

## **Managing Broken Home Students' Emotions Using Reality Counseling Metaphor Techniques**

Adilia Puspitas Sari<sup>1\*</sup>, Leny Latifah<sup>2</sup>, Ajeng Intan Nur Rahmawati<sup>3</sup>

<sup>1</sup>Dharma Wanita High School 01 Bululawang, Malang Regency

<sup>23</sup> PGRI Kanjuruhan University Malang

\*Corresponding Author E-mail: [lenylatifah@unikama.ac.id](mailto:lenylatifah@unikama.ac.id)

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### **ABSTRACT**

One of the integral aspects of being human is emotion, especially when adapting to a new environment. Poor anger management can prevent people from getting to know themselves and socializing with others. This study was conducted to understand the effectiveness of reality counseling metaphor techniques to improve the emotional management of broken home students in SMA Kabupaten Malang. The research design used was single-subject design, A-B-A design with 3 students with broken home backgrounds as research subjects and poor emotional management based on questionnaire results. The instruments used are questionnaires, observations, and metaphorical reality counseling techniques. The results showed that the initial score obtained the average sum of each aspect, indicating a high level of emotion. After being given counseling treatment, the reality of the counselor's situation metaphorical technique showed an improvement in managing emotions. The presence of a line chart to manage emotions. The results of this study showed that reality counseling with metaphorical techniques effectively improved the emotional management of broken home students. In addition, this study was considered successful because the level of change that occurred after receiving the intervention showed a better attitude, in other words, the treatment given was effective which could reduce the emotional feelings of broken-home students.

**Keywords:** *reality counseling; broken home students; anger management; metaphorical techniques*

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### **INTRODUCTION**

The emotions of students who are in the transition period between childhood to adulthood or popularly called adolescence need to manage emotions well to grow as a whole and being ready to accept the demands of society (Hasmardin & Hirmaningsih, 2019). According to (Azizah & Rahayu, 2022), adolescence is the peak period of high emotions, so we often understand that adolescents are a time of storms, stress, and depression. A period where adolescents face various adjustment problems as a result of physical, mental, and social development (Mataputun & Saud, 2020). Adolescents can certainly affect their personal and social lives because emotions are very important in life (Hadi, 2020). One of the developmental tasks according to (Hurlock, 2001) is the achievement of emotional independence, where adolescents must manage their emotions well. If adolescents can control their developing emotions, then the events in their future lives can be easily resolved (Ulya, 2021).

Emotional management aims to find balance in emotions, so that the resulting behavior can be regulated (Niu & Niemi, 2020). The ability of students to control their emotions varies, not all students can express their feelings well, and this often leads to bad behavior. (Niu et al., 2022). Differences in students' ability to manage emotions can be influenced by various factors, one of which is the role of the family as the basis for the formation of the student's character

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(Pérez-Fuentes et al., 2019). Many things make students less happy and motivated in living life because there is no encouragement and support from themselves and others. (Hayati, 2020). All forms of children's problems that occur around their environment will always boil down to family conditions (Adevita, 2021). According to (Lerner et al., 2019), interactions in the family are the most powerful interactions that will shape the identity of an individual. The child's character is influenced by the surrounding environment which is inseparable from the care of his parents, father, and mother (Boca & Saraçlı, 2019). The atmosphere created in a family will form a conducive environment that has a good impact on psychological growth so that children grow up with good emotional management skills (Adevita, 2021). This is certainly different from children with *broken home* backgrounds, namely the damage to relationships between family members caused by either internal factors or external factors (Kurniasih, 2019).

At school, children with *broken homes* are more prone to missing classes and decreased learning achievement (Durrotunnisa & Hanita, 2022). In this case, unstable emotional management will greatly affect children's academic performance (Sari et al., 2020). In a family atmosphere that no longer exists in harmony, children will always be victims. Children's lives, especially in terms of education, will be disrupted because the focus of their minds is not concentrated on lessons. When growing up, children will feel low self-esteem, anger, and shame because their lives are different from other children (Sardi et al., 2021). Because losing parental affection is equivalent to losing a sense of security for a child in living his life struggle. Mental stress affects the mind so that it can cause stress and frustration that it is vented by children into juvenile delinquency such as drug consumption, sexual intercourse, theft, and smoking, even children can end their lives by suicide (Priambodo, 2023).

Based on observations made by interviewing the Vice Principal for Student Affairs accompanied by a history of notes in the student book at high school on June 3, 2022, it is known that some *broken home* students have problems managing emotions, resulting in various behaviors such as fighting teachers, yelling at teachers, easily angry with friends, being rude to friends, abusive language in the school environment which mostly comes from students High School (Arjanto, 2015). The handling of emotional management in high school students is still not optimal. Related to less than optimal emotional management coaching for students, there can be two main indications. *First*, there has not been a policy that has been seriously studied by the school as a specific strategy for managing student emotions that will have an impact on juvenile delinquency and the *second* is the number of educators who are not proportional to the number of student problems.

The reality is a challenge in the world of education in the future that Goleman's theory of emotional management (Saparwadi & Sahrandi, 2021) suggests that emotional intelligence is the greatest ability to motivate, steadfastly face failure, control emotions and delay satisfaction, and regulate mood. There are five elements of emotional intelligence in Goleman's theory (Saparwadi & Sahrandi, 2021), namely, social skills, empathy, motivation, self-regulation, and self-awareness.

Furthermore, the results of research in the scope of schools and families show that emotional management is closely related to the process and learning outcomes at school (Hendrawan, 2016), the impact of bullying (Ningrum et al., 2019), to less able to adjust to the

surrounding environment (Ahmad et al., 2018).(Ahmad et al., 2018) Research conducted by (Irani et al., 2018) suggests that students who lack emotional management tend to become bullying students. Furthermore, according to (Manurung et al., 2021), proper emotional management can make students' social relationships with the environment well maintained. According to (Nugraheni et al., 2017) emotional intelligence is related to student learning achievement, this proves that students who have proper emotional management tend to blind their learning achievement better. Based on the results of research on emotional management, it can be seen that students who lack emotional management tend to have relationships with various student problems, especially *broken home* students. If *broken home* students continue to lack proper emotional management, then the problem may extend to more worrying circumstances and behaviors as researchers have previously answered.

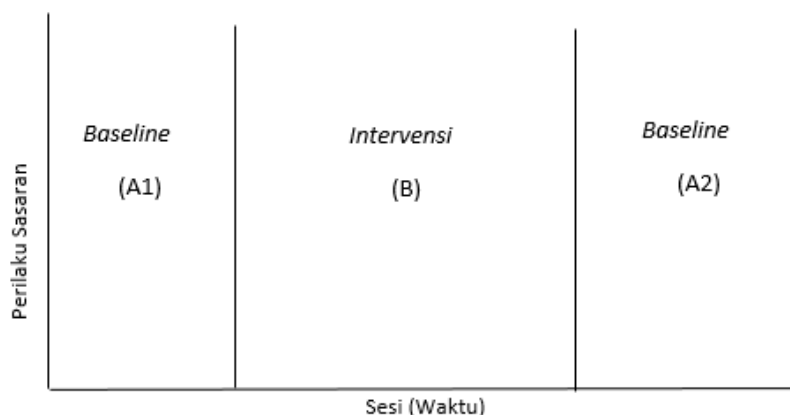
Of the many theories and techniques of counseling, researchers use reality counseling based on the 3 R's (*Right, Responsibility, Reality*) (Jusoh, 2018) to help *broken-home* students manage their emotions. The use of this approach is very relevant because students who do not have good emotional management skills, especially broken home children, often experience identity crises. The need for self-identity, the need to feel unique, separate, and different from others in society, is the goal of reality counseling, meaning that people successfully achieve their life goals. with *success identity* (Padillah, 2020). Reality counseling can use several techniques in the counseling process as a guide for managing counseling problems. The method used by researchers is a metaphorical model. Metaphor in general is a way of talking about something expressed in another element or transferring meaning from one element to another. (Wahid, 2018). Further (Sulistyaningsih et al., 2018) said that metaphor is a parable that involves comparative comparison, this parable expresses something differently, instead of making descriptions of many aspects, situations, and processes in the life of the constellation, metaphors can give another explanation. A metaphor is an attempt to express an idea or problem more precisely, to make it easier to understand. (Sulistyaningsih et al., 2018).

Counselors not only prepare and explain stories that are appropriate to the situation or problem of the counselor and by following the results to be achieved through *healing stories* strategies. However, counseling also has a role in telling stories to solve problems and achieve results (Mega, 2021). The use of metaphors with all their advantages can facilitate evaluation more effectively than using structured questions as is often done in most reality counseling (Wantaritati et al., 2022). If he is given a story about the character (not directly related to the counsel), the counselor will listen without resistance (Nadhifa et al., 2020). This is because on the one hand, the story is fun to listen to, but on the other hand, it can emphasize certain things (in this case matters of personal value) that concern the counselor without saying it directly. (Pangastuti & Nuryono, 2019). Based on the explanation above, further study is needed to examine the function of the effectiveness of reality counseling, and metaphor techniques in managing the emotions of *broken home* students.

## **METHOD**

The *Single Subject Research (SSR)* method was used in this study because the research subject is a single subject in the context of *broken home* students to conduct in-depth or specific

studies of things that occur, especially the management of students' emotions learned over a certain period time (Richards, 2018). The research design used *A-B-A* (*Applied Behavior Analysis*) (Cooper et al., 2020).(Cooper et al., 2020) Here are more details:



**Figure 1. Design baseline (A1) – intervention (B) – baseline (A2)**

The stages of implementation in this research are as follows:

1. Baseline (A1) was carried out to find out the management of emotions in high school students who were broken home, before the intervention.
2. Intervention (B) was given by researchers to improve emotional management in broken home high school students.
3. The baseline (A2) is intended as a control for the intervention phase so that it is possible conclude about the existence of a functional relationship between the independent and dependent variables.

The study population was students of SMA 01 Dharma Wanita Bululawang, with three research subjects namely ALD, AS, and IAJ determined by *purposive sampling* techniques using *broken home* students' emotion instruments to obtain research subjects. Here are more details:

**Table 1. Broken Home Student Criteria**

Presented	Criterion
0% - 25%	Very Mild Problem
26% - 50%	Minor Issues
51% - 75%	Weight Problems
76% - 100%	Very Severe Problem

**Table 2. Research Subjects**

Don't.	Code Name	Shoe	Peresentase	Criterion
1	ADL	109	71,71%	Weight Problems
2	AS	111	73,02%	Weight Problems
3	IAJ	125	82%	Very Severe Problem

The three subjects were then determined as many as three sessions in three days to determine *baseline 1* (A1) to get an initial picture of students' emotional management. Then B (intervention) was carried out as many in as seven sessions for seven days. Furthermore, *baseline 2* (A2) as many as five sessions in five days to strengthen the results of reality counseling metaphorical techniques. This study was analyzed in a descriptive statistical manner, to obtain a real graphic picture in a certain time about the level of emotional management of *broken home* students using reality counseling metaphorical techniques.

### RESULTS AND DISCUSSION

Here the researcher presents a graph of analysis of the calculation of emotional management of *broken home* students of each research subject as a whole starting from *baseline phase 1* (A1), *intervention phase* (B) and *baseline phase 2* (A2) in which the researcher conducted fifteen studies. The session was divided into 3 meetings for *baseline 1* (A1), 7 meetings for the implementation of interventions (B) and 5 meetings for *baseline 2* (A2).

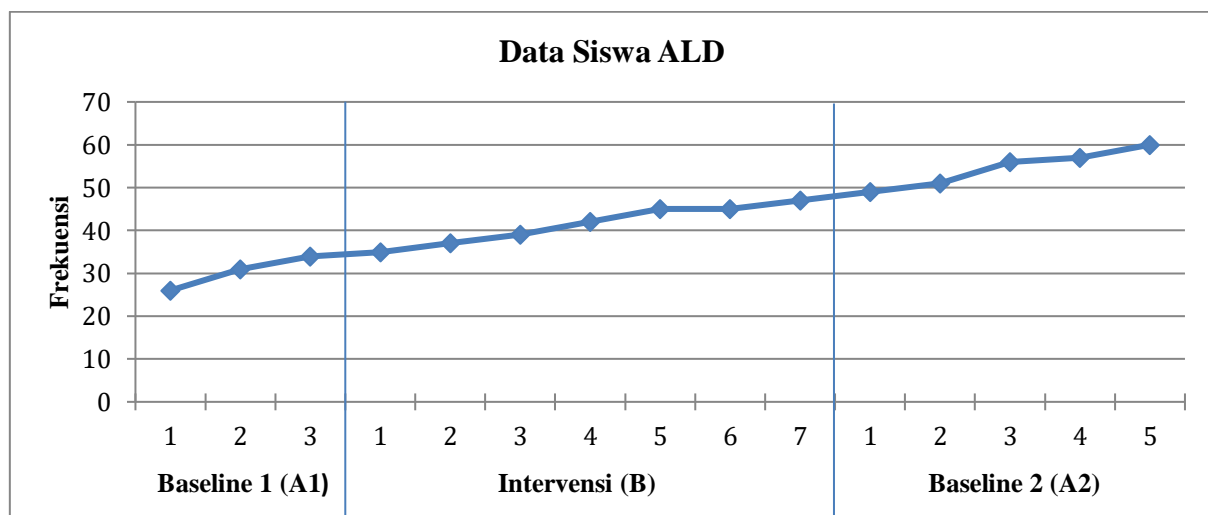


Figure 2. Analysis of Emotional Management Calculation of Broken Home Students ALD students

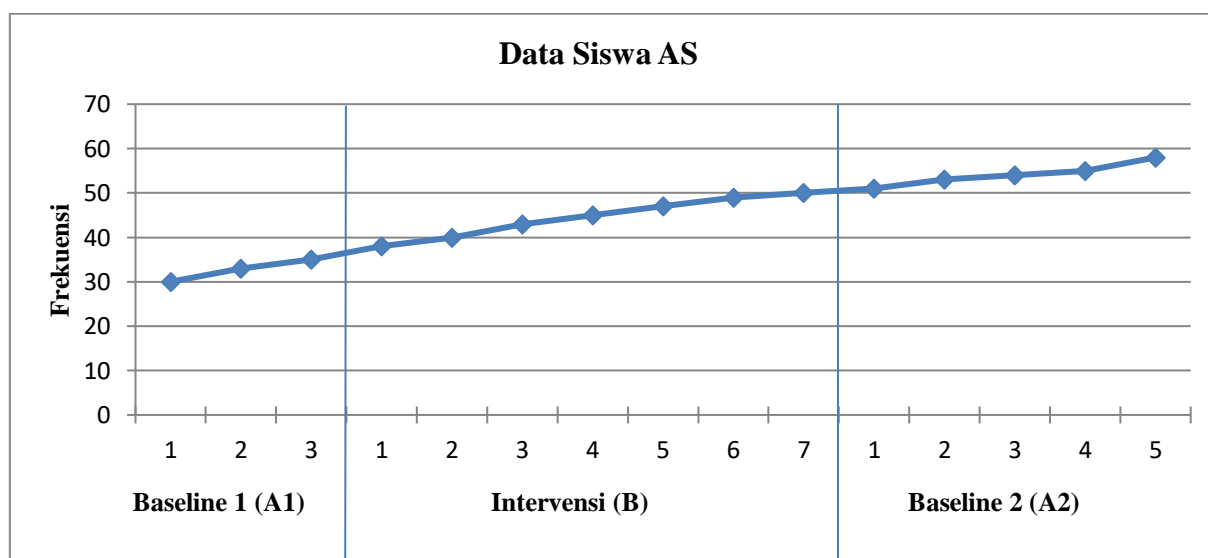


Figure 3. Analysis of Emotional Management Calculations of Broken Home Students US Subjects

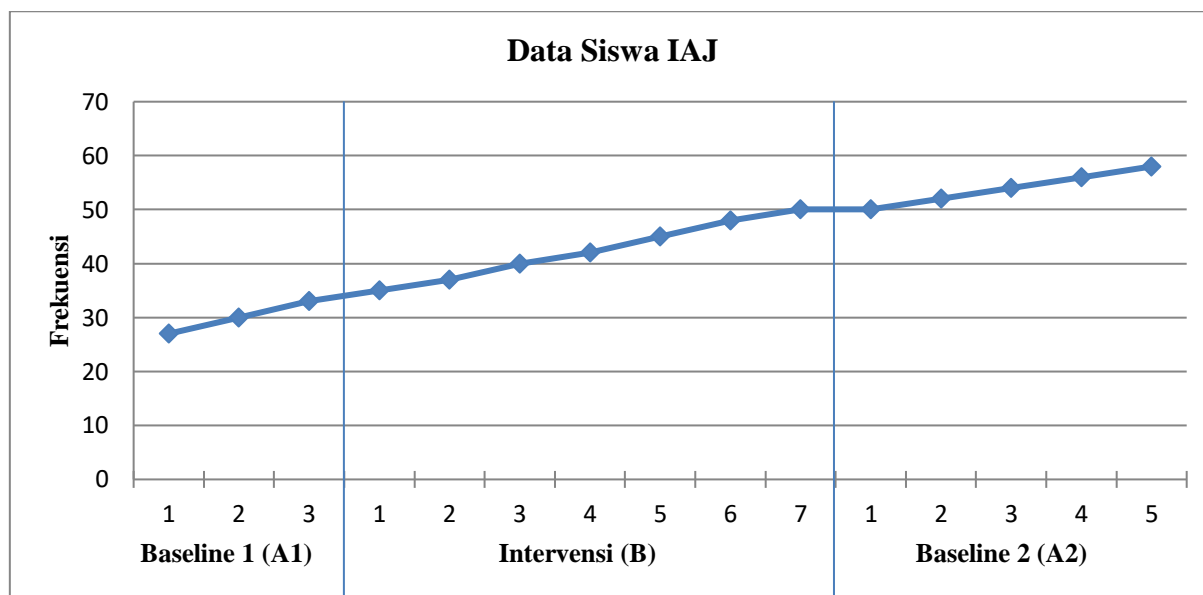


Figure 4. Analysis of Emotional Management Calculations of Broken Home Students IAJ Subjects

In *baseline 1 (A1)* the value obtained by the subject starts from sessions one to three and seen from *trend stability*, the value obtained is 67% to 100% who are in the category of experiencing severe to very severe problems . In the implementation of the intervention, researchers provided reality counseling, metaphorical techniques to improve the emotional skills of students who experienced a *broken home*, and the total score of the subjects could be said to have improved before the study. Even during the intervention, the stability score obtained showed an increase in the *trend stability* score. Whereas at *baseline 2 (A2)*, the scores obtained by the three subjects compared to *baseline 1 (A1)* before *the* intervention can be said to increase. Therefore, it can be concluded that the ability to manage the emotions of broken home students is better than before, in other words, reality counseling metaphor techniques can improve the management of broken *home* students ' emotions, this is evident from the process to the results of this study.

Based on the results of the study, several findings were obtained including; First, the level of emotional management of *broken home* students in high school before being given the intervention of reality counseling metaphor techniques was mostly at a low level, this was evidenced by the results of the emotion management questionnaire and also the results of observations conducted for 3 days. Furthermore, counseling was carried out using the reality approach of metaphorical techniques with the conclusion that many students' emotional conditions are caused by family factors, families that are not okay are one of the factors that influence high school students in their ability to manage emotions, eventually various unwanted attitudes arise such as: arguing with teachers, irritability, fighting teachers, being rude to friends and speaking poorly while in the school environment So that this attitude has an impact on the learning process and the socializing process.

This is in accordance with previous research that emotional management is needed by *broken home* students, because emotional management is closely related to the learning process and outcomes at school (Hendrawan, 2016), the impact of bullying (Ningrum et al., 2019), to less able to adjust to the surrounding environment (Ahmad et al., 2018). Uncontrollable emotions make students feel isolated and ignored by the surrounding environment, the ability to control emotions is a skill that can be learned (Ulya, 2021). Emotional management is part

of emotional intelligence that is found in research through its own experience (Saparwadi & Sahrandi, 2021). Because emotional management cannot be achieved only by preparing things but also by training or learning to know, understanding and expressing emotions in the right field and efforts to control emotions to control and be able to use them to solve complex problems in living life, especially those related to interpersonal relationships (Bariyyah & Latifah, 2019). This is why good anger management is important for all students.

Reality counseling this metaphorical technique is in accordance with the introduction which states that reality counseling is an effort to help the subject or counselor not to be trapped in the past and focus on the reality or reality of the present life that is being lived (Wantaritati et al., 2022). The experimental method in technical reality counseling is an effort to facilitate and build relationships between counselors by developing meaning indirectly to obtain new knowledge (Sulistyaningsih et al., 2018). So counseling can increase his feelings of happiness and improve his emotional control. This confirms that the research conducted is valid based on the results of data analysis conducted and combined with the application process using the A-B-A design, the use of experimental design information has a positive effect in improving anger management skills in *broken home* students.

## CONCLUSION

Emotional management in *broken home* students in high school before receiving reality counseling services metaphor techniques fall into the low category. Where students tend to be reluctant to open up to fellow friends, do not take good care of themselves, like to say rude words and vent their emotions on things that are not right. But after receiving counseling treatment, students with *broken home* backgrounds are much more able to control their emotions. This proves that reality counseling metaphor techniques have proven effective in improving the emotional management of *broken home* students in high school. This is shown by the comparison of scores or graphs of emotional management during baseline 1, intervention and baseline 2. It is hoped that further researchers can become this research as a reference or reference in conducting similar research, which aims to improve the emotional management of *broken home* students in other schools.

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