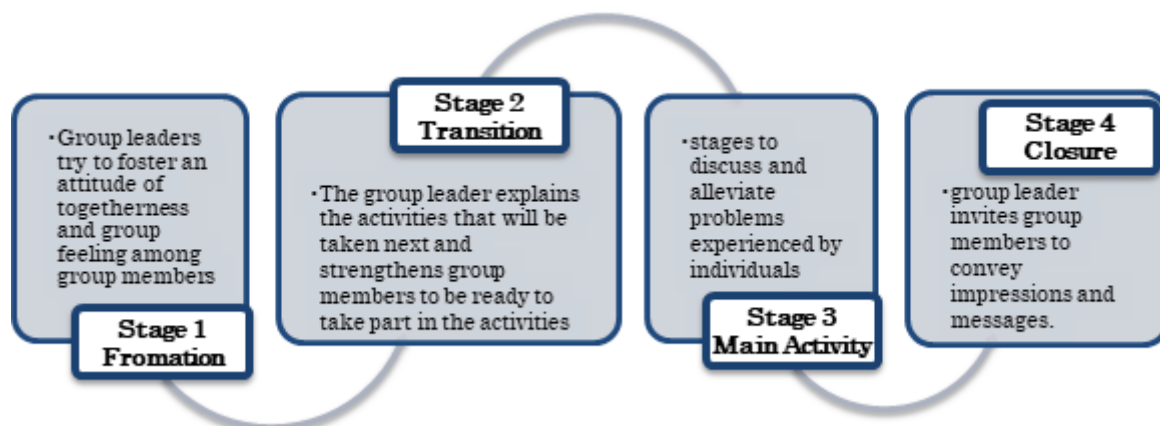


Figure 1. The stages of Expressive Writing Techniques Group Counseling Services

RESULTS AND DISCUSSION

Before implementing group counseling services, the researchers first conducted interviews with counseling guidance teachers and also the vice principal of student affairs to obtain information about students who have low emotional management skills. Interviews yielded information that there were some students who did not have the ability to manage angry emotions that were low or not good in class XI SMA Al-Azhar 3 Bandar Lampung. To find out the emotional level of students, measurements were then carried out through the distribution of the ability to manage angry emotions to categorize students' anger levels into 3, namely high, medium, and low. The measurement data are shown in Figure 2.

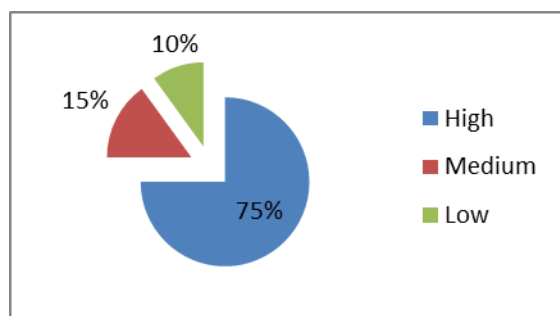


Figure 2. Level of student's angry emotion

Based on the data in Figure 2, it can be seen that the level of the students' ability to manage angry emotions is 75% high, 15% medium and 10% low. It appears that there are still students who have low ability to control angry emotions. Based on these data, treatment will be given to 10% or 6 students who have low ability to control angry emotions. The total scores obtained by these students are presented in table 1.

Tabel 1. Score of students' who have low category level

No	Initial	Score	Level
1.	ZAI	83	Low
2.	MRPF	72	Low
3.	SA	74	Low
4.	AA	78	Low
5.	AHN	71	Low
6.	AAR	79	Low

Counseling service activities in the form of expressive writing techniques group counseling services are given to 6 students who have a low level of ability category. This counseling service consists of 4 stages and at the end of the implementation stage a posttest is carried out. The treatment given to students is explained in the following 4 stages:

Stage 1 Formation

At this early stage, the researcher as the leader of the group seeks to foster an attitude of togetherness and group feeling among group members and seeks to foster group members' interest in group activities. Group members are welcome to introduce themselves and group leaders play games to warm up the group atmosphere. Then the researcher explained the meaning of group counseling, goals, methods and principles of group counseling service activities.

Stage 2 Transition

This stage is a link between the first and third stages. The group leader explains the activities that will be taken next and confirms the group members to be ready to take part in this activity. The group leader explains the role of group members by actively arguing and issuing ideas in discussing the topic. The group leader explains the topic that will be discussed in each meeting, which is related to the ability to manage angry emotions.

Stage 3 Main Activity

This stage is the core activity of group counseling activities on expressive writing techniques. The activity stage is a stage for discussing and alleviating problems experienced by individuals (related to the ability to manage angry emotions). This activity stage is a stage in which each group member interacts with each other to provide responses that show the life of group counseling activities in accordance with the expected goals. This main activity consisted of seven meetings which is listed in table 2.

Stage 4 Closure

This stage is the closing stage. The group leader invites group members to convey their impressions and messages.

Table 2. Group counseling activities

Meeting	Activities
1 st	The aim of this activity is to build a close relationship in the group. The group leader explained the ability to manage angry emotions, and the impact of low or bad anger management skills. Introducing expressive writing techniques, and counseling implementation mechanisms.
2 nd	This meeting was continued by building self-awareness of group members related to the ability to manage angry emotions. Exploring the behavior of group members that indicate an inability to manage angry emotions. The group leader explained the importance of having good anger management skills. The group leader asks group members to write down their frequent emotional angry experiences for 10 minutes non-stop and asks group members to read them out.
3 rd	The group leader was still exploring the forms of group member behavior that indicated the inability to manage angry emotions. The group leader asks group members to write down emotional experiences of anger related to their close friend and asks group members to read them out.
4 th	The group leader is still exploring the forms of behavior of group members that indicate an inability to manage angry emotions. The group leader asks group members to write down any emotional experiences of anger that have occurred at school or at home and asks group members to read them out.
5 th	This meeting helps group members to understand the causes and things that arise when angry emotions arise. The group leader asks group members to share things that make their angry emotions arise. After the group members finished telling stories, the group leader asked group members to write down 10 expressions and actions they did when they were angry.
6 th	At this time the group members were asked to name things that should be done when angry emotions arise. The group leader tries to help group members to express anger assertively through writing. The group leader asks group members to write letters that can be addressed both to himself and to others.
7 th	This last meeting which is a termination and follow-up. The group leader reviews the previous session and gives group members the opportunity to share what has been learned. The group leader conveys the progress that group members have and discusses it using various objective data. Give praise to group members for their achievements.

Table 3. Students' pretest and posttest scores

Initial	Pretest	Posttest	Gain	Percentage
ZAI	83	119	36	24%
MRPF	72	117	45	30%
SA	74	123	49	33%
AA	78	121	43	29%
AHN	71	125	54	36%
AAR	79	114	35	23%
Average	76	120	44	29%

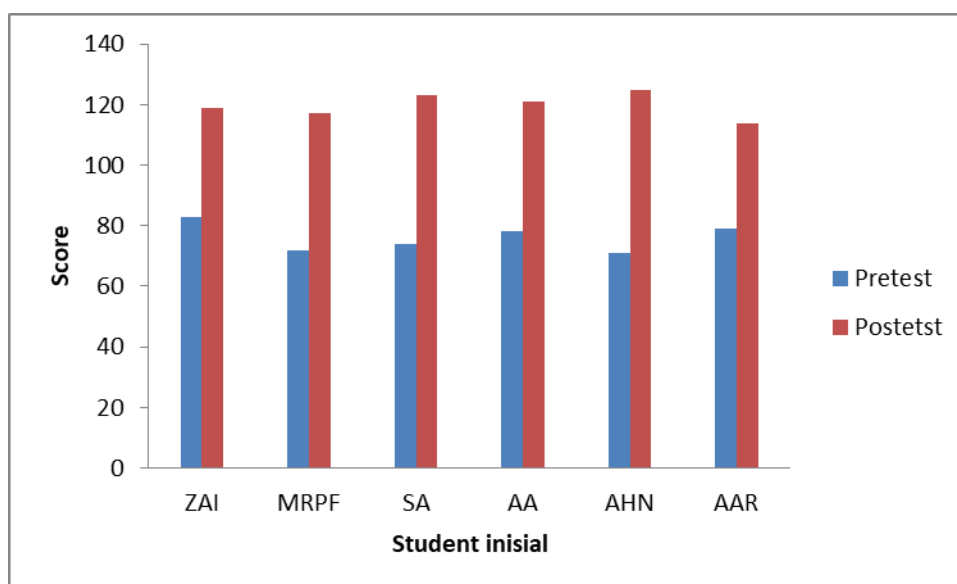


Figure 3. Comparison of student's pre and posttest score

At the end of the counseling stages, the 6 students were given a posttest. In detail the results can be seen in table 3. It can be seen this group counseling increased student's scores with an average increase of 29%. Besides that, Based on Figure 3, it can be seen that all students experienced an increase in controlling their angry emotions. Based on the calculation results obtained a score of $Z_{count} = 2.201$. This calculated Z value is then compared with $Z_{table} 0.05 = 1.645$. Because $Z_{count} > Z_{table}$, it can be concluded that there is a difference between the scores of students' ability to manage angry emotions before being given treatment and after being given treatment with group counseling services with expressive writing techniques. It means that this expressive writing techniques group counseling services is able to increase student's ability of manage their anger emotion. This is because, the concept of expressive writing technique group counseling is to provide responsive services in the form of providing assistance to students who have needs and problems that require immediate help (Tarmizi, Sugiharto, & Sutoy, 2020; Krisnanda, 2019). Expressive writing technique group counseling is part of expressive therapy that focuses on emotions where the release of angry emotions occurs through writing and can enhance new experiences for individuals. The basic concept in expressive writing is when people change their feelings and thoughts about personal and upsetting experiences that are expressed through writing.

Conducive expressive writing technique group counseling also provides opportunities for students to exchange ideas, ideas, support alternative problem solving assistance and make the right decisions so that students can practice new lifestyles

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(Maslej *et al*, 2020). Couselees can develop the ability to communicate between one individual and another, so that they can provide assistance to each other in completing their developmental tasks. Couselees can also gain the ability to self-regulate and direct their own lives, starting from interpersonal relationships within the group and continuing in everyday life outside the group environment (Mukhlis *et al*, 2020).

CONCLUSION

Based on the result above, it can be concluded that the ability of student's anger management can be improved by expressive writing techniques group counseling services. Therefore, expressive writing technique group counseling services can be used as an effective method to improve the ability to manage students' angry emotions.

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