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# EFFORTS TO IMPROVE STUDENTS' UNDERSTANDING OF NEGATIVE EMOTION CONTROL IN GRADE X.5 AT STATE SENIOR HIGH SCHOOL 10 PALEMBANG THROUGH GROUP GUIDANCE SERVICES USING THE SCIARRA METHOD

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**Abstract**

This research aims to increase students' understanding of controlling negative emotions through group guidance services and to determine the effectiveness of applying the Sciarra method in increasing students' understanding of controlling negative emotions. The research approach used is Classroom Action Research which is carried out with reference to four stages, namely: planning, action, observation and reflection. The research was carried out in two cycles which resulted in an increase in students' understanding of controlling negative emotions in the second cycle with test results showing that 4 out of 6 students experienced significant improvement and were in the high category, while 1 student was in the medium category, and 1 student was in the low category, but had an increased score compared to the test score carried out in the previous cycle 1.

**Keywords:** *Sciarra Method, Group Tutoring Services, Controlling Negative Emotions***Abstrak**

Penelitian ini bertujuan untuk meningkatkan pemahaman pengendalian emosi negatif peserta didik melalui layanan bimbingan kelompok dan untuk mengetahui efektivitas penerapan metode Sciarra dalam meningkatkan pemahaman pengendalian emosi negatif peserta didik. Pendekatan penelitian yang digunakan adalah Penelitian Tindakan Kelas yang dilakukan dengan mengacu pada empat tahapan, yaitu: perencanaan, tindakan, pengamatan, dan refleksi. Penelitian dilaksanakan dalam dua siklus yang memperoleh hasil bahwa terdapat peningkatan pemahaman pengendalian emosi negatif peserta didik pada siklus kedua dengan hasil tes yang menunjukkan bahwa 4 dari 6 peserta didik mengalami peningkatan yang signifikan dan berada pada kategori tinggi, sedangkan 1 peserta didik berada pada kategori sedang, serta 1 peserta didik berada pada kategori rendah, tetapi memiliki skor yang meningkat dibandingkan dengan skor test yang dilakukan pada siklus 1 sebelumnya.

**Kata Kunci:** Metode Sciarra, Layanan Bimbingan Kelompok, Pengendalian Emosi Negatif

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## INTRODUCTION

Emotional control is the ability to identify, regulate, and respond to emotions in a socially tolerable and flexible manner, while maintaining a certain degree of control over spontaneous reactions. Every individual, especially students in schools, is constantly exposed to stimuli that can elicit various emotions throughout the day, particularly those that can trigger negative emotions. If a student reacts inappropriately or excessively to these stimuli, this can have negative consequences for their ability to adapt to their social environment. Therefore, each individual student needs to have a certain level of understanding of emotional control in order to recognize and manage their emotions.

According to Hurlock (2007:231), emotional control is a form of effort that emphasizes suppressing visible reactions to emotional stimuli and redirecting that emotional energy into a form of expression that is beneficial and acceptable to the environment. When faced with certain emotions, each individual will feel unbalanced in their thinking patterns and their ability to think realistically will diminish, making it difficult for them to control their emotions. Therefore, every individual needs to have a good understanding and ability to control their emotions. A person who is able to control their emotions is said to be able to control them.

Sigmund Freud (in Alex Shobur, 2013:406) explained that whether a person is civilized or not can be determined by how they learn to control their emotions, as emotional control is a sign of personality development. Freud believed that adolescents, as they develop their personality, are influenced by two powerful factors: first, the pursuit of pleasure and second, the avoidance of feelings of sadness and discomfort. Adolescence is a critical period in a person's social and emotional development. At this stage, relationships with peers play a crucial role in shaping self-identity, social skills, and mental health. Interactions with peers are often a source of support, but they can also trigger conflict, which, if not managed properly, can negatively impact the quality of those relationships.

One of the negative emotions that often emerges in adolescent social interactions is anger. This emotion can be triggered by various factors, such as differences of opinion, competition or jealousy, misunderstandings, jokes that have the potential to offend one party, and so on. When anger is not properly controlled, it can lead to aggressive behavior, both verbal and physical, which can damage peer relationships and disrupt harmony within social groups. Anger is a basic emotion often felt by every individual. Anger itself can be defined as an emotion characterized by opposition to someone or feelings after being treated unfairly. Anger helps individuals understand that they have been wronged and motivates them to take action or improve the situation. Anger is a very human emotion, as all humans experience it. However, it is important to consider how each individual manages and expresses this anger. If individuals cannot control their anger, it can have a negative impact on themselves, others, and the surrounding environment.

In the school environment, students' ability to manage anger is crucial for creating a positive and supportive learning environment. Good emotional control helps students resolve conflicts constructively, strengthen friendships, and reduce the risk of bullying. Conversely, the inability to control anger can lead to social isolation, decreased self-confidence, and stress, ultimately impacting students' academic achievement and social and emotional well-being.

The background of this research focuses on the importance of controlling anger in establishing healthy and positive peer relationships. Based on observations conducted at school, it was discovered that most students find it difficult to manage their anger, which often leads to conflict and fractious relationships with peers. Therefore, this study aims to identify effective strategies for improving students' understanding of negative emotion management through group guidance services using the

**METHOD**

This research used the Guidance and Counseling Action Research (PTBK) approach. The research was guided by the development model or research style developed by Kemmis and McTaggart. According to Arikunto (2010), this research encompassed four stages: planning, acting, observing, and reflecting. This research was conducted in two cycles, each cycle following the four stages mentioned above. Data collection methods used emotional control instruments and observation. This guidance and counseling action research was conducted at SMA N 10 Palembang, with six students, three girls and three boys from class X.5, who were indicated to have poor emotional control.

The data analysis technique used quantitative descriptive techniques. Quantitative descriptive methods were used to analyze the results of the assessment of students' understanding of emotional control through group guidance services using the Sciarra technique by comparing individual scores in each cycle. The indicator of success for this research was 80 for the individual's understanding of emotional control. At least 80% of the group members have an understanding of emotional control with a score of 80.

**RESULT AND DISCUS**

**RESULT**

The results of the action research that was carried out in group guidance activities in cycle I and cycle II on 6 students who participated in group guidance activities at SMAN 10 Palembang obtained the following data to see the comparison of the results of the level of understanding of group members regarding emotional control in cycle I and cycle II:

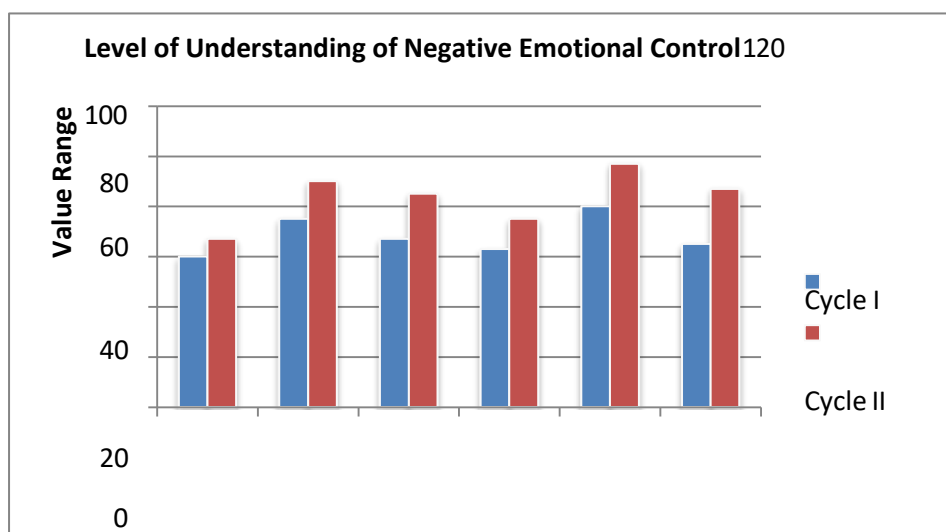


Figure 1. Comparison Graphic Display of Understanding of Negative Emotional Control Based on the Work on Questions in Each Cycle

Based on the graph above, it can be seen that there was an increase in students' understanding of negative emotion control during cycles I and II of group guidance at SMAN 10 Palembang. Group guidance services using the Sciarra method improved group members' understanding of negative emotion control. This was evident in the enthusiasm and active participation of group members during the group guidance services. Both process and outcome evaluations showed similar data. This increase in understanding was also evident in the test results completed by group members in each cycle, as well as in the negative emotion control instrument completed by students before and after the Sciarra method group guidance services.

Before conducting the action research using the Sciarra method group guidance services, group members were individuals who were frequently reported to have poor emotional control and had their own individual cases related to these issues. However, after receiving group guidance services using the Sciarra method, five group members experienced an increase in their understanding of negative emotion control, and one group member maintained their understanding at the same level as before the cycle. This shows that more than 80% of students as group members who are involved in group guidance service activities with the Sciarra method can improve their understanding of negative emotional control in group members because the success criteria have been achieved, so the service activities are sufficient in cycle II activities. The data that has been obtained based on the results of the instruments that have been completed by students are then classified into low, medium, and high categories. In the negative emotional control instrument used during the pre-test and post-test, the achievement score is in the range of 1 to 5 with a number of 20 statement items. Based on the above data, a distribution of categories can be made according to the answers on the negative emotional control instrument as follows:

Table 1. Frequency Distribution Table of Categories of Students' Understanding of Negative Emotional Control

Interval	Category
81-100	High
61-80	Medium
21-60	Low

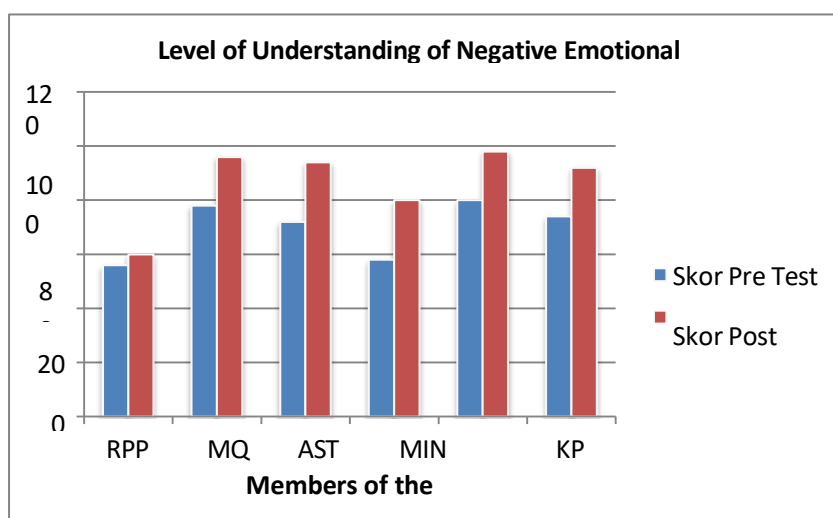


Figure 2. Comparison Graphic Display of Understanding of Negative Emotional Control in Pre-Test and Post-Test

Table 2. Frequency Distribution Table of Pre-Test Results

Interval	Frekuensi	Category
81-100	0	High
61-80	4	Medium
21-60	2	Low
Amount	6	

Based on the graph above, it can be seen that the results of the pre-test of the level of understanding of controlling negative emotions of students are in the low and medium categories. 4 students are in the medium category, with an interval range of 61-80, and 2 students are in the low category with a score range of 21-60. The results of the pre-test of the scale of understanding of controlling negative emotions of students show that 2 students are in the low category with a score range of 21-60, 4 students are in the medium category with a score range of 61-80, and 0 students are in the high category with a score range of 81-100.

Table 3. Frequency Distribution Table of Post-Test Results

Interval	Frekuensi	Kategori
81-100	4/66%	High
61-80	1/16%	Medium
21-60	1/16%	Low
Amount	6	

### Discus

Based on observations of the guidance activities, in Cycle I, students generally did not demonstrate active participation and were still reluctant to express their opinions, feelings, or similar experiences. Their understanding of negative emotional control was also lacking. Meanwhile, in Cycle II group guidance activities, students appeared more active, expressing their understanding, feelings, and similar experiences. In Cycle II, researchers provided group guidance services using the Sciarra technique, utilizing animated videos on the importance of controlling negative emotions and how to manage them. This resulted in students being more enthusiastic, understanding the material more easily, and actively participating in expressing their understanding, feelings, and potentially similar experiences.

Previous group guidance services were conducted conventionally through group discussions and lectures, and had not been integrated with technology. In these activities, group members tended to be passive, with only a limited number of active participants.

### 1) Cycle I

Cycle I of implementing group guidance activities using the Sciarra method consists of action planning, action implementation, observation, and reflection. Each stage of this PTBK is described as follows:

#### a) Action Planning

The researcher will implement group guidance services according to the stages of group guidance service implementation, starting from the initial/introductory, transition, core, and final/closing stages. At this stage, the researcher identifies problems faced by group members by conducting an assessment to obtain initial data regarding students' understanding of controlling negative emotions, formulates objectives by determining alternative actions that can be taken to improve their understanding of controlling negative emotions, and determines participants for the group guidance service, including group members with low understanding of controlling negative emotions. Next, the researcher develops an action plan for each cycle by creating a Sciarra method group guidance action plan.

#### b) Action Implementation

In this action implementation stage, the researcher provides group guidance services with material on various emotions and the impact of emotional control. However, before the core activity begins, group members are asked to reflect on their emotions by choosing an emotional emoticon that describes their current feelings. Afterward, the guidance counselor, acting as the group leader, presented material on various emotions and the impact of emotional control using images. Using the Sciarra method, the guidance counselor, acting as the group leader, invited group members to express what they remembered most about the material (cognitive component), encouraged group members to express their feelings about the material (affective component), encouraged group members to share any personal experiences they may have had related to the guidance material (experiential component), and encouraged group members to draw conclusions and plan positive future behaviors after receiving the material. Then, group members were invited to work on questions related to the material presented in Cycle I to determine their level of understanding of emotional control.

#### c) Observation

During the implementation of group guidance services in Cycle I, the researcher conducted observations and evaluations to identify shortcomings and weaknesses of the group guidance services provided in Cycle I and to serve as a reference for improving the implementation of the Sciarra method in Cycle II. During the implementation of group guidance services, several group members remained passive and needed to be directed to answer or express their opinions. Furthermore, most group members appeared confused during the presentation because they only understood emotions as anger, even though there are many types of emotions.

From the results of the questions, it was clear that students still lacked understanding of negative emotional control, as the average group member scored below 70, as follows: 4 group members scored below 70, with scores of 60, 63, 65, and 67, 1 group member scored 75, and 1 group member scored 80. Observations in Cycle I showed satisfactory results, as 5 of the six group members did not reach the required score.

#### d) Reflection

Based on the observations and evaluations, the researcher conducted. The Sciarra technique group learning utilizes animated videos, where each student is asked to reflect on their opinions,

feelings, and similar experiences related to the video. Based on analysis and reflection on actions in Cycle II, students have experienced an increase in their understanding of negative emotional control. Therefore, the action research was continued in Cycle II because overall, students experienced improvement, although one student's improvement was not significant and remained in the low category. This result was evident from the post-test data given to students at the end of the guidance activities in Cycle II.

According to Rahmadani (2019), in line with the purpose of group guidance services, which are to discuss specific topics that address current issues and are of concern to students. By utilizing intensive group dynamics, discussions of these topics encourage the development of students' feelings, thoughts, perceptions, insights, and attitudes. Erni (2015) defines the Sciarra technique as a guidance model aimed at helping students achieve cognitive, affective, and experiential competencies by expressing their understanding, feelings, and similar experiences. Thus, it can be seen that the Sciarra technique group guidance has an important and effective role in helping to improve students' understanding of controlling negative emotions.

## CONCLUSION

Based on the research that has been conducted, it can be concluded that the Sciarra technique group guidance can improve the understanding of negative emotion control in students in class X.5 SMAN 10 Palembang. The results of this increase in understanding can be seen from the comparison of the values and scores obtained during the pre-test and post-test. In the pre-test data, it can be seen that as many as 4 students have an understanding of negative emotion control that is in the medium category and 2 students have an understanding of negative emotion control that is in the low category. Meanwhile, the post-test results show that 4 students experienced a significant increase by being in the high category, while 1 student is in the medium category, and 1 student is in the low category, but has an increased score compared to the previous pre-test score.

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