Psychoeducation on emotional management in students of SMA Muhammadiyah X Surakarta City

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ABSTRACT

The problem that occurred at SMA Muhammadiyah X Surakarta City based on BK data, namely poor emotional management. Supportive observations and interviews, including mentioning nicknames of friends you don't like; mocking each other; not accept criticism or suggestions from others; as well as unstable mood. Poor emotional management is caused by students not knowing how to manage emotions. The purpose of this psychoeducation is to provide an understanding of the importance of emotional management and training in skills to manage emotions well. The interventions used in psychoeducation are butterfly hug practices and positive affirmations, as well as breathing relaxation practices. To determine the progress of students' understanding of emotional management material, a scale of emotional management knowledge before and after psychoeducation is given. As a result, students' understanding of emotional management has improved. Students come to know there are 2 kinds of emotions (positive and negative), and relaxation is one way to manage emotions. Based on the results of psychoeducation and findings in the field, providing psychoeducation with butterfly hug practices and positive affirmations, as well as breathing relaxation practices can help improve students' knowledge and ability to manage their emotions.

1.   INTRODUCTION

The adolescent period represents a pivotal transition from childhood to adulthood, marked by significant developments in physical, mental, social, and emotional aspects. Effective emotional management during adolescence is crucial for achieving optimal emotional maturity. However, it is a reality that many adolescents struggle to regulate their emotions (Purnama et al., 2018). According to Goleman (2005), individuals with low emotional intelligence tend to exhibit stubbornness, social difficulties, heightened frustration, mistrust of others, insensitivity to their surroundings, and increased vulnerability to stress. Conversely, individuals with average IQ but high emotional intelligence experience the opposite effects (Goleman, 2005).

Emotional regulation, or the management of emotions, is a fundamental process in which individuals influence, experience, and express their emotions (Ayuningtiyas et al., 2020; Syifa et al.,

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2019). Emotions, as described by Ahmadi and Umar, emerge from the human organism and encompass conscious experiences that affect physiological changes, observable behaviors, and strong motivations. Emotions are distinct from urges, desires, or motives, yet they share a cause-and-effect relationship with these aspects (Karisma et al., 2020; Zahara, 2017). Goleman (2005) defines emotions as distinctive feelings and thoughts, reflecting a biological and psychological state, coupled with inclinations to act. He continues to emphasize the importance of emotional management as the ability to handle one's emotions effectively (Goleman, 2005).

Research conducted by Sarnoto (2019) revealed that students at Utama Medan High School often struggle to control their emotions. Many students exhibit excessive anger over minor issues, shed tears over slight difficulties, or express overwhelming joy in ways that disrupt others, such as shouting or disturbing their peers. These behaviors mirror the real challenges faced by adolescents who have not yet mastered emotional regulation. This assertion aligns with the findings of the Global School-Based Student Health Survey (GSHS) in 2015, which indicated that 60.17% of Indonesian middle and high school students experience emotional and mental disturbances. These symptoms include loneliness (44.54%), anxiety (40.75%), and suicidal ideation (7.33%) (Mubasyiroh et al., 2017). Furthermore, the research highlights that emotional issues are more prevalent among female students (64.8%) and tend to increase with age.

Previous studies underscore the critical role of emotional regulation in students' learning processes. Yusuf & Kristiana (2018) assert that students with good emotional regulation exhibit positive behaviors that benefit themselves and others, such as cooperation, mutual assistance, forming friendships, sharing, and more. Conversely, students with low emotional regulation can manifest negative consequences for themselves and those around them due to their inability to control emotions. Dwityaputri & Sakti (2015) support this notion, explaining that students who struggle to regulate their emotions may face challenges in displaying social behaviors and may even create unfavorable impressions. However, students who excel at emotional regulation can successfully demonstrate positive social behavior and establish a positive image. Moreover, students who acknowledge their negative emotions tend to avoid situations that exacerbate their emotions or communicate grievances caused by others' actions (Dwityaputri & Sakti, 2015).

Emotion management is influenced by various factors, as described by Hurlock (1950), including age, cognitive development, social relationships—especially with peers and family—and culture. Age is a crucial factor as adolescence brings about numerous changes, such as physical transformation, hormonal shifts, and improved cognitive abilities, allowing teenagers to distinguish between right and wrong. Cognitive development plays a role in how information shapes an individual's perception. Positive information can lead to a more positive outlook. Social relationships, particularly with peers and parents, are essential during adolescence, as evidenced by research conducted by Mu'arifah et al. (2020), which emphasizes that attachment to peers, parents, and the environment enhances emotional management skills. Lastly, culture and societal norms influence how adolescents perceive and respond to emotional events (Fridari et al., 2020).

Psychosocial education, including psychoeducation, represents an effective approach to enhancing emotional management among students. Dewi et al. (2022) research demonstrates that participants in psychoeducation programs significantly improved their knowledge of emotional regulation, as evidenced by pre-test, post-test, and observation results. This finding aligns with Lunanta et al. (2021) study, which reports that psychoeducation and related practices were well-received, with participants expressing a desire to participate in similar activities in the future and a 90.9% satisfaction rate regarding the content and relevance of the program.

In light of the above, it is evident that emotion management plays a crucial role in the lives of adolescents. This community engagement initiative aims to provide psychosocial education and support to students at Muhammadiyah X High School in Surakarta. Through a series of workshops and activities, we seek to equip students with the knowledge and skills needed to effectively manage their emotions and improve their overall emotional well-being.

The remainder of this paper will detail the methods and outcomes of our community engagement program, which took place at Muhammadiyah X High School in Surakarta on March 31, 2023. This program, grounded in scientific principles and best practices, incorporates relaxation techniques, positive affirmations, and the butterfly hug method to help students achieve better emotional regulation and psychological well-being. The ultimate goal is to contribute to the Sustainable Development Goal (SDG) 3 of ensuring good health and well-being for all in Indonesia by enhancing emotional health among high school students.

2. METHODS

This psychosocial education (psychoeducation) program aimed to provide high school students at Muhammadiyah X High School in Surakarta with an understanding of the importance of emotion regulation and equip them with relevant skills. The program utilized various methods to achieve these objectives, including pre-test assessment, a sharing session, presentation of materials with a Q&A session, practical exercises for emotion management skills, and a post-test to gauge knowledge retention regarding emotion management. The program's design included some contents.

Pre-Test

Before commencing the psychoeducation program, participants were given a pre-test to assess their baseline understanding of the subject matter. The pre-test included questions related to participant identification (name, age, grade, and gender), instructions, and 10 true or false questions regarding emotion management.

Sharing Session

A sharing session was conducted as an initial icebreaker before the program's main activities. During this session, participants were encouraged to share their feelings and thoughts about their current emotional states. Additionally, real-life cases related to adolescent emotions were presented on a screen for discussion. Participants were asked to provide their opinions on these cases, and conclusions were drawn by the facilitators based on the participants' input.

Presentation of Materials and Q&A

The core content of the psychoeducation program was delivered through a presentation format. A PowerPoint (PPT) presentation was utilized to visually present the material on a screen, ensuring that participants could clearly follow the content provided by the facilitators. The presentation covered topics related to emotion regulation and strategies for managing emotions effectively. A question-and-answer session followed the presentation, allowing participants to interact with the facilitators and seek clarification on any aspects of the material. Prior to the presentation, facilitators engaged participants in discussions about current emotional challenges among students to prepare them for the core content.

Practical Exercises

To facilitate hands-on learning and practical application of the techniques discussed during the presentation, participants engaged in role-play exercises. These exercises included practicing the butterfly hug technique, using positive affirmations, and applying relaxation breathing exercises. These practical exercises aimed to empower students with the skills needed to understand, manage, and prevent more severe emotional issues.

Post-Test

Following the completion of the psychoeducation program, participants underwent a post-test to assess their retained knowledge of emotion management. The post-test utilized the same format as the pre-test, consisting of questions related to participant identification, instructions, and 10 questions with randomized sequences. This post-test aimed to measure the effectiveness of the program in enhancing participants' understanding of emotion regulation.

Program Evaluation

An evaluation of the program's implementation was conducted through a set of five questions. These questions pertained to: (1) The comprehensibility and quality of the presented material; (2) The duration of the program; (3) The effectiveness of the facilitators; (4) The methods employed in delivering psychoeducation; (5) The use of PowerPoint and video as educational tools.

Figure 1. Workflow of community service activities

3. RESULTS AND DISCUSSION

Results

The psychoeducational activity was held on Friday, March 31 2023, with approximately 35 class 11 students from SMA X Muhammadiyah Surakarta City participating. This psychoeducation was carried out face to face (offline) in one of the classrooms at SMA X Muhammadiyah, Surakarta City.

Implementation Stages

Preparation

Before collecting data, the community engagement team undertook several preparatory steps. These preparations included an in-depth study of psychoeducation materials under the guidance of the Psychoeducation course supervisor, consultations with the Psychoeducation course instructor, sourcing references for materials and methods, obtaining faculty permission for school visits/surveys through an introductory letter, and creating an interview guide to gather data from students.

Initial data collection

Following the preparations and obtaining approval from the school and the Psychoeducation course supervisor, the community engagement team collected data through interviews and observations

at Muhammadiyah X High School in Surakarta. This activity took place on March 8, 2023, involving the school's guidance counselor and five students with the initials MA, SAG, LAW, IDS, and ASY. The interviews revealed issues related to emotion management among students, which were corroborated by information from the guidance counselor. The guidance counselor explained that poor emotion management within the school environment had led to problems such as using disliked nicknames for peers, teasing, not accepting criticism or advice from others, even when it came from teachers, and experiencing unstable moods that affected students' social interactions with peers, parents, and teachers at the school.

Program design

Prior to conducting the psychoeducation activities, the community engagement team designed the program. The psychoeducation program was scheduled for Friday, March 31, 2023, from approximately 09:30 AM to 11:30 AM, and it was intended for 35 students in Class 11 who could participate in the psychoeducation activities. The number of participating students was determined in consultation with the guidance counselor. The program's flowchart was created, outlining the sequence of activities, which included an introduction, pre-test on understanding the material, a video introduction (animation), discussion of relevant cases related to ongoing phenomena, PowerPoint presentation, Q&A session, screening of a short movie, post-test on material understanding, an evaluation of the psychoeducation program, and a conclusion.

Intervention implementation

The intervention, which involved psychoeducation, began with an introduction and team presentation. This was followed by administering a pre-test (Figure 2) to assess participants' initial understanding of emotion management. The pre-test consisted of 10 true-or-false questions and was designed to gauge the participants' baseline knowledge of emotion management.

Figure 2. Pre-test

Next, the material was presented by a representative from the community engagement team as the speaker. The material presentation phase itself consisted of several activities, starting with a sharing session, a presentation on the material, role-playing, and discussions.

Sharing Session

This began by asking the participants how they were feeling at that moment. Following this, a case discussion took place, where cases related to recent emotional incidents among adolescents or students were presented. The psychoeducation participants were asked to share their opinions regarding these cases. The cases discussed included "A Student Suddenly Bringing a Machete to School Due to Emotions After Being Reprimanded by a Teacher" and "Three High School Students Stepping on a Teacher's Head Over a Trivial Matter, Being Asked About Their Attendance." From the sharing session activity, all participants agreed that the actions of these students were inappropriate. Based on the sharing session conducted by the speaker and participants, it was unanimously agreed that the cause of these incidents was their inability to manage their emotions.

The next activity was the presentation of material on emotion management by the speaker using a PowerPoint presentation (Figure 3). During the material presentation phase, the speaker first explained the concept of emotions based on Goleman's (2005) theory. Furthermore, the speaker also explained how an individual's ability to manage their emotions can affect their self-assessment and how emotions can influence a person's state. Therefore, it is important to manage emotions effectively. During this material presentation phase, aspects of an individual's emotional management skills were also explained, such as self-control, trustworthiness, diligence, adaptability, and innovation. Additionally, it was explained how individuals with good emotional abilities tend to have the skills to remain calm and focused. Therefore, if something triggers their emotions, these individuals can manage these skills effectively, help alleviate their emotions, and resolve conflicts effectively. In addition to aspects and characteristics, the speaker also provided a brief overview of how to manage emotions so that the emotions experienced can be channeled effectively. This involves expressing emotions when one is calm enough and doing so in a positive manner, as well as practicing relaxation techniques.

After the presentation of the material, it continues with roleplay activities (Figure 4). In this stage, participants were encouraged to practice several basic techniques that had been presented during the speaker's explanation of the material. The goal was for these basic techniques to serve as tools for participants to manage their emotions. Before starting the role-play, the community engagement team played a video demonstrating the procedure for the butterfly hug technique and relaxation, as an example for participants before they practiced the techniques themselves.

The first technique taught was the butterfly hug with positive affirmations. The community engagement team began by playing audio of natural sounds, such as water and wind, followed by the speaker inviting participants to gently hug themselves while slowly closing their eyes. After a while, the speaker began instructing participants to gently tap their shoulders in sync with their breathing rhythm and started providing positive affirmations to themselves, such as "Right now, here, I will accept myself as I am," "I will strive to be the best version of myself, so I must learn to make peace with my joys and sorrows," "What is happening right now, I can accept and go through it well," and so on.

During this activity, it was evident that some participants deeply immersed themselves in the intervention process, as a few students became emotional to the point of tears. Then, when the speaker felt that this technique had been practiced sufficiently, they invited participants to slowly open their eyes while taking deep breaths and exhaling slowly.

Next, the speaker invited participants to engage in the second emotion management technique, which is relaxation. Initially, the speaker encouraged participants to find a comfortable sitting position before starting the relaxation exercise. Then, the speaker guided participants to close their eyes while taking a deep breath for 4 seconds, holding their breath for 7 seconds, and exhaling for 8 seconds, repeating this cycle three times. The speaker also asked participants which technique they found more

comfortable to perform. The results showed that some participants felt more at ease using the butterfly hug, while others preferred the relaxation technique.

Figure 3. Material regarding emotional management being presented
Figure 4. Butterfly hug roleplay activities and breathing relaxation by participants

Entering the final session, there was a discussion of the material that had been presented, the resource person gave participants the opportunity to ask questions. However, due to limited time, this discussion was only opened for one question.

The final stage of implementing psychoeducation involves conducting a post-test and evaluating the psychoeducation program that has been conducted (Figure 5). While waiting for participants to complete the post-test and evaluation, the community service team provided participants with mementos. After the completion of the post-test, evaluation, and the distribution of gifts to participants, the community service team also invited participants to take photos and presented mementos to the Muhammadiyah school as a token of appreciation for their participation in the program.

Figure 5. Post-test and evaluation
Figure 6. Poster

Discussion

The aim of this community service is to enhance students' understanding and skills in emotional management. Statistically, it has been proven that psychoeducation activities, including lectures and training in emotional management using techniques such as the butterfly hug with positive affirmations and relaxation breathing, have improved students' knowledge of emotional management. The paired sample T-Test yielded a value of $z = -5.211$ with $p = 0.001$, indicating a significant difference in students' knowledge before and after the implementation of emotional management psychoeducation. As seen

in Table 1, the average pre-test score before psychoeducation was 7.4857, while the average post-test score after psychoeducation was 8.9714. Therefore, there was an increase in the mean score by 1.4857, with the post-test score being higher than the pre-test score. These results align with the findings of Fridari et al. (2020), which stated that there was an improvement in participants' knowledge and skills through psychoeducation activities.

Table 1. Paired samples statistics

	Mean	N	Std. Deviation	Std. Error Mean	Sig.
Pre-test	7.4857	35	1.97591	33399	0.001
Post-test	8.9714	35	1.38236	23366	

Changes in emotional management among students can be observed during the practice of the butterfly hug with positive affirmations and relaxation. During the practice of the butterfly hug with positive affirmations, some students were seen crying, smiling, and there were also students who mentioned feeling drowsy after the practice session. This indicates a positive emotional change after practicing emotional management with the butterfly hug and positive affirmations, and it also suggests the release of pent-up emotions, leading to a more relaxed state in students. However, some students displayed facial expressions of "frowning" and were unable to sit calmly. These students seemed to have difficulty performing the butterfly hug with positive affirmations. The next emotional management practice taught was relaxation breathing. After this stage, students appeared even more relaxed and comfortable. This is evidenced by more smiling faces, brighter expressions, relaxed shoulders, and an overall sense of calmness among the students.

Table 2. Evaluation of activities by participants

Questions	Percentage (%) of Answers		
Was the material presented useful to you?	Very useful = 16 (45,71%)	Somewhat useful = 19 (54,28%)	Not useful = 0 (0%)
Was the time spent on psychoedu-cation adequate?	Highly adequate = 5 (14,28%)	Somewhat adequate = 26 (74,28%)	Not adequate = 4 (11,24%)
Was the resource person able to convey the material clearly?	Very clear = 25 (71,42%)	Somewhat clear = 9 (25,71%)	Not clear = 1 (2,85%)
Were the lecture and sharing methods used in psychoeducation appropriate?	Very appropriate = 14 (40%)	Somewhat appropriate = 20 (57,14%)	Not appropriate = 1 (2,85%)
Were the PPT (PowerPoint) and video media used for psychoeduca-tion appropriate?	Very appropriate = 19 (54,28%)	Somewhat appropriate = 14 (40%)	Not appropriate = 2 (5,71%)

Based on the evaluation sheets for the implementation of psychoeducation, it can be said that this psychoeducation activity was very helpful and beneficial for the participants. This is supported by the percentage calculation of total participant responses, as seen in Table 2. For the first item, 54.28% of participants found the material presented by the speaker to be quite beneficial. For the second item, 74.28% of participants felt that the timing of the psychoeducation program was adequate. For the third item, 71.42% of participants agreed that the speaker was able to deliver the material clearly. For the

fourth item, 57.14% of participants believed that the presentation and sharing methods used during the psychoeducation program were appropriate. Lastly, for the fifth item, 54.28% of participants thought that the use of PowerPoint (PPT) and videos in the program was very appropriate.

During the implementation of this psychoeducation, there were several hindering factors that occurred during the activity, including: (1) The implementation of psychoeducation did not start as planned by the community service team. Initially, it was supposed to start at around 09:30 AM but began at 09:50 AM due to the ongoing regular class activities. Therefore, the community service team had to wait; (2) The stages of psychoeducation were compressed. This happened because the psychoeducation program took place on a Friday, coinciding with Friday prayer activities held in the central courtyard of SMA Muhammadiyah X Kota Surakarta. Consequently, participants had to complete the evaluation sheets concurrently with the screening of a short movie; (3) Some participants showed a lack of enthusiasm during the intervention. This was caused by a group of male participants who sat together and engaged in conversations. Three male students collaborated on completing the pre-test, post-test, and evaluation sheets (one student completed all three sheets for both pre-test, post-test, and evaluation). However, these obstacles were overcome. Regarding the time issue, the community service team managed to make the most of the available time and worked efficiently as a team. Questions from students that could not be accommodated during the training were addressed after the session, taking advantage of the remaining enthusiasm from the students. Furthermore, the data from students who completed both pre-tests and post-tests simultaneously were not used in calculating the psychoeducation scores. For the first and second obstacles, the community service team overcame them by optimizing the available time and being agile in collaborating with the team. Questions from students that could not be accommodated during the training were addressed after the training because of the remaining enthusiasm from the students. As for the third obstacle, the data from students who completed pre-tests and post-tests simultaneously were not used in calculating the psychoeducation scores.

Additionally, there were several supporting factors that contributed to the successful execution of the activity, including: (1) Support from the school in providing facilities such as equipment and support, the availability of space, support from teachers, and the participation of students, who were in the 11th grade and directly involved in the implementation; (2) The interest and enthusiasm of the participants during the activity. This was evident from the consistent number of participants and their responses during the activities (discussion sessions, questions and answers, role plays, and the completion of the implementation evaluation). Moreover, the level of interest was reflected in the evaluation results to obtain information about the psychoeducation implementation outcomes; (3) The absence of other disruptive activities during the psychoeducation program. This was due to the school's approval of the program; (4) The provision of consumables in the form of gifts during the psychoeducation program. These consumables were given to the psychoeducation participants at the end of the psychoeducation session.

4.   CONCLUSION AND RECOMMENDATIONS

The psychoeducation provided on the importance of emotional management and training in emotional management skills to the students of SMA Muhammadiyah X Kota Surakarta has shown improvement. In other words, the psychoeducation on emotional management and the training in emotional management skills have been effective in enhancing the students' knowledge of emotional management and providing them with the ability and techniques to manage their emotions effectively. It is hoped that through this activity, students will be better equipped to manage their emotions in the future.

This psychoeducation program can be conducted with an unlimited number of participants, not limited to only 11th-grade students. Furthermore, the program can be continued periodically, supported by engaging socialization and promotion efforts, so that all high school students, especially those at SMA Muhammadiyah X Kota Surakarta, can understand the importance of emotional management and receive training in emotional management skills. The school, through representatives from the guidance and counseling department, can evaluate the results of the psychoeducation provided by the community service team to its students and provide feedback for future improvements. The school can also incorporate this activity into its monthly work plan through collaborations with external partners, making the psychoeducation program beneficial not only to the school but also to other institutions.

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