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The Model of Developmental Guidance and Counseling to Improve The Adolescent’s Emotion Control

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Abstract

This research is intended to make a model of developmental guidance and counseling to improve adolescent’s emotion control. In this research, quantitative and qualitative methods are implemented through research and development approaches. Activities performed in this research involved four steps; preliminary study, model development, rational validation of model, and empirical validation of model. The data are collected from the inventory of adolescent’s emotion control and assessment scale criteria of the quality of the model of developmental guidance and counseling. Quantitative data are analyzed by implementing descriptive statistical techniques and inferential statistical techniques, i.e. t-test. Qualitative data are analyzed by implementing techniques of qualitative descriptive analysis.

The results of the research indicate that the model of developmental guidance and counseling is empirically proved effective in developing adolescent’s emotion control. The recommendation from the research are provided for (a) school board, to make some attempts for developing adolescent’s emotion control, one of which by implementing the model of developmental guidance and counseling; (b) guidance and counseling study program, to supplement and incorporate a study on adolescent’s emotion control into relevant subject in guidance and counseling major; and (d) future researcher, to involve more research variables and implement the model of developmental guidance and counseling in different population.

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1. Introduction

Adolescents within the community are individuals who possess potential in developing the development around the education sector through the achievement of their developmental tasks (with regard to the physical, emotional, intellectual, social, and moral-spiritual aspect). In relation to the aspects of adolescent development, recently it has been found that many of the adolescents’ emotional problems were in the form of the symptoms of stress and frustration; either it is an internal or an external conflict within an individual. The stress and frustration are an emotional response occurred when there are certain circumstances that impede the achievement of a personal objective, being related to the feelings of anger, sadness, and disappointment.

Most of the adolescents still suffer from certain problems especially the emotional ones, just as the cases being published in newspapers. One of such cases was published in Surya (within Monitor Depok newspaper, May 9th 2008); it was written that a group female students in SMA Negeri Gondang, Tulungagung, who named themselves as Geng Nyik-Nyik, committed acts of violence toward the other female students from the same school, generally their juniors. Similarly, there was another case; after finishing the National Examination, a group of students from four different senior high schools in Depok committed a brawl and caused a mother to be the victim.

Furthermore, Adhim (2004) has proposed an illustration of the adolescent’s emotion case saying that each time the adolescent plays a video game he or she will be stimulated to commit an action impulsively. In this case, if there is not any sufficient stabilizer, then the adolescents might lose their control of emotion. The losing control of emotion causes the adolescents to be unable to develop a healthy, normal, and good emotionally capability. In fact, the adolescent might be suffering an emotional handicap or being emotionally handicapped. Moreover, the negative impact is that the adolescent does not have a chance to learn controlling their emotion.
A research conducted by Friedberg (1996) also indicates that many of the adolescents’ problems were caused by the impacts of problems occurred within the family or within the neighbor around the adolescents such as divorce, disharmony, and alike. As a result, the adolescents’ emotional problems appear to be aggressive behavior, impulsiveness, lack of concentration, lost hopes, and any other things related to the mood management.

Based on the explanation of adolescents’ emotional problems, it has been found that the adolescents’ emotion control is still low. This matter should not have happened if the adolescents have been able to control their emotion. In addition, a more “friendlier” treatment from the neighborhood surely will be able to decrease and to prevent the emotional acts committed by the adolescents. The neighbor being mentioned includes the attention of the parents or the family, the school, and the community.

The less controlled emotion might cause a negative impact toward individuals; on the other hand, the more controlled emotion cause a positive impact. Therefore, there is a demand for establishing an educational institution which is able to develop the adolescents’ emotion. Where are the adolescents able to develop a mature emotion? At least there are three institutions where the adolescents can learn to control their emotion namely the family, the school, and the community. All of the three institutions have a role in forming the individual value, attitude, and behavior.

Schools are the institutions that facilitate the development of personal, social, emotional, educational and career aspect of the learners. One of the services provided by the schools that aim to help the adolescents optimizing the developmental aspects is the guidance and counseling. Basically, the service of guidance and counseling in senior high schools provides assistance for the students in their effort to find their personality, to identify their neighborhood and to plan their future. The service of guidance and counseling aims to empower the students in manifesting themselves to be independent and responsible students and productive workers. Then, the service of guidance and counseling is to assist the students in fulfilling their developmental tasks that covers the personal, social, educational, and carrier aspects according to the demand of their neighborhood (Furqon, 2005).
According to Muro and Kottman (1995), the developmental guidance and counseling in the schools is a guidance program being based on several principles namely: (a) guidance and counseling is needed by all of the adolescents within the developmental process; (b) guidance and counseling is focused on how the adolescents learn and on the process that encourages the development, and; (c) the counselors and the teachers have a role in helping the students within their learning process.

Considering the problems encountered by the students (the adolescents) in the senior high schools and the alternatives of guidance and counseling service assumed effectively deal with the problems of adolescents’ emotion control, the writer perceives a need to conduct a research that aims to develop the model of developmental guidance and counseling in order to improve the adolescents’ emotion control.

2. Purpose of Study

The objective of the research is to generate a model of developmental guidance and counseling in order to improve the adolescents’ emotion control.

3. Methods

The researcher employs research and development (R&D) approach that refers to the theory of Borg and Gall (1989). Within the research, the generated product is a model of developmental guidance and counseling to improve the adolescents’ emotion control.

The researcher conducts the data gathering by means of the adolescents’ emotion control inventory and the assessment scale toward the quality of the model of developmental guidance and counseling. The researcher employs the descriptive analysis in order to analyze the data of the preliminary study results, namely the qualitative one and the quantitative one. Meanwhile, the researcher employs t-test (test of two different averages) statistical analysis technique through the computation process by means of SPSS 12.00 for Windows.
The subjects of the preliminary study are the students of grade eleven in the state senior high schools around Kabupaten Sleman and the number of the respondents is 282 people. Within the stage of hypothetic model development and validation, the researcher involves three experts of guidance and counseling and all of the counselors in the related schools. Within the stage of model trial, the subjects of the research are the students of grade eleven in SMAN 1 Ngemplak (as the experimental group) and the students of grade eleven in SMAN 2 Ngaglik (as the control group).

4. Findings and Results

The model structure of developmental guidance and counseling is to improve the developed adolescents’ emotion control and that includes: (a) the rationale, (b) the objectives, (c) the model assumptions, (d) the target of intervention, (e) the model components, (f) the model stages, (g) the counsel’s competence in implementing the model, (h) the structure of and the content of intervention and (i) the evaluation and the indicators of success. The model of developmental guidance and counseling is equipped with the implementation guideline. The model’s implementation guideline is compiled in order to ease the readers in understanding the model and to serve as a direction in implementing the model. The model’s guideline is complied based on the indicators namely introduction, objective, characteristic of relationship, norms of class, roles of teachers and students, and stages of service implementation.

The emotion control is possessed when individuals encounter with conflicts, using his or her anger as a source of energy to increase the efforts in finding the solution. The profile of emotion control among the adolescents is reflected in most of the students, namely 190 people (67.5%) who earned the category of medium score. Then, there were 47 students (16.7%) that belonged to the category of low score and there were 45 students (16%) who belonged to the category of high score. Based on the score achievement, in might be interpreted that the students who belonged to medium score and those of low score need to improve their ability in controlling their emotion through the indicators of expressing feelings, controlling desires,
managing mood, and attaining self-control. The categorization is shown in the Table 1 as follows:

**Table 1. The Results of Emotion Control Categorization**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score Interval</th>
<th>The Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>X &gt; 57</td>
<td>45</td>
<td>16%</td>
</tr>
<tr>
<td>Medium</td>
<td>38 ≤ X ≤ 57</td>
<td>190</td>
<td>67.3%</td>
</tr>
<tr>
<td>High</td>
<td>X &lt; 38</td>
<td>47</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>282</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Furthermore, the results of the research showed that the hypothesis proposed proved that the model of developmental guidance and counseling had been effective for improving the emotion control. The score average gain of emotion control in the experimental group was 3.604. Meanwhile, the score average gain of emotion control in the control group was 2.849. As a result, the score average gain of emotion control in the experimental group was higher than that of the control group. The value t = 14.703 and p = 0.000 showed a significant difference in p < 0.05. Hence, the model of developmental guidance and counseling had been effective in improving the emotion control.

**Table 2. The Results of Score Gain Difference Test of Emotion Control**

<table>
<thead>
<tr>
<th>Group</th>
<th>Average</th>
<th>SD</th>
<th>t-test</th>
<th>p-value</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>3.604</td>
<td>0.172</td>
<td>14.703</td>
<td>0.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Control</td>
<td>2.849</td>
<td>0.261</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A further finding was the existence of an increase in the emotion control variable, namely 15.10%. A significant contribution had been provided by the emotion control variable, namely 0.7555 point. The average increase of emotion control was reflected by the experimental group, namely 2.849 point.

The discussion about the effectiveness of the model of developmental guidance and counseling in improving the emotion control is strengthened with the results of several relevant researches in the past. According the explanation of Giedd (in Begley, 2000) from National Institute Mental Health, the brain development fully attains its maturity not only in the age of 10
years old but continues to the age of 20 years old. The inner part of the brain, namely the frontal lobes, possesses a responsibility and serves as “the executives” in the matters of self control, emotional control, consideration, emotional regulation, organization, and planning. Then, amygdala is responsible for the feeling of happy, afraid, and angry within the adolescents.

Similarly, Feinstein (2007) explains that frontal lobes is the part of the brain that directs the human in terms of abstract thinking, decision making, analyzing and problem solving capability. The function of frontal lobes supports the achievement of emotion maturity especially in controlling the emotion among the adolescents. In this case, when the function reaches its maturity, the adolescents will increase in terms of thinking capability.

Furthermore, David and Murphy (2004) had conducted a research. The research involved 189 university students as the research subjects, consisting of 100 female students and 89 male students, with range of age between 18 years old and 19 years old. The results of the research explained that a model with negative regulation and emotion contributed to various social responses, including the reaction toward the other people’s negative emotion. Individuals who suffered from negative emotion intensely and who had problems in managing their emotional reaction tended to evoke interpersonal conflicts more than the other people. The interpersonal conflicts related to the problems of adaptation were, namely, delinquency, depression, problem internalization, and dispositional anxiety. Hence, individuals who possessed emotional functions with low rate and medium rate became susceptible toward conflict sensitiveness. On the other hand, individuals who generally suffered from relatively low-rate emotion or who possessed a needed capability in controlling the fluctuation of negative emotion seemed to be protected from the sensitiveness related to the intensity of interpersonal conflicts.

A capability oriented in individual self without forming a mechanism of self-defense when the appearing conflicts start being perceived to trouble his or her behavior makes the individuals being able in controlling themselves emotionally to view the root of a problem based on the fact and the reality on the ground, not blaming other people or related matters as a hindrance factor. Individual is able to adapt with his or her neighborhood and is able to always think positive toward the problems he or she encounters with.
Lindsay (2003) has proposed several steps for controlling emotion namely: (1) recognizing and realizing the existence of stress and taking a decision to escape from the emotional situation; (2) concentrating one’s self on the mind in order to attain a clearer perspective for considering an effective way in handling the stress; (3) neutralizing a negative reaction with a positive feeling in order to be able to view the available alternative options; (4) making use of common sense in order to choose a more effective and efficient response, and; (5) opening one’s self and listening to answers upon the decision that has been taken.

Adolescent as mature personality is able to understand the emotional cycle, such as the feeling of being guilty when he or she is angry. The attention can create a capability in controlling his or her emotion. Adolescent becomes an expert in showing his or her emotion to the other people. For example, adolescent understands the importance of hiding the anger in his or her social relationship. Likewise, adolescent is able to understand more the importance of communicating his or her emotion in improving the quality of relationship (Saarni, 1999; Saarni et al., 2006 in Santrock, 2007).

Livson and Bronson (in Powell, 1963) also states that in order to gain the capability of controlling emotion, the ideal pattern of emotion control should be possessed by individuals, for example not committing unnecessary emotion repression and controlling emotion normally according to the social expectation. The emotion control possessed by individuals will be able to control the impulsive behavior that might undermine the energy possessed by the body; individuals will do positive actions instead of satisfying their desires that might undermine something or that is destructive. Individuals have more time in doing more useful activities for himself or for the other people.

Furthermore, Walter Mischell, a psychologist from Stanford University, had conducted a marshmallow experiment about 30 years ago. Mischell distributed some marshmallows to several for years old children. Before leaving the children, Mischell said that more marshmallows would be given for the children who were able to stand themselves not to eat the ones in front of their eyes for 15 minutes. Some of the children passed the test. Then, Mischell concentrated the experiment longitudinally for the next 14 years in the children’s development. It
turned out that the children who were able to stand themselves were more advanced in their social, academic, or even career development compared to those who were unable to stand themselves. The experimental research proved that the ability in controlling emotion had a very great for the success (Martin, 2008).

The controlled emotional behavior will make the adolescents able to control the expression of their emotion by waiting a more appropriate time and place for showing their emotion under the acceptable manners by the neighborhood. In addition, through the learning process the adolescents are able to determine a potential reaction that will be used for showing their emotion. A person who has stable emotion is able to express his or her emotion appropriately and not excessively so that the emotion he or she is having shall not disturb the other activity.

Based on the research finding and the discussion, the researcher would like to conclude that the model of developmental guidance and counseling is effective to improve the adolescents’ emotion control.

5. Conclusion and Recommendation

Based on the research finding and the discussion, the researcher draws two conclusions. First, the model of developmental guidance and counseling is effective to improve the adolescents’ emotion control. After attaining a treatment through the model of developmental guidance and counseling, the students within the experimental group are able to express their emotional behavior and are able to control their emotion. Second, the model of developmental guidance and counseling can be taken into account as a conceptual framework and as a strategy to improve the adolescents’ emotion control or the students’ emotion control in the neighborhood of state senior high schools around Kabupaten Sleman, Yogyakarta.

The researcher would like to propose recommendations for several related party, especially the school, the Guidance and Counseling Study Program, and the future researcher.

*For the school board*, it is better to implement the model of developmental guidance and counseling to improve the adolescents’ emotion control in the school. The implementation of the
model of developmental guidance and counseling surely can be adapted to the characteristics of each school, namely in terms of exertion implementers, infrastructures, time, techniques, and inter-school personnel collaboration.

For the Guidance and Counseling Study Program, it is advised to deepen the knowledge review about the adolescents’ emotion control, the benefits, and the efforts of improvement through the relevant courses, such as Personal-Social Guidance and Counseling (Mata kuliah Bimbingan dan Konseling Pribadi-Sosial), Personal-Social Guidance and Counseling Practice (Praktikum Bimbingan dan Konseling Pribadi-Sosial) and Learners’ Development (Perkembangan Peserta Didik). The implementation in an effort to develop the capability of controlling emotion in the university can be conducted by the lecturers toward their students through a conducive relationship and a concrete behavior that reflect controlled emotion (a good self-control) and that show maturity.

For the future researcher, it is recommended to review the other research variables that influence the emotion control (namely: parental foster pattern, social interaction quality, age etc) and to implement the model of developmental guidance and counseling in a different population. The researcher advises the future researcher to conduct a further research about the impact of the model of developmental guidance and counseling for the students.

References


