

The Effectiveness of Expressive Writing Therapy on Expressing Angry Emotional Expressions of MTS Safindah Surabaya Students

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Abstract : Anger is an emotional reaction to what is felt internally and externally. Factors forming angry emotions include: 1) Fear, 2) Insecurity, 3) Hurt, 4) Disappointed self-esteem, 5) Feelings of being unappreciated. The characteristics of angry expression are divided into three forms, namely: 1) anger in, 2) anger out, 3) anger control. The subjects of this intervention were the students of MTS Safindah. The intervention that can be given to angry students is expressive writing therapy with the hope that it can reflect the innermost thoughts and feelings of unpleasant events in the form of handwritten language. The purpose of this study was to determine the forms of angry emotional behavior, and to determine the effectiveness of expressive writing therapy on the angry emotions of MTS Safindah students. This study used Quasy Experiment Design with One Group pretest posttest design with random group selection. The scale used in this study is the State-Trait Anger Expression Inventory (STAXI) developed by Spielberger which consists of three indicators, namely anger in, anger out, anger control. Based on the interventions that have been carried out, the results of the hypothesis indicate that the Expressive Writing Therapy intervention can reduce the expression of negative angry emotions in Safindah's MTS students, so that Safindah's MTS students are able to improve control over the expression of anger.

INTRODUCTION

The emotion of anger is a type of emotion as basic and universal. Anger is an emotional response that occurs because of unpleasant feelings towards the environment and feelings of dislike in social relationships (Anggraini et al., 2019). Anger is an emotional reaction to what is felt internally or externally. Anger is an emotion associated with the psychological interpretation of someone who is offended, persecuted, rejected, who tends to react backwards (Hassan et al., 2019). Psychologically, anger stems from individual temperament, interpersonal context, and conflict characterized by several inward and outward emotional, cognitive, and behavioral indicators. Anger can also reflect social

cognitive emotional processes across all emotions, consisting of cognitive judgments and tendencies of action (Maltby et al., 2022). Anger is a human emotion, but anger can also be problematic if it is intense and expressed in bad ways. Angry emotions often arise in a person caused by several factors, namely: community environment, school and even family. According to Bhave & Shaini (2009) Internal factors that cause angry emotions in individuals are, personality type, lack of skills, problem solving, hormonal effects, anxiety, depression, unpleasant memories, and nervous system. Its external factors influence education and parents, situational, and environmental (Fitrianingsih et al., 2020).

Factors that make up angry emotions include: 1) Fear, 2) Insecurity, 3) Hurt, 4) Disappointed self-esteem, 5) Feelings of disrespect. The characteristics of angry expression are divided into three forms, namely: 1). anger in or expression of angry emotional expressions felt by individuals, tend to be held inside themselves without expressing them openly such as choosing silence when angry. 2). Anger out or anger that is vented out such as: angry yelling, inappropriate speech, and facial expressions such as frowning. 3). Namely angry situations accompanied by efforts to process or resolve difficulties or disappointments with cognitive and less impressive responses. Emotional intelligence according to Goleman (in Juwita, 2020) is the ability to regulate and survive to face frustration, control the heart and not excessive, keep the burden of stress from paralyzing one's ability to recognize and control one's emotions, so that it can have a positive impact (Juwita et al., 2020). Individuals who have emotional intelligence can feel emotions, control and use emotions appropriately making life easier as social beings (Dema Yulianto, 2020).

From the results of a survey of researchers on MTS Safindah students that there are some students who cannot control their angry emotions because the behavior of someone faced is not in accordance with what they want. According to interviews from students Y and F, they both once vented their angry emotions by beating up underclassmen who they thought were disturbing their comfort. Of the two people interviewed by the researchers, they also said that this kind of behavior was done by many other students. They themselves have also been victims of beatings from their upperclassmen because they are considered to disturb comfort such as being disrespectful to upperclassmen, even if there is a plan to beat their underclassmen they invite their friends to gang up. Cases like this still often occur because from schools if they are found out, the punishment is only in court by the relevant teacher.

In research (Ninik Fitriyah in Soputro 2013) a number of students of SMU PGRI 6

Malang, the form of expression of students' negative feelings is fighting with fellow students, opposing teachers and staff employees and even hitting objects nearby when they are angry (Soputro, 2013). In Nurbaiti's research (2019), there are still many junior high school students who are unable to manage angry emotions. Some students expressed angry emotions by fighting, crying, inhabiting their themes and even cutting back on activities related to friends who had angered them (Nurbaiti, 2019).

Expressive writing therapy is suitable for teenagers According to Pennebaker (2002) writing therapy is an activity that leads us to problem solving, a form of self-expression and free expression (Aryani Safithry & Sari Dewi, 2020). According to Gorelick (in Riani 2020) writing therapy aims to increase understanding of oneself and others, can increase creativity, strengthen communication, can express emotions and can even reduce tension (Riani, 2020). This therapy is considered suitable for adolescents because adolescence is a time of physically, intellectually, and emotionally significant transformations that cause feelings of sadness and uncertainty. According to Monks, adolescence is a difficult period to define where they are not childhood and cannot be said to be adults. Adolescence is a phase of life, which is a period of change from childhood to adulthood is a difficult time for them to express something (Jannah, 2017).

The intervention that can be given is expressive writing therapy which aims to convey the deepest thoughts and emotions about events experienced that feel unpleasant using handwriting (Anggraini et al., 2019). A study by O'Connor et al. (2003) suggests that writing therapy can improve self-care in bereaved people. Writing is used as an open tool for individuals to take better care of themselves (Gamayanti & Hidayat, 2019). Smyth's (2008) research shows that writing therapy can improve post-traumatic positive mood and growth of PTSD sufferers. Pennebaker (1997) explains that writing about emotional experiences, traumatic events and stressful events that cause stress or

stressful situations affects a person's mental health, gaining insight or understanding, the ability to manage and reduce stress, increasing physical discomfort to reduce, improving immunity, the system, even improving academic performance and work efficiency (Gamayanti & Hidayat, 2019).

This study aims to determine the effect of expressive writing therapy in expressing angry expressions in MTS Safindah Surabaya students, this is important because the results of need analysis are still many students who show their angry expressions in the form of violence that adversely affects the environment. This also happened down and down because the upperclassmen used to do the same thing. Researchers feel this needs to be researched because skills in expressing angry emotions are very important for junior high school children so that students can express them in a positive way and do not harm others. According to the statement of Mappiare (1982) that by providing training to students to master negative emotions can make students able to control and condition their emotions in any condition. Based on the Ministry of National Education (2008) junior high school students are basically required to have emotional maturity, know how to express their feelings with *tepa*, know various forms of expression of feelings in themselves and others (Fitrianingsih et al., 2020).

METHOD

This study used an experimental quantitative approach using Quasy Experiment Design with One Group pretest posttest design with random group selection. The independent variable in this study was Expressive Writing Therapy, and the dependent variable was Angry Emotions. Expressive writing therapy is one method that can vent what is felt. Anger is an emotional reaction to what is felt internally or externally.

The population in this study was grade 7 and 8 students at MTS Safindah, both female and male, totaling 19 students. In this study, the

population is classified as Finite Population because the number of population can be determined with certainty.

The scale used in this study is the State-Trait Anger Expression Inventory (STAXI) which is an adaptation of a tool to measure experience and expression of anger compiled by Spielberger (1988) consisting of three indicators, namely anger in, anger out, anger control. There are 24 question items on this scale.

This research was conducted in two stages, namely the preparation stage and the implementation stage. In the implementation stage, researchers prepare research and intervention needs such as interviews and initial observations, preparation of intervention modules, selection of research observers, and selection of therapists.

After conducting the preparation stage, researchers began to carry out the intervention implementation stage which was scheduled for 3 meetings, with details of the first meeting as many as 8 sessions, the second meeting as many as 7 sessions, and the third meeting as many as 7 sessions. Participants will get psychoeducation about the what, how, and benefits of expressive writing therapy at the first meeting and expressive writing therapy interventions repeated at subsequent meetings. This process was followed by a follow-up at the third meeting after the intervention was completed to see the effectiveness of the intervention for the participants.

Table 1: of intervention implementation

Session	Activities
1/1	Opening and Introduction
1/2	Activity objectives and informed consent
1/3	Explanation of expressive writing therapy
1/4	Ice Breaking
1/5	Expressive writing therapy instruction
1/6	Expressive writing therapy
1/7	Worksheet filling
1/8	Closing of the activity
2/9	Opening of activities

2/10	Expressive writing therapy instruction
2/11	Expressive writing therapy
2/12	Ice breaking
2/13	Worksheet filling
2/14	Therapy
2/15	Closing activities
3/16	Opening of activities
3/17	Expressive writing therapy instruction
3/18	Expressive writing therapy
3/19	Ice breaking
3/20	Worksheet filling
3/21	Closing activities
3/22	Evaluation and Posttest

This study used data analysis with t-test analysis. The t-test is used to compare the relative values of two variables in a sample group. (Dr. Abdul Muhid, 2019). This means seeing the influence on the results of the intervention carried out on the management of angry emotions in grade 7 and 8 students of MTS Safindah who have been selected. Is there a difference in results before a treatment and after treatment?

Table 2: Subjects based on sex and age (N=19)

Gender	Number (n)	Percentage (%)
Male	10	52.63
Female	9	47.63
Age (years)	Quantity (n)	Percentage (%)
12	1	5.26
13	5	26.31
14	11	57.89
15	2	10.52

Table 2 shows the subjects involved in the study. In the table, it is known that the subjects in the experimental group of 10 students (52.63%) were male and 9 students (47.36%) were female. Meanwhile, the age of subjects in the 12-year experimental group was 1 person (5.26%), 13-year-old was 5 students (26.31), 14-year-old was 11 students (57.89), and 15-year-old was 2 students (10.52%).

Based on the results of experimental activities by researchers on an experimental

group of 19 students at MTS Safindah Surabaya, the following results were obtained:

Table 3: Results of paired sample statistics of the experimental group

measurement	Experimental Group			
	min	max	mean	Std. Deviation
Pre-Test (Anger in&out)	29	55	43.94	5.985
Post-Test (Anger in&out)	33	54	41.63	6,220
Pre-Test (Anger Control)	8	29	22.78	4.871
Post-Test (Anger Control)	12	29	22.89	5.342

The results of the data in table 3 above are known to decrease the mean value in anger in and anger out. Meanwhile, anger control has increased the mean value. In the mean pre-test anger in and anger out of 43.94, it decreased in the mean post-test anger in and out with a value of 41.63. The mean value in the pre-test anger control of 22.78 increased the mean value of post-test anger control of 22.89. Negative anger can increase control of anger expression.

Researchers conducted paired sample test analysis to determine the differences in experimental groups before and after treatment which results are contained in the following table:

Table 4: Paired sample test results of the experimental group

Calculation	t	Significance
Anger in & out (pretest-posttest difference)	1.803	0.088
Anger control (pretest-posttest difference)	-0.07	4

In table 4 of the results of the analysis test using paired samplet-test, it can be seen that the significance value obtained from all data is $p > 0.05$. Thus, it can be said that there was no significant difference in the expression of

students' angry emotions between anger in and out before and after treatment. Likewise, anger control before and after treatment there is no significant difference between the two.

In this study, data were also obtained from the intervention process, where expressive writing therapy was used to pour all the outpouring of hearts through writing as a way of channeling emotions positively for the subjects. This can be seen from the results of worksheets and interview results on subjects during follow-up measurements. The subjects of the study revealed that expressive writing allows them to channel their emotions and they feel relieved.

DISCUSSION

The results obtained showed that after treatment with expressive writing therapy on 19 students of MTS Safindah Surabaya where students could regulate the expression of negative angry emotional expressions. Students have been able to control the expression of negative angry emotions by seeing the average value of anger in and anger out which decreased after treatment and an increase in anger control after treatment.

In the value of significance on all data obtained the result is $p > 0.05$. From these results, it can be said that there is no significant difference in the expression of students' angry emotional expressions. This suggests that expressive writing therapy is less effective in decreasing the expression of angry emotional expressions.

The results of the election conducted on MTS Safindah Surabaya students as many as 19 students had excessive angry emotions. They cannot control their angry emotions because the behavior of someone they face is not in accordance with what they want. This can be self-defeating. In Duffy's (2012) writing, anger is normal. However, if there is an expression of negative angry emotional expression, it must be anticipated so that it is not sustainable in the future.

Based on the results of research that has been completed, it appears that writing therapy is less effective in reducing the expression of angry emotional expression. What can cause this is the factor of implementing expressive writing therapy that is carried out once a week. In fact, Pennebaker and Beall (1986) provide classical writing therapy that is carried out sequentially for several days. In the research of Smyth (1998) and the research of Soper and Bergen (2001) found a stronger influence related to distance in giving treatment to the effectiveness of expressive writing. Smyth explains that the therapeutic process can improve over several periods of time, which can increase the benefits of writing (Nashori et al., 2021). It is increasingly possible to increase the therapeutic process when the longer expressive writing therapy is given to the subject. This has not been fulfilled in studies that provide expressive writing therapy is carried out three times. The therapeutic effect in the study, in particular the occurrence of more intense emotional distress or decrease when the subject expresses his emotions through writing. Gorelick (Malchiodi, 2005) affirms that the main goal of writing therapy is to control tension and express emotional expressions that are stronger or excessive than usual.

In the results of the study there was a slight increase in the control of the expression of angry emotional expression which was seen in the average value where in line with Pennebaker (in Theozard, 2012) explained that a person can carry out writing therapy activities to reduce and increase his capacity to suppress and manage angry emotions. (Damaiyanti et al., 2021). A person when writing, has the opportunity to reassess the quality of his life by revealing painful and traumatic events that will help them better understand the meaning of his own experience.

Writing expression therapy has quite an impact on expressing angry emotional expressions. Because when writing, the right brain will begin to develop to become more intuitive and perceptive which allows users to use the tool to understand themselves, others,

and the surrounding environment. This is in line with the assumption that writing is an analytical and rational form of work. (Saifudin & Kholidin, 2018 (in Wekoadi).

CONCLUSION AND SUGGESTIONS

Based on the results obtained, it is known that the students' expressive writing therapy treatment has been able to regulate the expression of negative angry emotions. This can be seen in the average value of anger in and anger out which decreased after treatment and an increase in anger control after treatment. However, in the value of significance on all data obtained, the result is $p > 0.05$. From these results, it can be said that there is no significant difference in the expression of students' angry emotional expressions. This suggests that expressive writing therapy is less effective in decreasing the expression of angry emotional expressions.

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