

Using Journaling Techniques As A Method Of Expressing Feelings In Class 5 Students Of SDIT Qurthuba

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Abstract

Feelings are a condition that exists in human consciousness which is influenced by the knowledge possessed and is assessed as a negative and positive state. At the age of 11 years, children should be able to manage emotions and respond well to the expression of their emotions to others, know what is good and bad and the norms that are in force. This study aims to see an increase in the ability to channel feelings in fifth grade students at SD IT Qurthuba through journaling techniques. This research uses quantitative methods. This study has a subject of 20 people. Data collection techniques used in this activity were pretest and posttest questionnaires. The results of the study show that journaling techniques can improve the ability to channel feelings in fifth grade students.

Keywords: Journaling Techniques; Channeling Feelings

INTRODUCTION

Feelings are something that can not be separated from each individual. Feelings are a condition that exists in human consciousness which is influenced by the knowledge possessed and is assessed as a negative and positive state. Feelings need to be channeled properly, such as feelings when you are angry, if the intensity is severe, it can cause psychological and biological changes (Safaria & Saputra, 2009). Things like this really need to be considered,



especially in children. Adults after going through a period of introspection they are able to express their emotions well. However, children still have limitations in recognizing their emotions so that in recognizing their feelings they are still confused.

When viewed from the school environment, the students themselves feel happy that they will be fulfilled if their goals are achieved. On the other hand, when their goals are not achieved, the feelings that can be felt are negative feelings such as discomfort, displeasure and not even enthusiasm to take part in learning (Miswari, 2017). This statement cannot be separated from the emotional development of every child, where the emotional development of children at elementary school age is very important and really needs attention because it will have an impact on children's daily lives. Especially in class V students who have entered the age of 11 years. At that age children should be able to manage their emotions and respond well to the expression of their emotions to others, knowing what is good and bad and the norms that are in force. However, some children experience problems managing their emotions because they are confused about what they are feeling and do not express their emotions appropriately. This can be influenced by several reasons, two of which are conflicts in the development process and the family environment. Children who had conflicts or obstacles in development in the past are most likely to experience emotional disturbances. Likewise, children with a family environment of parents who do not provide positive energy and cannot be a place for children to complain will cause pressure on children, causing emotional disturbances (Marsari et al., 2021)

Based on the results of preliminary data analysis conducted through interviews with the principal at SDIT Qurthuba, he said that problems that often occur to students are often directly conveyed by related students to the school principal, and these problems are not conveyed to the homeroom teacher. Children tend not to perceive the homeroom teacher as someone who can solve their problems. Departing from this problem, it was decided to make a journaling work program. The hope is that with journaling, it will be easier for the homeroom teacher to find out the feelings of his students on a daily basis, because they will explain how he feels on those days which certainly has a relationship with the events that have passed, so the homeroom teacher can detect serious problems. which needs to get preventive measures so that it does not become an unwanted problem in the future.

According to Erford in (Tas'adi & Dewi, 2018) Journaling can be used for the purpose of channeling emotions through the process of writing and creative expression. Then apart from



being a way for teachers to detect problems that occur in students, journaling also provides greater self-awareness and self-acceptance which leads students to create relationships with themselves. If journaling is carried out continuously, the long-term effect is an increase in psychological arousal and an increase in pressure (Tas'adi & Dewi, 2018). This statement was then corroborated by the results of his research (Soper & Bergen, 2001) where in his research on the "Journal of Employment Counseling" it was found that using counseling through writing is beneficial for catharsis which is relief, defuses individual feelings that are raging, verbalizes negative emotions and eliminates irrational thoughts.

METHODS USED

This research was conducted from May 9 to May 29, 2023. The population in this study were students of SDIT Qurthuba Makassar. The sample in this study were 20 students of class V SD IT Qurthuba Makassar consisting of 8 boys and 12 girls. The method used in this research is quantitative. The data collection techniques used in this study were interviews and documentation. The instruments used were pretest and post test questionnaires.

RESULTS AND DISCUSSION

Journaling activities are carried out for 3 weeks in class 5 SD IT Qurthuba, every week from Monday to Friday. The total number of students is 25 people who fill out the journaling every day, but only 20 people are used because when filling out the post test only 20 people are present and fill out the post test.

The following is demographic data from the 20 participants that have been obtained, including : of the 20 participants, there were 2 students aged 10 years with a percentage of 10%, as many as 16 students aged 11 years with a percentage of 80%, and as many as 2 students aged 12 years with a percentage of 10%. Of the 20 participants, there were 12 female students with a percentage of 60% and as many as 8 male students with a percentage of 40%.

Based on the results it was found that before journaling (pre test) the feelings that were often experienced by the 20 participants, it was found that 6 participants answered happy, 6 participants answered sad, and 8 participants answered annoyed / annoyed.

The results obtained after journaling (post test) for 3 weeks found that 14 participants answered happy, 3 participants answered sad, 2 participants answered angry, and 1 participant answered annoyed / annoyed.



That way the number of participants who answered happy increased compared to before journaling was done. This activity uses journaling techniques as a forum for participants to write down how they feel or what emotions they are feeling. The measurements used were in the form of pre-test and post-test to measure how students channel their feelings before and after being given journaling. Based on the results of the post test, 63% of participants acknowledged that journaling techniques could help express feelings.

This is in accordance with the opinion of Saleh Abbas (Ningsih & Christiana, 2017), namely individuals are able to express their feelings to other parties through written language, both in the form of conversations, instructions, and stories. Writing can be used by individuals in expressing feelings and emotions experienced. Pratiwi (2018) suggests that writing activity is a process of communicating thoughts, ideas, ideas, and feelings experienced by individuals towards others through written media. Writing itself has many benefits, one of which can be used as a forum for expressing one's feelings or emotions in a positive way.

CONCLUSION

Based on the results of the study it was concluded that journaling techniques can be a place to express or write down the feelings or emotions felt on that day. Writing can be a process of communicating thoughts and feelings. This is evidenced by an increase from the pretest to the post-test in expressing the emotions felt. The post test results obtained as many as 63% of participants acknowledged that journaling techniques could help express feelings. The journaling technique is one of the preventive measures so that unwanted problems do not occur in the future because the homeroom teacher already knows what students are experiencing.

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