

ABSTRAK

GLORY NADINE PRISCILA SILALAH. Pengaruh Konseling Individual Teknik *Expressive Writing* Terhadap Regulasi Emosi Siswa Kelas 11 SMA Negeri 10 Medan. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan, 2026

Penelitian ini bertujuan untuk mengetahui pengaruh layanan konseling individual dengan teknik *expressive writing* terhadap regulasi emosi siswa kelas XI SMA Negeri 10 Medan. Permasalahan dalam penelitian ini adalah rendahnya kemampuan regulasi emosi pada beberapa siswa, yang ditunjukkan melalui kesulitan dalam mengenali, mengendalikan, dan mengekspresikan emosi secara adaptif. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen jenis One-Group Pretest–Posttest Design. Sampel penelitian berjumlah 4 siswa yang dipilih menggunakan teknik *purposive sampling*, yaitu siswa yang memiliki tingkat regulasi emosi rendah berdasarkan hasil pre-test. Instrumen pengumpulan data yang digunakan adalah angket regulasi emosi skala Likert yang telah diuji validitas dan reliabilitasnya, dengan koefisien reliabilitas sebesar 0,837. Data dianalisis menggunakan uji Wilcoxon Signed Rank Test. Hasil penelitian menunjukkan bahwa seluruh subjek mengalami peningkatan skor regulasi emosi setelah diberikan layanan konseling individual dengan teknik *expressive writing*. Rata-rata skor pre-test sebesar 57,25 meningkat menjadi 97,75 pada post-test, dengan rata-rata peningkatan sebesar 40,5 poin. Hasil uji Wilcoxon menunjukkan nilai $Z = -1,841$ dengan Asymp. Sig. (2-tailed) = 0,066. Nilai signifikansi tersebut lebih besar dari 0,05, sehingga secara statistik peningkatan skor regulasi emosi belum menunjukkan perbedaan yang signifikan. Namun, secara deskriptif layanan konseling individual dengan teknik *expressive writing* menunjukkan kecenderungan positif terhadap peningkatan regulasi emosi siswa. Dengan demikian, dapat disimpulkan bahwa layanan konseling individual dengan teknik *expressive writing* berpotensi membantu meningkatkan regulasi emosi siswa, meskipun dalam penelitian ini pengaruhnya belum terbukti signifikan secara statistik. Temuan ini dapat menjadi bahan pertimbangan bagi guru BK dalam memberikan layanan untuk membantu siswa mengelola emosi secara lebih adaptif.

Kata kunci : Konseling Individual, *Expressive Writing*, Regulasi Emosi

ABSTRACT

GLORY NADINE PRISCILA SILALAH. The Effect of Individual Counseling Using the Expressive Writing Technique on the Emotion Regulation of Eleventh-Grade Students at SMA Negeri 10 Medan. Sripsi. Medan: Faculty of Education, State University of Medan, 2026

This study aimed to determine the effect of individual counseling using the expressive writing technique on the emotional regulation of eleventh-grade students at SMA Negeri 10 Medan. The problem addressed in this study was the low level of emotional regulation among several students, as indicated by difficulties in recognizing, controlling, and expressing emotions adaptively. This research employed a quantitative approach with a pre-experimental design, specifically the One-Group Pretest–Posttest Design. The sample consisted of 4 students selected through purposive sampling, namely students who had low emotional regulation scores based on the pre-test results. The data collection instrument used in this study was an emotional regulation questionnaire based on a Likert scale, which had been tested for validity and reliability, with a reliability coefficient of 0.837. The data were analyzed using the Wilcoxon Signed Rank Test. The results showed that all participants experienced an increase in their emotional regulation scores after receiving individual counseling using the expressive writing technique. The mean pre-test score of 57.25 increased to 97.75 in the post-test, with an average improvement of 40.5 points. However, the Wilcoxon Signed Rank Test result showed $Z = -1.841$ with Asymp. Sig. (2-tailed) = 0.066. Since the significance value was greater than 0.05, statistically the increase in emotional regulation scores did not indicate a significant difference. Nevertheless, descriptively, individual counseling using the expressive writing technique showed a positive tendency toward improving students' emotional regulation. In conclusion, individual counseling using the expressive writing technique has the potential to help improve students' emotional regulation, although in this study its effect was not statistically significant. These findings may serve as a consideration for school counselors in providing counseling services to help students manage their emotions more adaptively.

Keywords : Individual Counseling, Expressive Writing, Emotional Regulation