

ABSTRAK

Lestari, Lully Muji. 2026. *Pengembangan Metode Jurnal Katarsis Berbasis Expressive Writing dalam Meningkatkan Regulasi Emosi Remaja Broken Home*. Skripsi, Program Studi Bimbingan dan Konseling, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing: (I) Dr. Tyas Martika Anggriana, S.Psi, M.Pd., (II) Dr. Suharni, S.Pd., M.Psi.

Penelitian ini dilatarbelakangi oleh banyaknya remaja *broken home* di SMP Negeri 1 Poncol Kabupaten Magetan yang mengalami hambatan regulasi emosi, seperti menarik diri, memendam masalah, dan terhambatnya *self-disclosure*. Solusi inovatif yang ditawarkan adalah pengembangan Metode Jurnal Katarsis berbasis *expressive writing* sebagai media *emotional first aid* yang aman dan privat. Penelitian ini bertujuan mengetahui kebutuhan subjek, mendeskripsikan prosedur pengembangan, serta menguji kelayakan dan efektivitas metode tersebut dalam meningkatkan regulasi emosi siswa. Metode penelitian yang digunakan adalah *Research and Development* (R&D) model Borg and Gall yang dibatasi pada lima tahap: (1) pengumpulan informasi awal, (2) perencanaan, (3) pengembangan draf produk, (4) uji coba lapangan awal, dan (5) revisi produk. Subjek uji coba terdiri dari 7 siswa yang dipilih melalui *purposive sampling* berdasarkan skor terendah saat *pre-test*. Pengumpulan data menggunakan angket *Difficulties in Emotion Regulation Scale* (DERS) dan dianalisis dengan uji *Wilcoxon Signed Rank Test*. Hasil validasi menunjukkan Metode Jurnal Katarsis berbasis *expressive writing* sangat layak digunakan dengan rata-rata persentase kelayakan dari ahli materi, bahasa, dan praktisi sebesar 82%. Uji coba lapangan membuktikan peningkatan regulasi emosi yang nyata, ditandai lonjakan rata-rata skor *pre-test* 62,4 menjadi 89,9 pada *post-test* (naik 21%). Berdasarkan uji Wilcoxon, diperoleh nilai *Asymp. Sig. (2-tailed)* sebesar 0,018 ($p < 0,05$), yang membuktikan bahwa metode ini efektif secara signifikan dalam meningkatkan kemampuan regulasi emosi remaja *broken home*.

Kata Kunci: *Expressive Writing*, Jurnal Katarsis, Regulasi Emosi, Remaja *Broken Home*.

ABSTRACT

Lestari, Lully Muji. 2026. *Developing the Expressive Writing-Based Catharsis Journal Method to Improve Emotion Regulation of Adolescents from Broken Home Families*. Undergraduate Thesis, Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Tyas Martika Anggriana, S.Psi, M.Pd., (II) Dr. Suharni, S.Pd., M.Psi.

This research was motivated by the numerous adolescents from broken home families at SMP Negeri 1 Poncol, Magetan Regency, who experienced emotional regulation difficulties, such as withdrawing, suppressing problems, and hindered self-disclosure. An innovative solution offered was the development of an expressive writing-based Catharsis Journal Method as a safe and private emotional first aid medium. This study aimed to identify the subjects' needs, describe the method development procedures, and test the feasibility and effectiveness of the method in improving students' emotion regulation. The research method employed was Research and Development (R&D) adapting the Borg and Gall model, which was limited to five main stages: (1) initial information gathering, (2) planning, (3) product draft development, (4) preliminary field testing, and (5) main product revision. The subjects for the limited field testing consisted of 7 students selected through purposive sampling based on the lowest emotion regulation scores during the pre-test. Quantitative data were collected using the Difficulties in Emotion Regulation Scale (DERS) questionnaire and analyzed utilizing the Wilcoxon Signed Rank Test. The validation results indicated that the expressive writing-based Catharsis Journal Method was highly feasible for use, achieving an average feasibility percentage of 82% from counseling material experts, linguists, and practitioners. The limited field testing demonstrated a noticeable improvement in emotion regulation, marked by a surge in the average pre-test score from 62.4 to 89.9 in the post-test (showing a 21% average increase). Based on the Wilcoxon test, the Asymp. Sig. (2-tailed) value was 0.018 ($p < 0.05$), proving that this method was significantly effective in improving the emotion regulation abilities of adolescents from broken home families.

Keywords: Broken Home Adolescent, Catharsis Journal, Emotion Regulation, Expressive Writing.