

## Effectiveness of Experiential Learning Model to Increase the Anger Management Skills in Elementary School Students

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**Abstract:** The purpose of this research is to understand the effectiveness of experiential learning model to increase the anger management skills in MI Miftahul Hidayah students. This research used one group pretest-posttest designs. The subjects of the research were taken from the students of grade of IV and V MI Miftahul Hidayah Gogourung with purposive technique selection. Pretest result shows that there are eight students have low anger management score, then they were divided into a treatment group with experiential learning model. The research instrument uses anger management scale. The data analyzed by using Wilcoxon sign rank test to verify the improvement of anger management in a group experiment. The result of the analysis indicates that a method used shows a significant increase the managing anger skill improvement.

**Keywords:** Experiential Learning, Anger Management Skills.

## Introduction

Emotion has a very important role in someone's life. states that emotions determine a person's quality of life because they always play a role in every relationship with others. explains that emotions take a central role in important events in one's life. argues that emotions are a central part of human nature. Thus, it can be concluded that emotions play a very important role in one's life. Someone will lose the fundamental aspects of his capacity as a human when emotions disappear from his life.

Anger is the emotion that is most often experienced by someone. A person can experience anger many times in one day. This was expressed by Averill who stated that anger is an emotion that is often experienced by individuals several times a day, ranging from moderate to strong. Not only that, anger is also a negative emotion that is likely to have the greatest impact on individuals if not managed properly. The impact of anger is not only for individuals who experience anger but also those around them. states that anger is one of the most powerful emotions when considering the profound impact on social relationships as well as the effects on individuals who experience emotions.<sup>1</sup>

Anger is a natural emotion experienced by every individual as long as someone can manage it well and not cause harm to both himself and others, but there will be problems if he is not able to manage his emotions properly. This is explained by Fiendler and Starr (2003) who say that anger is a natural emotion and can be experienced by someone in certain situations, but problems will arise if the individual does not know how to manage his angry emotions.

The inability to manage anger that is felt in individuals can lead to the emergence of various problems that can harm themselves subject to anger or others. One result of the inability to manage anger for themselves is that anger can trigger the emergence of other emotions in themselves. The process of the emergence of anger that is very fast often makes people don't think first in showing their anger, so that in the end it can bring up other emotions in a person, for example fear, regret, shame, depression, and so on. revealed that some people feel guilty or ashamed of the angry emotions they have displayed. In addition, anger also often causes disruption of interpersonal relationships. Anger can cause another anger emotions

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<sup>1</sup> Bibik, J.M. & Edwards, K.F. 1998. How Are You Feeling Today? Teaching for Emotional Literacy. *Journal of Health Education*, 29 (6): 371-372.

in someone who is the object of anger. calls it angry that arouses anger. This is evidenced by the results of Burney's research (2006) which explains that the expression of Anger-Out that tends to be displayed by teenage boys often results in hostile reactions.<sup>2</sup>

Anger can also lead to health problems that will hamper its development. Williams and Williams mention anger is an important element of "hostility", which is a pioneer of heart and blood vessel disease. Grunbaum, et al. also revealed that the relationship between anger and potential hostility has been linked to the risk of heart and blood vessel disease in children and adolescents. Travis (believes anger can cause depression, ulcers or hypertension, even heart attacks. revealed that when someone is angry the heartbeat will be faster. A rapid heartbeat can increase blood pressure, which will cause hypertension.

Violence and aggressive behavior are often used by someone to express the anger they feel. argues that violence is a manifestation of uncontrollable anger towards the interference that interferes with one's life. Vasta and Haith states that anger in children can be manifested in the form of aggressive behavior that is shown, namely physically and verbally. This is supported by the results of research which shows that angry emotions are an intermediary between school failure and problematic behavior, including violence, character destruction, drug use, theft, and non-serious delinquency.

Today, the expression of anger through aggressive behavior and violence is not only done by adults or teenagers, but also children. Overflowing anger in children with aggressive behavior and violence becomes a problem that is increasing every year. Aggressive behavior and violence by children are not only done verbally, but also to physical actions.<sup>3</sup>

KPAI noted that there were various cases that placed children as perpetrators of violence, including perpetrators of physical, psychological violence, and even perpetrators of acts of murder. Cases of violence with child offenders in 2014 showed a total of 105 cases of physical violence, 27 cases of psychological violence, and 66 cases of homicide with child offenders. Furthermore, based on KPAI data exposure, it is known that violence is also experienced by children in

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<sup>2</sup> Camilleri, S.; Caruana, A.; Falzon, R.; Mulcat, M. 2012. The Promotion of Emotional Literacy through Personal and Social Development: the Maltese Experience. *Pastoral Care in Education*, 30 (1): 19-37.

<sup>3</sup> Ibid.

the school environment. Some acts of violence committed in schools, including 113 perpetrators of brawl in 2014 and cases of bullying which have increased almost every year with the highest number in 2015 and 2016 with 93 cases.

Expression of children's anger by means of violence is also shown through the phenomena that occur in Kudus. Based on the Kompas report, a student of grade IV at one of the elementary schools in there, she was tortured by her friends at school only because she refused the command of the gang leader. Another phenomenon occurred in Bogor, where a junior high school student could kill his classmate because he was not accepted and was offended by being spat on. Based on a preliminary study by conducting direct interviews with school principals at MI Miftahul Hidayah Gogourung (December 23, 2018), it was found that most students at school express their anger by the act of ostracizing friends from their group, making fun of friends when they don't want to, and doing physical violence like pinching and hitting.<sup>4</sup>

Exposure to the phenomenon of anger at students and the resulting consequences shows that the child's inability to manage will have a big impact, both for the child himself or others. As revealed by Childre & Rozman, that basically the problem is not anger itself, but often children do not know how to manage anger. This requires the teacher as someone who helps students achieve their development, act quickly in helping students to learn to manage their angry emotions.

This research was conducted to help MI Miftahul Hidayah Gogourung students improve their anger management skills. This was motivated by the results of interviews with the principal. Based on interviews, it is known that so far children have not been given special training to improve their anger management skills. The teacher only provides information services in helping children learn to manage the angry emotions they feel. In addition, if there are children who are angry with friends, the teacher only calls the children who are in trouble then give advice and ask the child to make peace.<sup>5</sup>

Considering the consequences of anger caused not only have an impact on themselves, but also others, the information and advice services are felt to be lacking in helping elementary school students

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<sup>4</sup> Ibid.

<sup>5</sup> Cohen, L.; Manion, L.; & Morrison, K. 2007. *Research Methods in Education Sixth edition*. New York: Routledge Taylor & Francis Group.

manage their angry emotions. For this reason, other alternatives are needed to help them improve their anger management skills.

Helping elementary school students to improve their skills in managing angry emotions by using an experiential learning model deemed appropriate. The reason for choosing this learning model is because experiential learning is a holistic learning model because it pays attention to aspects that are considered important in a learning that is affective, cognitive, and emotion.<sup>6</sup>

Experiential learning defines learning as the process of how knowledge is created through changing forms of experience. Experiential learning is learning done through reflection and also through a process of making meaning from direct experience. Experiential learning focuses on the learning process of each individual, so through learning with this model it is expected that children are able to learn on their own based on direct experiences.

Several studies have also shown that the experiential learning model has been used in managing student emotions. in his research has developed a training guide to manage emotions using this experiential learning model. The results show that this manual meets the acceptability aspect. Students can understand and apply the process of activities in training easily. Research Siswanto, et al (2018) also use experiential learning models in an effort to improve students' emotional maturity. As a result, the experiential learning model is effective in increasing the emotional maturity of students.<sup>7</sup>

Based on the problems that have been described previously, the researcher wants to improve anger management skills in MI Miftahul Hidayah Gogourung students with experiential learning models. In this study, the experiential learning model is used as a strategy to improve the skills to manage angry emotions in students.

## Method Design

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<sup>6</sup> Etzler, S.L.; Rohrmann, S.; & Brandt, H. 2014. Validation of the STAXI-2: A study with prison inmates. *Psychological Test and Assessment Modeling*, 56 (2): 178-194.

<sup>7</sup> Ibid.

The research design used in this study is experimental, in which the research is carried out by providing certain treatment to the relevant research subjects. This study uses one group of subjects (one group pretest-posttest design) on the grounds that observations given to group is used to measure changes before and after treatment. If there are significant differences in the level of anger management skills in a group before and after treatment and are supported by the level of anger management skills at the posttest is higher when compared to the pretest, it can be concluded that applying experiential learning methods is effective to improve anger management skills in students.

The design of this study was that students who had low anger management skills scores were included in the experimental group. Then pretest is given to the group, then treatment is given with the experiential learning model. At the end of the treatment, continued with posttest using the same instrument that has been confirmed.

### **Research Subject**

The subjects in this study were MI Miftahul Hidayah Gogourung students. The research subjects were selected using purposive sampling technique. The criteria for selecting research subjects are: (1) Registered as MI Miftahul Hidayah Gogourung students, (2) Classified as students of high grade, on the grounds students are considered to have understood psychoeducation procedures and are able to follow activities in psychoeducation using experiential learning models, (3) Identified as students who have low anger management skills scores based on measurements using the anger management scale.

Researchers conducted a pretest before carrying out the intervention by launching an angry management scale on MI Miftahul Hidayah Gogourung grade IV students totaling 53 students and grade V students totaling 58 students. Based on the results of the pretest, there were 8 students who had low anger management skills. After that, students are included in the experimental group to get treatment with experiential learning models.

### **Treatment**

The treatment in the form of psychoeducation activities increased the skills to manage anger in students with experiential learning models by 4 sessions, by increasing the skills to recognize the intensity of anger, recognize the frequency of anger, express anger, and

control anger. Each session is conducted for 60 minutes. During the treatment, the researcher acts as the facilitator.

### **Data Collection Instrument**

#### *Anger Management Scale*

The researcher uses an anger management scale to measure student's anger management skills. This scale was prepared and developed by the researchers themselves, and has gone through a trial phase. The trial scale is intended to determine the level of validity and reliability of anger management instruments that have been developed. This scale was tested on 44 students in grade VI. The validity test of this instrument was carried out using the reliability test calculation using alpha cronbach which was analyzed with the SPSS version 20.00 computer. The results of the calculation of reliability on the instrument of anger management obtained a reliability number of 0.819. Based on the results of the reliability calculation, it can be concluded that the measuring instrument used to determine the anger management skills in this study has a high level of reliability and can be trusted to measure the anger management skills of MI Miftahul Hidayah Gogourung students.

#### *Observation Guidelines*

Observation guidelines were developed by researchers to observe and measure the feasibility of treatment using experiential learning guidelines in the experimental group. Observed behavior is the behavior of the counselor in leading group activities and the behavior or symptoms of anger shown by students. The results of the analysis of these observations are used to support the results of this study, so as to strengthen the results of interventions with experiential learning models.

### **Treatment Procedure**

#### *Preparation Stage*

The preparation stage is the stage where the researcher prepares all the equipment before the treatment is carried out. Activities undertaken by researchers at this stage include: (1) The researcher fulfills administrative requirements for the study permit requirements. (2) Testing the instrument to determine the feasibility of the anger management scale to be used. (3) Arrange and revise treatment materials. Treatment material includes guidelines for experimental activities with experiential learning models to improve student's anger management skills. The guidance material was developed based on a theoretical study and revised according to the results of the expert judgement test.

### *Implementation Stage*

The implementation stage, the experimental group receives treatment with an intervention in the form of experiential learning models. This intervention aims to improve student's anger management skills. All activities are carried out in an effort to improve anger management skills based on treatment procedures that have been adjusted to the needs. The research was carried out according to the schedule agreed upon by the researchers and group participants with the assistance of the principal. This study consisted of 4 sessions with 60 minutes each session, in which the first session was fostering good relations, the second and third training, the fourth evaluation and posttest.

### *Final Stage*

To determine the effect of independent variables on the dependent variable held posttest after treatment. The instrument used in the posttest was the same instrument as the instrument used in the pretest, namely the anger management scale, but randomization was carried out on the posttest instrument.

### **Data Collection**

Data collected in this study are numerical and verbal data. Numerical data were collected using anger management scale. Verbal data were collected using observation guidelines.

### **Data Analysis**

Hypothesis testing in this study was conducted to answer the research problem. Before analyzing statistical data to test hypothesis, it is necessary to test data normality to determine the distribution of data and determine the statistical formula used in hypothesis testing. The normality test used is the Shapiro Wilk normality test with the assistance of SPSS 20.0 for Windows. The results of the normality test with SPSS 20.0 for windows indicate that the data is not normally distributed, so it can be determined that testing the research hypothesis can use non-parametric statistics with the Wilcoxon formula.

The Wilcoxon test is used to determine whether there is an increase in anger management skills before and after treatment. The Wilcoxon test was carried out using the SPSS 20.00 for windows program. The significance level used in the Wilcoxon Test was 0.05. If the results of statistical calculations show that the level of significance

(probability error) <0.05, it can be said that the treatment given to the group is effective in increasing anger management skills.

**Result**

Researchers conducted a pretest before carrying out the intervention by launching anger management scale on MI Miftahul Hidayah Gogourung students, with details of grade IV with a total of 53 students and grade V with a total of 58 students. The results of measuring anger management skills with anger management scale show that there are 8 (7.22%) students who score low, 61 (54.95%) students are in the medium category, and 42 (37.83%) students occupy the high category. Based on the results of the pretest, 8 students obtained low anger management scores.

Based on these results it is known that most students have moderate anger management skills. Only eight students who did not have good skills in managing the angry emotions they felt. Although only a few, these students need to get help in improving their anger management skills. As revealed by Ekman (2013) that anger is the most dangerous emotion, students who have low anger management skills need to get help on how to manage angry emotions effectively. The eight students then become research subjects who take part in psychoeducation activities with experiential learning model.

Based on the pretest and posttest using anger management scale, the results obtained scores from 8 experimental subjects in table 1 as follows.

Tabel 1 The Result of Experimental Group Pretest dan Posttest

| Subject   | <i>Pretest</i> |          | <i>Posttest</i> |          | Gain |
|-----------|----------------|----------|-----------------|----------|------|
|           | Score          | Categori | Score           | Categori |      |
| ZB        | 47             | Low      | 84              | High     | 37   |
| AU        | 46             | Low      | 70              | Medium   | 24   |
| FR        | 47             | Low      | 79              | High     | 32   |
| AR        | 47             | Low      | 73              | High     | 26   |
| RN        | 44             | Low      | 58              | Medium   | 14   |
| TB        | 44             | Low      | 80              | High     | 36   |
| SH        | 47             | Low      | 59              | Medium   | 12   |
| NA        | 44             | Low      | 78              | High     | 34   |
| Rata-rata | 45.75          | Low      | 72.7            | High     |      |

Based on table 1 it can be seen that the average score of the experimental group subjects achieved increased anger management

skills from the low to high categories. Individually, an increase in scores in each subject showed: (1) ZB increased her score by 37 points; (2) AU increased her score by 24 points; (3) FR increased his score by 32 points; (4) AR increased his score by 26 points; (5) RN increased her score by 14 points; (6) TB increased her score by 36 points; (7) SH increased her score by 12 points; and (8) NA subjects increased her score by 34 points.

Furthermore, researchers conducted a hypothesis test to determine the effectiveness of experiential learning models in improving student's anger management skills. Before analyzing statistical data to test hypothesis, it is necessary to test data normality to determine the distribution of data and determine the statistical formula used in hypothesis testing. The normality test used is the Shapiro Wilk normality test with the assistance of SPSS 20.0 for Windows. The following are the results of Shapiro Wilk normality test.

**Tabel 2 Shapiro Wilk Normality Test**  
Tests of Normality

|          | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|----------|---------------------------------|----|-------|--------------|----|------|
|          | Statistic                       | Df | Sig.  | Statistic    | Df | Sig. |
| Pretest  | ,300                            | 8  | ,033  | ,722         | 8  | ,004 |
| Posttest | ,210                            | 8  | ,200* | ,890         | 8  | ,233 |

a. Lilliefors Significance Correction  
\*. This is a lower bound of the true significance.

Table 2 shows the significance value on the pretest score of 0.004 (less than 0.05) and posttest of 0.233 (more than 0.05) so that it can be concluded that the data are not normally distributed. Based on the results of the normality test, it can be determined that testing the research hypothesis can use non-parametric statistics with the Wilcoxon formula.

Wilcoxon test is used to determine whether there is an increase in anger management skills before and after the implementation of treatment in the experimental group. Wilcoxon test was carried out using SPSS 20.00 for windows. The following are the results of the Wilcoxon test in the experimental group.

**Tabel 3 Wilcoxon Test Results on Experiments with Experiential Learning Model**

| Test Statistics <sup>b</sup> |                    |
|------------------------------|--------------------|
|                              | Posttest - Pretest |

|                        |                     |
|------------------------|---------------------|
| Z                      | -2,521 <sup>a</sup> |
| Asymp. Sig. (2-tailed) | ,012                |

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

Hypothesis :

H<sub>0</sub> = There was no increase in anger management skills significantly in students after the experiential learning model intervention was given

H<sub>1</sub> = There was an increase in anger management skills significantly in students after being given an experiential learning model intervention

Basis of decision making based on probability

If probability > 0,05, then H<sub>0</sub> received

If probability < 0,05, maka H<sub>0</sub> rejected

Based on the Wilcoxon test results it can be seen that the asym column. Sig. (2-tailed) is 0.012. Based on the analysis results it can be seen that 0.012 <0.05, then H<sub>0</sub> is rejected, meaning that there is an increase in anger management skills significantly in students after being given an intervention with experiential learning model. Thus, it can be concluded that the experiential learning model is effective for improving anger management skills.

**Discussion**

Based on the results of the study, it is known that the characteristics of students' anger management skills show that most students have moderate and high anger management skills. Only a small proportion of students have low anger management skills. Even though only a small proportion have low anger management skills, they still need help to manage their angry emotions. This is because angry emotions are the most dangerous emotions. If these emotions are not managed properly, it will have a negative impact on people who experience anger and also on others.

Lazarus (1991) argues that anger is one of the most powerful negative emotions when looking at the profound impact on social relationships as well as the effect on people who experience angry emotions. also argues that anger is the most dangerous emotion because someone who is experiencing angry emotions might hurt the person who is the target of his anger. The results of Hiew and research show that angry emotions are an intermediary between school failure

and problematic behavior, including violence, trait damage, drug use, theft, and non-serious delinquency.<sup>8</sup>

Based on the research findings, some students with low anger management skills had difficulty managing their anger. They often express their anger in various ways, ranging from withdrawing from the environment, silence friends, stay away from friends who are the source of his anger, talk about the ugliness of friends who are the object of his anger to other friends to invite other friends away from people who are the source of his anger, shouting at people the object of his anger, even to the point of hitting a friend who is the object of his anger. This also proves that angry emotions experienced by students not only have an impact on him, but also other students. These findings support the opinion expressed by and Ekman (2003), where the lack of anger management skills will have a negative impact on students who experience anger themselves, and others who are the object of their anger.

This proves that important anger management skills are owned by MI Miftahul Hidayah Gogourung students, especially students who have low anger management skills. For that reason, providing assistance to improve anger management skills needs to be done. As expressed by Schiraldin and Kerr (2002), that the way a person manages anger, both in experiencing and expressing anger is something that can be corrected.

The experiential learning model succeeded in helping students improve their anger management skills. Based on the average score of the experimental group subjects with experiential learning models, it is known that there is an increase in anger management skills from low to high categories. Based on the overall difference between the pretest and posttest scores, it is known that five students showed a positive increase in score from the low to the high categories. Three other students also showed a positive increase in scores, but the increase in scores occurred from the low to the medium category.<sup>9</sup>

Based on the results of hypothesis testing using the Wilcoxon test it is known that there is a significant increase in anger management skills in students after being given an intervention using

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<sup>8</sup> Hagelskamp, C.; Bracket, M. A.; Rivers, S. E.; & Salovey, P. 2013. Improving Classroom Quality with The RULER approach to Social and Emotional Learning: Proximal and Distal Outcomes. *Am J Community Psychol*, 51: 530-543, New York: Springer.

<sup>9</sup> Ibid.

the experiential learning model. These results indicate that the experiential learning model is effective for use as a strategy in improving students' anger management skills.<sup>10</sup>

The effectiveness of the experiential learning model in improving anger management skills reinforces the results of research who has successfully developed a training guide to manage emotions with the experiential learning model. This study is also in accordance with the results of research conducted by Siswanto, et al who stated that the experiential learning model is effective for increasing emotional maturity in students.

Experiential learning defines learning as the process of how knowledge is created through changing forms of experience. Knowledge is caused by a combination of understanding and transforming experience. Experiential learning is a learning process that uses experience as a learning media.

divides emotions into two, including experiences and emotional expression. Judging from the indicators, anger management skills consist of indicators of experience and angry expressions. Therefore, the use of experiential learning models is deemed suitable for improving anger management skills. This is because in the experiential learning model students are invited to experience anger to learn how to manage anger.

As explained earlier, the experiential learning model has four cycles in the learning process used in this study, namely: 1) concrete experience (emotions), 2) reflective observation (watching), 3) abstract conceptualization (thinking) and 4) active experimentation (doing ). In the first step, students are invited to experience their own angry emotions. In this study, researcher used games to trigger angry emotions in students. In the second step, students are invited to observe the experiences and expressions of anger. In the third stage, students are invited to understand the experience of anger and the expression they show to then predict new actions if he experiences angry emotions again. In the fourth stage, students are invited to re-experience situations that make them angry and manage anger as they have learned.

The efficacy of experiential learning models in improving anger management skills is because this strategy trains students to experience, observe, understand, and express the angry emotions they

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<sup>10</sup> Fatimah, E. 2006. *Psikologi Perkembangan (Perkembangan Peserta Didik)*. Bandung: CV. Pustaka Setia.

feel and those of others. Lack of emotional management skills causes students to show impulsive behavior, disobedience, anger, solitude, depression, and experience anxiety.<sup>11</sup>

Experiential learning is a practice that facilitates understanding of our emotions, then uses this understanding to inform our actions. Four cycles in experiential learning David Kolb (1984) show the learning process starts from the concrete experiences experienced by someone. The experience is then reflected individually. Through the process of reflection, someone tries to understand what happened or he experienced. This reflection is the basis of the conceptualization process or understanding process that underlies the experience experienced and estimates of the possibility of its application in other situations or contexts (new). The point is the possibility of learning through real experiences and then reflected by studying the experience.

Research findings in the activity of increasing anger management skills with experiential learning models that initially students tend to be eager to follow the planned psychoeducation process. This is because researcher use the game to trigger student anger. However, in the end the angry emotions can appear as planned by the researcher. This becomes an important point of psychoeducation activities because with the emergence of angry emotions, the next steps can be carried out as planned in the experimental guidelines. This initial stage can ultimately support the next stages.

This research focuses to help improve student's anger management skills. Based on the results of the study, the experiential learning model was successful in improving student's anger management skills. The researcher suspects that the success is due to the experiential learning model that has several advantages, including: (1) in the experiential learning model students are invited to experience angry emotions again so that students can truly observe the angry expressions they show; (2) the experiential learning model trains students to rethink their actions. It is important to reflect on every action he does; (3) in the experiential learning model there is a stage where students have the opportunity to practice managing the emotions they feel. This allows students to be more careful in

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<sup>11</sup> Ibid.

expressing their anger and increase student control in expressing anger.<sup>12</sup>

Although it has advantages, the implementation of psychoeducation with experiential learning model also has weaknesses. Implementation of activities carried out after students leave school causes students are already in a tired condition so that researcher find it difficult to foster student concentration. In addition, sometimes students are still a little embarrassed to follow the psychoeducation process.

### Conclusion

Based on the results of research and discussion, several conclusions are obtained in this study. Based on research that has been done, there are eight students who have anger management skills scores in the low category. The eight students then received an intervention in the form of experiential learning models. The result is an increase in anger management skills significantly in students after being given an intervention with the experiential learning model. Thus, it can be concluded that the experiential learning model is effective for improving student's anger management skills.

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<sup>12</sup> Schiraldin, G. R. & Kerr, M. H. 2002. *The Anger Management Sourcebook*. Newyork: Contemporary Books.

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