

Expressive Writing Diary Book to Improve Self-Adjustment

Fina Dwi Pertiwi^{1*}, Ari Khusumadewi²

¹²Universitas Negeri Surabaya

*Corresponding author, e-mail: fina.18072@mhs.unesa.ac.id

Received April 02, 2022;

Revised April 30, 2022;

Accepted May. 10, 2021;

Published Online 2022-05-25

Conflict of Interest

Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author

Abstract: The purpose of this study was to create an expressive writing diary as a way to improve the adjustment of seventh grade students at SMP A. Wahid Hasyim Jombang. The research method used is a type of development research with the Borg & Gall model which has 10 steps, namely: 1) research and information gathering, (2) planning, (3) product format development, (4) initial trial, (5) revision product, (6) field trial, (7) product revision, (8) field test, (9) final product revision, and (10) dissemination and implementation. However, with limited time, the researcher only reached stage 5. The results of the material expert test were 88.23%, the media expert test was 92.8%, and the expert test for prospective users was 78.33% so that the overall criteria were very good. , does not need to be revised and good, does not need to be revised. The results of the prototype of the expressive writing diary in the form of a diary with A5 size. The expressive writing diary book media to improve the adjustment of seventh grade students in junior high school has met the product acceptability criteria based on usability, feasibility, accuracy and propriety.

Keywords: media of expressive writing diary book, self-adjustment, research and development.

How to Cite: Fina Dwi Pertiwi, Ari Khusumadewi. 2022. Expressive Writing Diary Book to Improve Self-Adjustment. Bisma, 6 (1): pp. 121-126 , DOI: [10.23887/bisma.v6i1.48864](https://doi.org/10.23887/bisma.v6i1.48864)

Introduction

Pesantren-based schools or commonly referred to as (SBP) are schools that prioritize the excellence of the school and pesantren education system. In the implementation of SMP it focuses on: a) increasing faith, piety, and noble character and independence in life, b) developing academic abilities and skills (Suhardi, 2014). This pesantren-based school integrates the truth of the texts (Al-Quran and Hadith) with (science and technology) through the development of 3 dimensions of superior education, namely a strong foundation of religious morality, mastering science and technology and creative thinking in skilled work to support the next life (RI, 2016).). SBP also incorporates culture into subjects and school management including: deepening religious knowledge, boarding, kaptuhan, exemplary, simplicity, tolerance, qana'ah, humility, steadfastness, help, sincerity, istiqomah, community, and cleanliness (Fauzan, 2013). However, the drawback of pesantren-based schools lies in the lack of counseling teachers who are purely S1 Guidance

and Counseling graduates. Only 20% of Counselors in pesantren-based schools (Kemenag East Java, 2022).

One of the oldest and largest Islamic boarding schools in East Java is the Tebuireng Islamic Boarding School which has pesantren-based schools (SBP) at various levels (Tebuireng, 2022). One of the schools under the auspices of the Tebuireng Islamic Boarding School is SMP A. Wahid Hasyim which also has the same problem. The lack of Counselors resulted in many problems, especially related to the adjustment of new students. This is evidenced by the results of the IKMS and DCM need assessments which state that 91.9% of students want to live more quietly and 91.9% of students want to have close friends.

The problems that often occur in students are: they can't stand discipline and activities in Islamic boarding schools, conflicts with friends or ustadz, don't feel at home, can't afford school or dormitory, often get sick and so on (Arifin, 1993). In addition, communication with peers, especially with friends with different characters, causes problems for students in adapting to the Islamic boarding school environment (Muna, 2019). In this case, media is needed to help Counselors solve these problems. However, from the interview results of Counselors at SMP A. Wahid Hasyim, it was stated that there was a lack of BK media innovation in the application of guidance and counseling services.

The lack of counseling media innovation, especially media in overcoming students' adjustment problems, encourages researchers to develop expressive writing diary books as a guidance and counseling medium that will be applied in group guidance services to improve the adjustment of new students at SMP A. Wahid Hasyim Jombang.

The choice of expressive writing diary book media is also based on the results of previous research from research (Sugiastuti & Agung, 2015) which states that diary books are effectively used to improve writing skills about students' daily experiences. Research results from (Kurniasih, 2020) state that the strategy of writing a diary has an impact on increasing the ability to write narratives for fifth grade students of SD Negeri 2 Sukorejo. It is proven that 90% of fifth grade students are able to write coherently. Research results from (Wiramarta, 2020) state that a reflection diary has several benefits for students, namely: developing writing skills, developing creativity, filling free time, channeling hobbies and sharing experiences.

The advantages and characteristics of expressive writing diary book media compared to previous research lies in the technique applied, namely expressive writing which is applied through an attractively designed diary book.

The following materials will be raised in the expressive writing diary book: 1) Expressive Writing according to Wright in (Bolton et al., 2004) reflects and expresses as a writing process and is carried out on one's own wish or direction. The application of this technique is through children, adolescents, adults, married couples, individually and in groups (Harahap, 2012). The implementation of expressive writing therapy in groups does not have any rules, students have the freedom to express themselves into a series of words (Purnamarini et al., 2016) and has the benefits of health therapy, and psychological therapy (Haryono, 2017) to reduce stressful, emotional and traumatic events in written form. In groups, group members help each other and discuss problems that are being felt by other group members so that they can understand each other and have trust in the group.

The stages in the implementation of expressive writing according to Hynes & Hynes in (Malchiodi & Cathy, 2007) are: Recognition/Initial writing, Examination/writing exercise, Juxtaposition/Feedback, Application to the self. 2) Adjustment According to (Nursalim, 2010) is a process experienced by individuals naturally and dynamically so that it aims to improve individual behavior in order to produce a relationship that is more in line with the environmental conditions in which the individual is located. Meanwhile, according to (Hurlock, 2004) self-adjustment as an effort to adjust to the environment and show pleasant attitudes and behavior, means that the individual is accepted by the group and the environment.

From the above explanation that has been described, it can be concluded that self-adjustment is a process of individuals placing themselves in a new environment and feeling accepted by the new environment.

Method

The research and development model in this study uses a model (Borg, W.R. & Gall, M, 1983) The development research procedure with the Borg & Gall (1983) model has 10 steps that must be taken, namely: (1) research and information collection, (2) planning, (3) product format development, (4) initial trial, (5) product revision, (6) field trial, (7) product revision, (8) field testing, (9) final product revision, and (10) dissemination and implementation. However, with limited time, the researcher only reached stage 5. The following are the steps of the development that will be used, namely: (1) research and initial information collection. (2) planning, (3) product format development, (4) initial trial, and (5) product revision.

At this stage of the validation test, material experts and media experts have the educational criteria for Masters in Guidance and Counseling and have taught at least for more than 10 years. Meanwhile, experts who are prospective counselor users with the criteria of a bachelor's degree in Guidance and Counseling and at least have been teaching for more than 5 years.

Data analysis techniques in this study include quantitative and qualitative data analysis, namely: 1) qualitative data analysis obtained from the results of input, criticism, and additions from material expert tests, media and prospective Counselor users. while the results of quantitative data analysis were obtained from the results of media expert test questionnaires, materials and prospective counseling teacher users.

There are several media specifications that will be developed in this development research, namely: physical specifications, content specifications, and usage specifications.

The specification of the contents of the expressive writing diary book includes motivation sheet, work instruction sheet, what your response (Recognition/ Initial write), chapter 1 which contains work instruction sheet, how you feel right now (examination/ writing exercise), draw your expression, mood tracker, reflection sheet. Followed by chapter 2 which contains the work instruction sheet, let's to be honest (juxtaposition/ feedback), reflection sheet. Next is chapter 3 which contains (implementation to self), work instruction sheet, to do list and goals, and reflection sheet and the last is the author's biography. In this expressive writing diary book, this is followed by a guide book containing cover, disclaimer, introduction, table of contents, chapter 1 (background and objectives), chapter 2 implementation (adjustment materials, general requirements, implementation of RPL (service implementation plan), chapter 3 cover and author biography sheet.

Specifications for use, there is a procedure for using expressive writing diary books, namely this media is applied through group guidance on the basis of the same student problems. The counselor as the group leader will lead the group guidance from beginning to end. Group members carry out the writing process every day for 3 weeks with different materials and methods each week. The first week of opening as well as providing adjustment material using the recognition/Initial write and examination/writing exercise methods, the second week using the juxtaposition/feedback method, and the third week of self-implementation accompanied by discussions to find out the condition of each student. Each chapter is followed by a reflection sheet and an instruction sheet and each student writes in their respective diaries that have been provided.

Results and Discussion

The results of each stage of the expressive writing diary book media development research that has been carried out are:

1. Preliminary research and data collection

At this stage, interviews were carried out which resulted in the conclusion that in the application of guidance and counseling services there was a lack of media innovation and the distribution of IKMS and DCM questionnaires which stated that 91.9% of students wanted to live more quietly and 91.9% of students wanted to have close friends.

2. Planning

At the planning stage in this research, namely planning the topics that will be raised in solving problems that are currently happening and planning what media will be used. The topic raised is self-adjustment, and the media to be developed is expressive writing diary book which will be carried out through group guidance services

3. Product Format Development

In developing the product format, the following will be carried out: (1) making RPL adapted to the rules, regulations, norms and schedule of the cottage (2) determining chapters that are adapted to the stages of expressive writing techniques (3) determining the form and material of the diary book and (4) determine product design.

4. Initial Trial

This stage is carried out through the validation of material experts, media and prospective teacher users. The following are the results of the initial trial: a) Material expert test: The results of the overall expressive writing diary book material test assessment are 88.23% with the criteria according to (Mustaji, 2005) which is very good, does not need to be revised, b) Test media expert: This media test is intended to provide suggestions and criticism for improvement. The results of this media test are 92.8% with very good criteria, no need to be revised, c) user test: the validation test of prospective users is carried out on guidance and counseling teachers at SMP A. Wahid Hasyim Jombang. The results obtained in the prospective user test are 78.33% with good criteria, no need to be revised.

5. Product Revision

The expressive writing diary book media which was developed and tested for material validation, media validation test and validation test for prospective Counselor users received input and critiques of suggestions that researchers would use as material for product revision to make it better. product revisions are carried out in accordance with these inputs. The following inputs are given from each expert validation test: a) material expert test: corrections related to incorrect writing and RPL clarified regarding the time and place to fill out the expressive writing diary book, b) media expert test: in media testing, media experts provide input in the form of adding work instruction sheets, drawing sheets and changing the form of design writing so that it is not monotonous. This media is quite effective for use in group settings by students, c) Test of prospective Counselor users: There are several suggestions for improvement from prospective users, namely the correction of the word wachid to wahid.

Based on the results of the research described previously, it is generally concluded that the expressive writing diary book prototype to improve the self-adjustment of class VII students is considered to have met the acceptability which includes aspects of usability, feasibility, appropriateness and accuracy. This can be seen from the results of the product feasibility assessment by the trial of prospective Counselor users.

The development of expressive writing diary book media has the aim that new students can adjust to the school environment based on Islamic boarding schools through the media of expressive writing diary book assistance. students to express ideas and real experiences through writing.

The definition of a diary book (KBBI, 2022) is a book that contains notes about activities that must be carried out and events experienced at that time. So that from writing activities, students can to introspect himself about his adjustment. This is associated with aspects of adjustment according to (Schneiders, 1964) which includes seven aspects, namely: the ability to control excessive emotions, the ability to minimize self-defense mechanisms, reduce frustration, rational thinking patterns and exert oneself and the ability to learn, use experience. past, attitude reality and objective.

This expressive writing diary book was developed as a medium for group guidance which aims to help each other solve problems related to self-adjustment among members through the results of writing at each stage of expressive writing. This is in accordance with (A'yuni & Setiawati, 2017) which frees students to write what they are feeling when students have difficulty communicating to others, reduces disturbing feelings or pressure because writing can reduce physical pain, and students can focus on writing. So, in this case the expressive writing technique is expected to be able to overcome frustration and inner conflict with the environment that the students are living in (Yustinus, 2006).

The implementation stage of providing group guidance services through expressive writing diary book media is divided into 3 meetings. The first meeting was providing material and the writing process for stages 1 and 2, the second meeting was evaluating the results of writing stages 1 and 2 and continuing to write stages 3 and 4, the third meeting was evaluating the writing results from stage 1 to 4 as well as evaluating the group guidance process.

There are two components in the development of expressive writing diary book media. The first component is a media expressive writing diary book in the form of a book, made of paper with A5 size consisting of 3 chapters and each chapter has a guide sheet as well as an evaluation of the results of each writing stage. The contents of the expressive writing diary book have an attractive design and space for students to write neatly and comfortably. The second component is a guide book for counselors which is designed to be attractive but still formal, adapted to the expressive writing diary book media design with the title "Expressive writing diary book guide".

The development of expressive writing diary book media in group guidance must pay attention to several things, namely: 1) group members must have the same problem, 2) group members must agree together on the stages in writing expressive writing because it takes a long time, 3) group leaders must pay attention to the writing process, and 4) students must complete all stages so that the problem at hand can find a solution. This is in line with the elements of implementing internal group guidance services (Tatiek, 2001)

Evaluating the process and evaluating the results after being provided with group guidance services in accordance with (Akhmad Sugianto, 2022) Guidance and Counseling to students can see how interesting the material is provided, see the activity of members during the group guidance process, and see students' understanding of the use of media and materials which has been given. If after being given group guidance services with expressive writing diary book media to improve the adjustment of class VII students, there is a positive response, it can be said that the prototype of expressive writing diary book media to improve the adjustment of class VII students has met the acceptability of the product based on aspects of feasibility, accuracy, propriety, and usability.

Conclusion

The purpose of the research is to create a media expressive writing diary book to improve students' self-adjustment which will be used by Counselors to students/students in junior high school with the same basic problem, namely lack of adjustment. This research is motivated by the results of the distribution of IKMS and DCM questionnaires which show that 91.9% of students want to live more quietly and 91.9% of students want to have close friends.

Based on the results of the material expert test, which is 88.23% and the media expert test, it is 92.8%, which means that it is very good, and does not need to be revised. While the test results for prospective Counselor users are 78.33%, which means that it is good, and does not need to be revised. Media/product validation that has been assessed based on product acceptability criteria.

The expressive writing diary book media to improve the adjustment of seventh grade students in junior high school has met the product acceptability criteria based on usability, feasibility, accuracy and propriety.

References

- A'yuni, Q., & Setiawati, D. (2017). Penerapan konseling kelompok dengan teknik expressive writing yang rendah untuk meningkatkan self esteem pada siswa kelas vii di smp negeri 34 surabaya. *Jurnal BK UNESA*, 7(1), 1–13.
- Akhmad Sugianto. (2022). *Standart Kompetensi Kemandirian Peserta Didik (SKKPD) SD, SMP, SMA. Bimbingan Dan Konsleing.*
- Arifin, I. (1993). *Kepemimpinan kyai: Kasus Pondok Pesantren Tebuireng.* Jombang: Kalimasahada Press.
- Bolton, G., Howlett, S., Lago, C., & Wright, J. . (2004). *Introductory handbook of writing in counseling and therapy.* New York: Brunner-Routlage.

- Borg, W.R. & Gall, M, D. G. (1983). *Educational Research: pAn Introduction*, Fifth Edition. New York: Longman.
- Fauzan, W. . (2013). *Integrasi Kultur Kepesantrenan ke Dalam Mata Pelajaran*. Jakarta: Direktorat pendidikan Diniyah dan Pondok Pesantren dan Direktorat Jenderal Pendidikan Islam, Kementerian Agama Republik Indonesia.
- Harahap, F. (2012). *Expressive Writing Sebagai Teknik Bimbingan, Media Konseling dan Teknik Psikoterapi*. Bimbingan Dan Konseling FIP Universitas Negeri Yogyakarta.
- Haryono. (2017). *Konseling Di Sekolah: Pendekatan - Pendekatan Kontemporer*. Jakarta: Prenadanamedia Group.
- Hurlock, E. B. (2004). *Psikologi Perkembangan*. Jakarta: PT. Gramedia Pustaka. KBBI. (2022). *Diary Book*.
- Kemenag Jatim. (2022). *Direktorat jenderal Pendidikan Islam Kementerian Agama RI*.
- Kurniasih, D. A. (2020). *Pembiasaan Menulis Buku Harian Untuk Meningkatkan Kemampuan Menulis Narasi Bagi Siswa Kelas V SD Negeri 2 Sukorejo*. *Jurnal Profesi Keguruan.*, 6(1), 36–44.
- Malchiodi, & Cathy, A. (2007). *Expressive therapies*. New York: The Guilford Press.
- Muna, L. (2019). *Problematika Penyesuaian Diri Santri Putri Di Lembaga Tinggi Pesantren Luhur Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Mustaji. (2005). *Pengembangan Pembelajaran Berbasis Konstruktivistik*. Surabaya: Universitas Negeri Surabaya.
- Nursalim. (2010). *Bimbingan dan Konseling Pribadi-Sosial*. Yogyakarta: Ladang Kata.
- Purnamarini, D. P. A., Setiawan, T. I., & Hidayat, D. R. (2016). *Pengaruh Terapi Expressive Writing Terhadap Penurunan Kecemasan Saat Ujian Sekolah (Studi Kuasi Eksperimen Terhadap Siswa Kelas XI di SMA Negeri 59 Jakarta)*. *Insight: Jurnal Bimbingan Konseling*, 5(1), 36. <https://doi.org/10.21009/insight.051.06>
- RI, K. P. dan K. (2016). *Laporan Monitoring dan Evaluasi Program Sekolah Berbasis Pesantren*. Jakarta: Pendidikan Dasar dan Menengah, Direktorat Pembinaan SMP.
- Schneiders, A. (1964). *persobal Adjustment and Mental Health*. New York: Rinehart and Winston.
- Sugiasuti, N. P. M., & Agung, A. A. G. (2015). *Pengaruh Penggunaan Diary Book Terhadap Motivasi Belajar Siswa Kelas X Smk Restumuning Peraan*. *Universitas Pendidikan Ganesha*, 6(1), 1–12.
- Suhardi, D. (2014). *Panduan Pelaksanaan SBP*. Jakarta: Direktorat Pembinaan Sekolah Menengah Pertama. Tatiek, R. (2001). *Teori dan Praktek Bimbingan Kelompok*. Malang: Universitas Negeri Malang.
- Wiramarta, K. (2020). *Kebermanfaatan Penulisan Jurnal Harian Refleksi Sebagai Metode Pendidikan Karakter Pada Masa Pandemi*. *PINTU: Jurnal Penjaminan Mutu*, 132–142. <https://stahmpukuturan.ac.id/jurnal/index.php/jurnalmutu/article/view/908>
- Yustinus, S. (2006). *Kesehatan Mental Jilid 2*. Yogyakarta: Penerbit Kasinius.

Article Information (Supplementary)

Conflict of Interest Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

Copyrights Holder: <Pertiwi > <2022>

First Publication Right: BISMA The Journal of Counseling

<http://dx.doi.org/10.23887/bisma.v6i1.48864>

Open Access Article | CC-BY Creative Commons Attribution 4.0 International License.

Word Count:

