

Training for Improving Anger Management Skills for Y High School Students in Depok

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Abstract

Y High school is one of the senior high schools in Depok that often engages in brawls. The cause of the brawl itself is the lack of management of students' anger, which is often provoked by attacking other school students. The purpose of this study was to improve students' anger management skills by using training. Subjects consisted of 10 students from High school Y Depok. The training is given by giving pretest, training implementation, giving posttest and training evaluation. The pretest and posttest in this study used an anger management scale. The results of this study showed that there was an increase in the anger management score on the subject based on the significant difference in learning outcomes for the students before and after the anger management training was given.

Keywords : angry emotions, anger management, brawl

1. Preliminary

Adolescence comes from the Latin word *adolescere*, which means "to grow" or "to grow into adulthood". The term adolescence also has a broader meaning including mental, emotional, social and physical maturity. Dramatic physical changes have a psychological effect, where adolescents have feelings of dissatisfaction with themselves. This situation sometimes makes it difficult for adolescents to accept it, and if it is not in line with expectations, adolescents seek escape from unpleasant situations by seeking attention, doing negative things, generally behavior that is considered good for themselves but for others it is detrimental (Papalia, et al. , 2009). One of the negative things that teenagers do is brawl.

Teenagers who are studying in schools, especially high schools, often do brawls due to lack of knowledge in controlling and managing emotions, especially anger which causes aggression. The role of schools in Indonesia in providing knowledge or skills regarding this matter is still very less than optimal because it is only based on additional lessons based on the policies of each school without a defined curriculum. One of the schools where students often do brawls is High school Y.

High school Y is a form of concern for a community group for the importance of education, especially among marginalized communities. Students who attend school are freed from the responsibility of costs so that the interest of the poor around the school to study becomes higher. The first case occurred where high school students Y attacked other school students who were gathering around their school until the police were involved to solve the case. Furthermore, one of the Y high school students was assaulted by an unknown other school student until he was seriously injured and several other cases.

The cause of this brawl itself arises due to low family economic problems causing children sometimes have to work to help the family economy. This economic problem also causes parenting patterns to be bad by neglecting children because of busy work which causes children's behavior to become more aggressive and difficult to control anger. Anger itself is an emotional state with a range of intensity ranging from low to high (Spielberger, 1995). Anger can be defined as a perceived emotional state that is the result of a reaction to guard, defend or attack in the form of a response to danger (DiGiuseppe, 1994). Anger conditions have 3 components, namely feelings of anger, feelings like wanting to express anger verbally, feelings like wanting to express anger physically (Larkin & Zayfert, 1998).

High school Y students who are less able to control and manage anger are the background for providing interventions so that students are able to better manage anger. The intervention is anger management training. Gul-benkoglu & Hagiliassis (2006), stated that anger management training is a training that does not aim to eliminate anger because anger is a normal emotion, but by encouraging someone to manage anger in a constructive and effective way.

Based on the background, it can be concluded that the lack of ability to control anger and high aggressiveness of students are the main factors in the brawl cases that occur. High school Y students need training to manage anger so that cases of brawls can be reduced. This study aims to improve the ability to manage anger in high school students Y.

2. Method research

The subjects of this study consisted of 10 students of High school Y. The subjects of this study were aged between 15 to 17 years who were in grades 1 and 2 of High school Y. The training activities were provided by giving pre-tests, various trainings and then post-tests. The questionnaire given in the pre-test and post-test is an anger management questionnaire.

Student anger management was calculated using a questionnaire compiled by Hayuda (2015). This questionnaire is in the form of a Likert scale with 39 items. There are four aspects revealed, namely: recognizing angry emotions (13 items), controlling angry emotions (14 items), reducing angry emotions (5 items), and expressing angry emotions assertively (7 items). The alternative answer consists of 4 because it is on a Likert scale with response choices from strongly agree to strongly disagree. The results of the reliability test of the scale using the alpha formula from Cronbach with the help of the SPSS for windows 21.0 program is 0.936 which indicates that the research instrument has a fairly high reliability. The validity of the scale is seen through the content validity by the judgment expert.

The data analysis technique in this study used the Wilcoxon signe rank test. Analysis of the processed data results were the results of the pre-test and post-test of anger management skills which were measured using a questionnaire.

The intervention given to students is in the form of training. The training method is anger management training. The training was developed based on aspects of anger management from Carole & Carole (2007). This training contains material given to students, worksheets, and others. The material provided was developed through the stories of Safaria & Saputra (2009) and Wahyuningsih (2016). In addition, students are also given a worksheet to help students identify the causes of anger and ways to develop coping skills in managing anger. Students are also given deep breathing techniques (Erford, 2017) to be one of the relaxation techniques in managing anger. The purpose of anger management itself is for emotional feelings and physiological disturbances caused by anger itself (Cornell, 1994). The training given to High school Y students consists of 4 sessions

of 60 to 90 minutes per session. The training also contains several techniques such as lectures, individual exercises and ice breaking.

3. Result and discussion

3.1. Result

Data analysis of the results of the pre-test and post-test of anger management skills was carried out using the Wilcoxon signed rank test, the following are the results of the test:

Table 1. Data analyst Pre Test and Post Test

	N	Mean	Std. Deviation	Minumum	Maximum
Pretest	10	96.4000	19.17869	71.00	115.00
Posttest	10	115.800	7.92745	103.00	129.00

Table 2. Result of *Wilcoxon Signed Ranks*

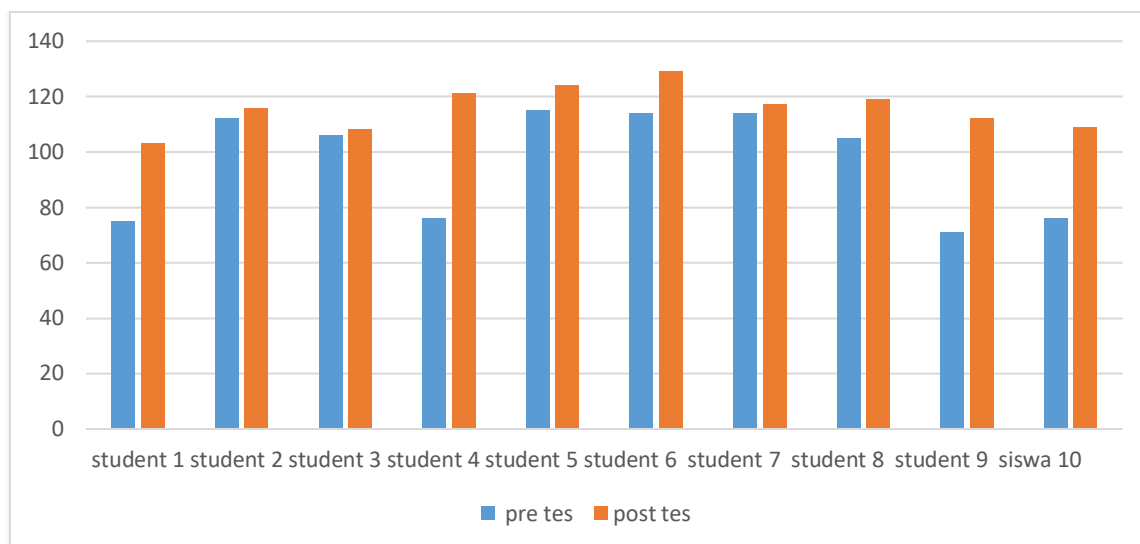
	Posttest Pretest
Z	2.803 ^a
Asymp. Sig. (2-tailed)	.005

. Based on negative ranks.

. Wilcoxon Signed Ranks Test

Based on the descriptive statistics table above, it shows the mean, standard deviation, minimum and maximum values of each data group (pretest and posttest). It appears that the mean or average posttest value is 115,800 which is greater than the pretest value, which is 96,4000. Furthermore, based on the calculation results of the Wilcoxon signed rank test, the Z value obtained is -2.803 with a p value (Asymp. Sig 2 tailed) of 0.005 which is less than the critical research limit of 0.05 so it can be seen that there is a significant difference from the results of the pretest and posttest.

In addition, based on the results of an assessment conducted on High school Y students, it is known that the low ability to manage anger causes brawls that often occur in High school Y. The following is a pre-test and post-test graph of students' ability to manage anger.



3.2. Discusiion

Y high school students still do not understand themselves about how to manage anger well so as not to be provoked by negative things, such as one example being a brawl. The anger management training given to students was developed through the anger management theory of Carole & Carole (2007). The results of the training on 10 students showed an increase in scores between the pre-test and post-test, which indicates that the students experienced an increase in anger management skills.

The following are some of the supporters of the success of the training that has been carried out in High school M according to Rivai (2004), namely (1) students like material that suits their needs; (2) using accurate examples with students' circumstances into the method students prefer; (3) based on the evaluation of the reactions, the students felt that the presenter was able to convey any information properly; (4) training evaluation is also done simply by means of a questionnaire.

The increase in scores on students' anger management skills was also supported by students who knew more about themselves. For example, that students know themselves better in terms of anger. The subject knows the triggers of anger that often occur in the subject and the initial signs felt by the subject when the subject is about to get angry. This is obtained from individual exercises carried out using the worksheet in the training.

Students also better understand how to control anger by planning a series of coping that students are able to do. This is obtained from the provision of exercises and discussions among the trainees. Some of the things above made this training successful in increasing the anger management score of High school Y Depok students. Training motivation of employees represents an important factor in improving the effectiveness of training outcomes (Tai, 2006). Providing motivation in training is proven to be able to increase the success of the training provided (Tai, 2006). This is in line with the anger management training given to High school Y students. The anger management training to High school Y students also included motivation to raise students' enthusiasm in the first session of the training.

Birdi (2005) found that training will have a negative effect if there is a lack of support from the community and/or an unsupportive training environment. However, it is different with High

school Y which strongly supports this training by providing supporting facilities and infrastructure so that the success of the training can be created. The support that comes from the school makes students more enthusiastic about participating in training activities.

The success of this anger management training activity is also the same as the anger management training conducted by Nasrizulhaidi (2015) for adolescents who have disruptive behavior disorder. Based on the research and training conducted by Nazrizulhaidi, it can be concluded that anger management training is quite effective in reducing the aggressiveness of adolescents who have disruptive behavior disorder.

In addition to this research, there are other studies that use anger management training, namely anger management skills training for verbal aggression in adults with brief psychotic disorders conducted by Wahyuningsih (2016). In this study, it was found that anger management training was able to reduce verbal aggression in subjects with brief psychosis. This can be seen by reducing the frequency of verbal aggression and the subject is able to gradually begin to say positive sentences for himself and for others.

The research on sport and its relationship with anger management conducted by Malhotra (2019) showed a significant relationship. The results of the research itself show that exercise is one of the coping skills that can be done to improve anger management.

4. Conclusion and suggestion

4.1. Conclusion

Y high school students who have low anger management skills are given anger management training. The results of this training showed an increase in scores on anger management skills which meant that there was a change in students' abilities. Supporters of the success of this training include the activity of each session of the training being able to support students in recognizing angry emotions in themselves and being able to plan every coping for these angry emotions. In addition, High school Y as a community also provides full support for students to participate in training for good changes in students' anger management skills.

4.2. Suggestion

The advice that can be given to students is that students can maintain any changes that have been made and apply the skills they have learned in everyday life. In addition, schools are expected to be able to provide rewards as reinforcement to students so that they are able to motivate students to be even better. Schools are also expected to be able to create better regulations so that there are no brawl problems in the future

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