



## The Developing Module for Improving Emotion of Regulation of Adolescents in Muara Bulian Class II Youth Correctional Facility

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### **Abstract**

Implementation of guidance still needs to be maximally carried out, especially in the low emotional regulation of adolescents; this is because the implementation of media has not been maximally used. This study aims to develop a module for improving adolescents' emotion regulation in the Muara Bulian class II youth correctional facility (LPKA). Then, the module can be used as a medium of guidance. This study used research and Development (R&D) research. It used the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. The study was carried out at LPKA Muara Bulian. Data collection techniques in the research were the collection of test and non-test data. The data analysis technique used in this research was quantitative descriptive. The results show: 1) The assessment results from media experts can be categorized as "very feasible" with a proportion value of 96.42%; the assessment results from material experts can be categorized as "very feasible" with a proportion value of 97.2%. The results of the trial on LPKA counselors showed 89.1%. The trial's results on vocational school teachers showed results of 85%, based on usability, material accuracy, presentation, and appearance. media characteristics are appropriate and included in the outstanding category.

**Keywords:** *Module Development; Regulation of Emotion; Adolescents of LPKA*

### **1. Introduction**

According to law number 11 of 2012, "Children in Conflict with the Law (ABH) are children aged 12 years who commit criminal acts and must participate in educational, coaching and mentoring programs. Guidance and counseling do not only solve problems at school; more than that, prospective counselors are required to become professionals and experts in the field of guidance and counseling. (Princess, 2019) Guidance and counseling is a process of assistance the guide/counselor provides to the counselee to help. (Pranoto et al., 2022) Guidance and counseling are vital in providing guidance and services to prisoners. Guidance and counseling are needed as preventive measures for prisoners because the services and guidance provided can clarify unwanted behavior. (Rahayu et al., 2022).

LPKA prisoners need guidance from prison supervisors/counselors to live their lives in prison. According to (Ningsih Misrah, 2023), The assistance process provided by prison supervisors/counselors can help reduce problems that occur in prisoners. Guiding prisoners requires time, effort, and experience for the

assistance provided to be effective (Hermanto, 2019). The prison guidance process includes understanding, prevention, problem alleviation (curative), development, and advocacy (Junaedi & Ardiani, 2022). This shows the importance of guiding to help alleviate the problems of teenagers in prison, especially emotional regulation.

Emotion regulation can be interpreted as a skill related to a person's way of changing emotional experiences when facing various negative emotions (Sanchis et al., 2020). According to (Gross, 2014), Emotional regulation refers to creating emotions in a person when they have emotions and how a person expresses and regulates emotions well. According to (Zaki, 2020), Emotional regulation occurs when a person assesses his emotional state, processes his emotional response, and creates goals through several strategies.

Emotion regulation is the skill of being aware of, placing, and responding to emotions (Howells, 2018). Emotion regulation can be interpreted as a series of biological processes that influence a person's behavior and social behavior, which functions as an inhibitor, maintains, increases, or decreases his emotional experience (PM Cole & Hollenstein, 2018). According to (Rieck et al., 2023), Emotional regulation is the ability to change and express one's emotions, which significantly impacts mental health; a person tends to use strategies in emotional regulation.

According to (Howells, 2018), A person's emotional regulation is influenced by six components, namely awareness of one's own emotions, skills in distinguishing and understanding other people's emotions, ability to express emotions well, empathy skills, ability to differentiate internal and external emotional experiences, ability to adapt to felt emotions. (Koch et al., 2018) explains that strategies are needed to regulate emotions optimally in an unfamiliar environment. Emotional regulation is essential for someone to be able to live life; the ability to be flexible in regulating emotions shows the importance of someone having an emotional regulation strategy (Roelofs et al., 2023).

According to (Goldenberg, 2022), There are two basic types of emotion regulation strategies: changing emotions by targeting situations that cause emotions and emotional regulation strategies by changing emotions by modifying attention to emotional stimuli. Using emotional regulation strategies aims to manage the pressure on a person (Brandão et al., 2023).

Media use can increase understanding, help the youth guidance process, and help counselors at LPKA (Anisa et al., 2023). Using media as a guidance innovation can help children increase their understanding of themselves and their own emotions (Witono et al., 2022). According to (FA Utami & Fitriyani, 2019), Media can support the effectiveness of supervisors/counselors' and counselees' guidance. Through appropriate media, it can encourage the emergence of self-regulated learning, which in this aspect encourages independence (Saputra et al., 2021).

One of the media that can be developed is a training module. According to (Saputra et al., 2021), mastery of the material in guidance is necessary even in all forms of learning. According to (Jusuf Sobari, 2021), the training module aims to increase the effectiveness of guidance created based on the learning curriculum. Modules can help teenagers' learning process, increase motivation and interest, and help increase creativity (Marlina, 2023). The use of training modules by counselors in the coaching process aims to ensure that teenagers can understand and apply the material in their lives (Nurdyansyah, 2019). Modules are suitable alternative media for achieving and solving learning problems by presenting material in an innovative, adaptive, and collaborative manner.

Training modules are widely used in implementing learning in various aspects. Research conducted by Utami & Kaloeti (2022) developed a Strength-Based Approach module to prepare oneself after being released from prison. Nurwendah Kaloeti (2023) uses modules to increase female inmates' resilience. Ningtiyas (2020) developed an Expressive Writing Therapy Module for inmates. Several studies have

discussed the development of modules to improve various problems that occur in prisoners. However, none has yet developed an emotional regulation training module for LPKA adolescents.

Based on the description above, researchers will develop an emotional regulation training module that can be a practical guidance tool for improving emotional regulation strategies in particular children's development institutions. The module researchers will develop is aimed at the Muara Bulian Class II Special Development Institute for Children. It is hoped that the development of this module can improve the quality and innovation of guidance and counseling.

## **2. Methodology**

The type of research used in this research is research and development (R&D). The development model used in this research is the developed ADDIE model (Dick et al., 2015), which consists of the analysis, design, development, implementation, and evaluation stages. Researchers also conducted preliminary studies on adolescents to determine the level of emotional regulation and prison counselors to determine the counselor's needs for training modules. At the design stage, the researcher developed training module material based on needs. The researcher began developing the module at the development stage, testing the feasibility of the training module for implementation and testing the effectiveness of the training module in improving emotional regulation strategies at the evaluation stage.

### **2.1 Population and Sample**

The population of this study were prison counselors and prison youth at the Class II Special Development Institution for Children in Muara Bulian. The sample for this research was 12 teenagers, five prison counselors, and 5 Muara Bulian Vocational School teachers who were selected using purposive sampling techniques.

### **2.2 Data Collection Methods**

The data collection technique in the preliminary study was carried out via a Google form with 40 LPKA supervisors, 5 LPKA supervisors/counselors, five vocational school teachers, and 12 LPKA teenagers. The instrument developed has been tested and validated by Dr. Agus Basuki, M.Pd., a lecturer in Guidance and Counseling at Yogyakarta State University.

### **2.3 Data Analysis Techniques**

Data analysis was carried out using quantitative and qualitative approaches. Data in the form of information, responses, opinions, suggestions, and criticism from LPKA experts/experts, supervisors, and teachers. The data is analyzed using a qualitative approach, which will be used for product revisions and improvements.

## **3. Results**

### **3.1 Analysis of Needs for Prison Supervisors for the Module**

Researchers conducted a preliminary study of 42 prison supervisors in Jambi to determine the media needs for emotional regulation training modules. Preliminary study results are in Table 1.

**Table 1.** guidance requirements for modules

question	Frequency of “no” answers	Frequency of “YES” Answers
Is there a medium for delivering services/guidance?	30	12
Is a training module needed to implement guidance at LPKA?	-	42
It is hoped that there will be exercises to apply in everyday life.	20	22
Can the guidance module help to improve the emotional regulation of LPKA adolescents?		42
It is hoped that there will be an evaluation feature	35	7

Table 1 shows that the training module is considered to be able to help the LPKA youth guidance process. There are 100% of answers indicate that the module is needed by prison counselors to help the youth guidance process. Due to limited media, provision of materials, and training, it is hoped that teenagers can quickly improve emotional regulation.

### 3.1 Design Training Modules

The opinions and input of prison supervisors/counselors are considered in preparing the module design. The module design can be seen in Table 2.

**Table of Emotional Regulation Training Module**

No.	Menu	Content	Sub content	Duration	Information
1	module	Emotion regulation training module	Aims and benefits of the emotional regulation training module. 1. Instructions for using the emotion regulation training module.	-	
2	Pretest	Psychological scale	LPKA adolescent emotional regulation level psychological scale	-	
3	Emotion regulation training strategy material	Situation Selection	The strategy involves selecting situations that match the individual's desired level of emotional response.	(20 minutes) applied to 2 meetings	
		Situation Modification	modifying or directly changing a situation to change the emotional impact.	(20 minutes) applied to 2 meetings	
		Attention Deployment	directing or diverting attention in an existing situation to influence someone's emotions to avoid excessive emotions.	(20 minutes) applied to 2 meetings	
		Cognitive Change	A person's way of assessing a situation when they are in a problematic situation refers to constructing more positive things about the	(20 minutes) applied to 2 meetings	

	Response Modulation	situation they are facing. an attempt to influence the tendency of the emotional response to be generated.	(20 minutes) applied to 2 meetings
Posttest	Psychological scale	LPKA adolescent emotional regulation level psychological scale	
Developer profile	Developer profile		-

Table 2 shows the contents of the emotional regulation strategy training, which was developed in the form of a training module in book form. The material in the module consists of Situation Selection, Situation Modification, Attention Deployment, Cognitive Change, and Response Modulation.

### 3.2 Develop

The development of this emotional regulation module is intended for youth mentors at the unique development institution for class II children in Muara Bulian. This module product is made as a soft file on a computer device. This module can be used on PCs, laptops, and in book form. Developing this module is also assisted by using other applications such as Microsoft Word to organize the material and images and Canva and Photoshop applications to design covers, watermarks, and supporting images in this module. The steps used to create a module are preparing the initial concept and material title, creating a module layout, collecting material from various references, preparing supporting images that suit the material, and combining all content. The module layout can be seen in Figure 1.



Picture1.summary of module material

Figure 1 shows a summary of the material and features in the emotional regulation training module that was developed. Then, after everything was finished, the researchers carried out validation to see the feasibility of the emotional regulation training module at LPKA.

### 3.3 Implement

Researchers have validated the emotional regulation training module with lecturers at Yogyakarta State University, Dr. Agus Basuki, M.Pd, as material and media experts. The results from the media validation test obtained a value of 96.42% based on appearance. Media characteristics are appropriate and included in the perfect category. The material validation score obtained was 97.2%, so the results were categorized as "very good" or "very feasible."

This field trial was conducted on five prison counselors who often interact with and develop youth in prison; the data can be seen in Table 3.

Table2. name of prison supervisor

Prison guidance	From prison	Amount
Erma Yanti Karlisa	Special Development	5
Fuji Astuti, S.Pd	Institute for Class II	
Masri Simbolon	Children, Muara Bulian	
Reka Anggraini		
Student Puspita Sari		

The data obtained from field trials is in qualitative and quantitative form, namely in the form of input, suggestions given, and results from questionnaires obtained to look at the data statistically. The results of the LPKA guard trial calculations are as follows:

$$p = \frac{\sum xi}{\sum x} \times 100$$

$$\begin{aligned} \text{percentage} &= \frac{\text{jumlah skor yang di peroleh}}{\text{total skor maksimal}} \times 100 \\ &= 89,137 \frac{517}{29 \times 4 \times 5} \times 100 \end{aligned}$$

The results obtained from the feasibility of the emotional regulation training module for 5 LPKA counselors showed a value of 89.1%. After testing was carried out on five prison supervisors, it was revised and revised; the emotional regulation module product to improve the emotional regulation of teenagers in prison was then given to vocational school teachers who collaborate with prison authorities in developing teenagers, which consists of:

Table3. name of senior high school teacher

Teacher name	Which school are you from	Amount
Ardian Saputra, S.Pd.	Kosgoro Muara Bulian	5
Bangun Joko Laksana, M, Pd.	Vocational School	
Denny Armiyati, S.Pd.		
M. Rasyid, S.Pd.		
Wenda, S.Pd.		

The data obtained from field trials is in qualitative and quantitative form, namely in the form of input, suggestions given, and results from questionnaires obtained to look at the data statistically. The results of the vocational school teacher trial calculations are as follows:

$$p = \frac{\sum xi}{\sum x} \times 100$$

$$\text{percentage} = \frac{\text{jumlah skor yang di peroleh}}{\text{total skor maksimal}} \times 100$$

$$= = 84.65 \frac{491}{29 \times 4 \times 5} \times 100$$

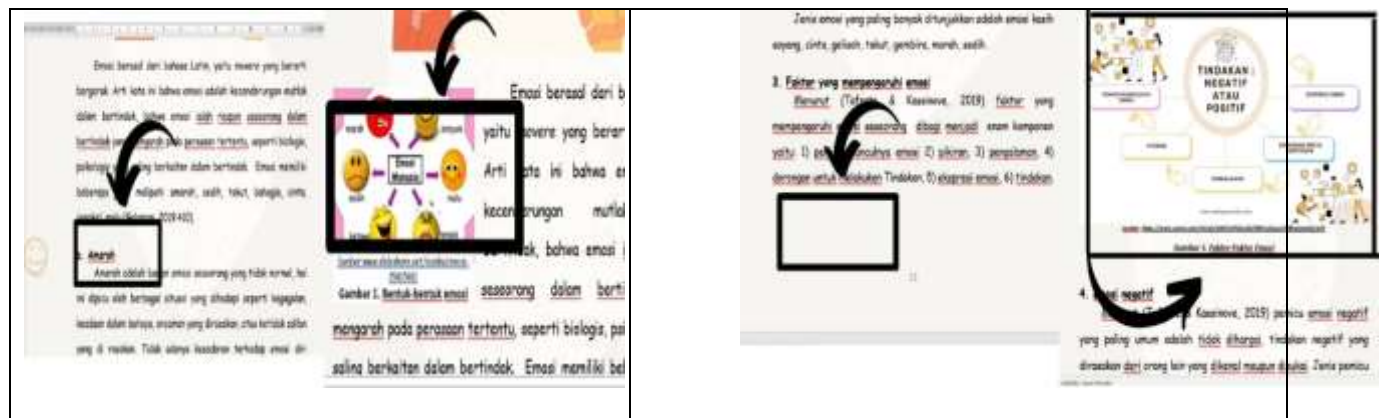
The trial's results on vocational school teachers showed results of 85%, based on usability, material accuracy, presentation, and appearance. media characteristics are appropriate and included in the perfect category.

### 3.4 Evaluation

Product revisions are carried out through several validation stages based on improvements from media experts, material experts, and the results of field trials.

#### Media Expert Validation

Based on the validation results of media experts, there are input, suggestions, and revisions to improve the media that will be provided so that the media produced can be effective. The revisions made can be seen in Figure 2.

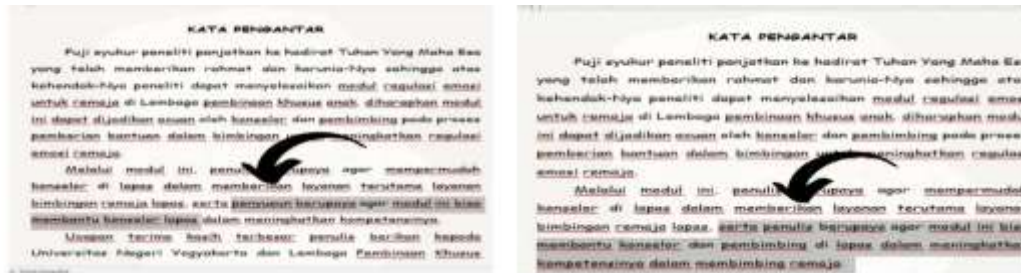


Picture2. addition of illustrative images

#### Material expert validation

Based on the validation results carried out by material experts, there are input, suggestions, and revisions to improve the material in the media that will be provided so that the material produced can be effective. The revisions are to improve the writing system; there are still words not by the EYD and change the bibliography (reading list) for each sub-material. The results of the revision can be seen in Figures 3 and 4.





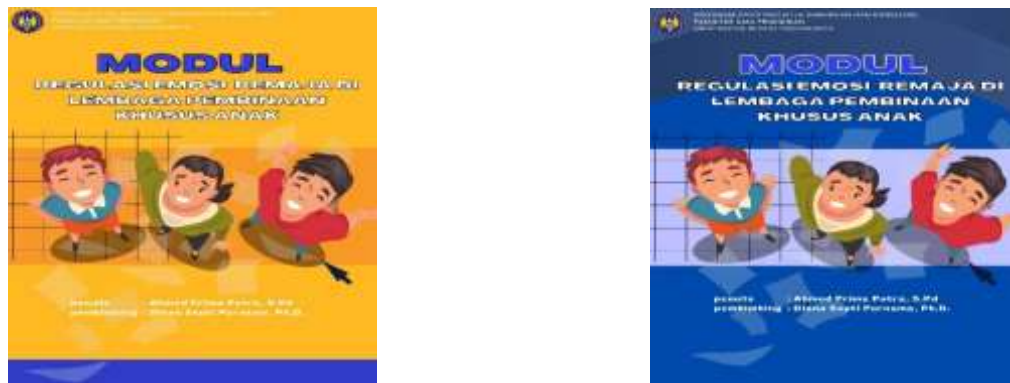
Picture3. writing according to EYD



Picture4. reading list changes

**Field Trials of LPKA Supervisors and Senior High School Teachers**

Based on the validation results in the field test, there are input, suggestions, and revisions to improve the materials and media that will be provided so that the resulting module can be practical. The revisions made can be seen in Figure 5.



Before changes are made

After making changes

Picture5. Module Cover Color Change

**Discussion**

Emotion regulation training is done in modules that allow LPKA counselors to study the material in the module. The module was chosen as the media due to signal and media limitations in prisons. Modules are one of the learning tools used by supervisors/counselors as media; the modules contain various teaching materials prepared to help supervisors/counselors and teenagers achieve their learning goals. (Daryanto, 2013).

This opinion aligns with the opinion (Ali et al., 2022). Modules are needed for guides/counselors and teenagers to help with the guidance process, and modules equipped with pictures of children support learning. Modules are suitable alternative media to achieve and solve current learning and education problems (Dangnga & Muis, 2015).



Emotion regulation training given to prison youth makes it possible to improve emotional regulation and have strategies for regulating emotions.(Cole & Hollestein, 2018) The use of emotional regulation strategies is needed to express an emotion. Research conducted by(Gkonou Miller, 2023)The role of a guide/counselor is needed to help teenagers improve their emotional regulation strategies.

According to(Purwadi et al., 2020), Using emotional regulation modules as a guidance technique can help adolescents reduce aggressive behavior. The use of created and valid modules is necessary to increase one's knowledge of emotional regulation.(Ahmed & Alsa, 2017).

The emotional regulation training module also contains an instrument in the form of a psychological scale to measure the emotional regulation of prison adolescents. The next feature is a practice sheet that aims to help teenagers apply the material's content daily. The guide/counselor needs to know the progress after following the guidance process, where the guide/counselor can evaluate and find out the results of the instruments given (Latifah & The, 2021).

The emotional regulation module also contains pictures that can help understand and make it easier to understand the material. The use of images in material can be an indicator of reader interest(Sari et al., 2020). According to(Admelia et al., 2022), Each material is not only in written form, but concrete images are needed to help understand the material.

The attractive aspect of the product will make many people interested in seeing the product being made and can help users of the product that has been developed(Kebkole, 2018). This is reinforced by opinions(Sternberg & Hayes, 2018) explain that the product produced must be attractive; this serves as an attraction for readers to read the product being developed. (Heyd, 2017)explaining a product that is feasible and effective has language that is clear and by the material content of the product; language that is not rigid can help readers understand the product being made.

Media use has been proven to reduce problems in LPKA adolescents(Idris et al., 2020). The emotional regulation training module can be a medium to help develop and guide emotional regulation strategies. LPKA coaches and counselors can use the designed module to provide coaching, especially guidance and counseling services. (Elviana, 2022).

## **Conclusion**

The module developed is suitable for implementation and use at LPKA after assessment and validation by media and material experts, assessment from prison supervisors/counselors, as well as five vocational school teachers; the module is declared suitable for application and use based on aspects of the appropriateness of content, language and image aspects, aspects presentation of Marja, graphic aspects to train to improve adolescent emotional regulation at LPKA.

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