The Effectiveness of Islamic Approach and Cognitive Behavior Modification Approach to Boost the Anger Management Skills of Students in *Madrasah Tsanawiyah Negeri* (MTsN) I Batu

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Abstract: This study aimed to test the effectiveness of the Cognitive Behaviour Modification approach (CBM) with the Islamic approach in improving the abilities of managing anger for adolescents. The subjects of the study were students of State Islamic Junior High School I in Batu as many as 10 people who were in the early stages of adolescent development. The design of one-group pretest-posttes was used as the effectiveness test of this study. Data were obtained from the angry scale control, observation, and interviews, and the anger journal that is filled by the study subjects. The obtained data were analyzed using quantitative and qualitative approaches. The results showed that the differences between the posttest and pretest scores was 3 or an increase of 19.2% (Judging from the category, there is an increase skill from lack of capable to be capable). And the analysis of anger management showed the difference between the average scores of pretest and posttest by 3.5 or an increase of 23%. (at the time of pre-test, students were in the category of capable enough and at the post-test they were in a capable level).
Keywords: Islamic approach, cognitive behavior modification, abilities of anger management, teenager

A. Introduction

On today's society, adolescents often face everyday situations that can lead to upset them. Many factors have caused it, for examples economic problems, divorce, physical and psychological violence, neglected by environment, etc. Teens also often faced with situations of conflict that worsened as the number of violence impressions by media that can lead to the emergence of aggressive expressions.

The teens inability to cope with feelings of anger proportionally can cause teens hurt themselves or others, experience disruptions in relationships, low self-esteem, as well as health problems (Deffenbacher, 1992: Spelberg, 1988). Usually angry teenagers with a very high intensity will experience internal disturbances and disstres, and significantly affects the physical health, social welfare, education and employment (Deffenbacher, 1996).

By facing of angry feelings that they experienced, some teens tend to express it through dysfunctional actions, rebelled against all authority, intimidate others, or other ways that could hurt themselves and others. In fact, if the anger is be more intense, teens could pull out of themselves and their environment by using drugs and alcohol (Gardner, 1996).

The conditions of vulnerable adolescents that experiencing emotional turmoil by manifested itself in a variety of anger, if it is not matched with the abilities to manage anger, resulting in losses for both teens and parents, the community, and nation. Departing from the reasons that triggered the need for train the abilities of anger management for adolescents with strategies that are easy to learn, understand and apply by adolescents in everyday life.

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In the school settings, adolescents are individuals who are studying in junior high school and senior high school (SMP / SMA or students in Islamic junior high school and Islamic senior high school (MTs / MA). In this regard, it is expected that the teacher or counselor can help students develop the abilities to manage anger. Many approaches can be used to train students to develop the abilities to manage anger. One of them is Cognitive Behaviour Modification (CBM). Charlesworth (2004) stated that the CBM is more focused on making students aware of what is being said to ourrself (self-talk) and train them to develop more effective self-talk, so that they are able to cope with similar situations more effectively and independently in the next time.

Islam as *Rahmatan lila'alamin* having greater attention to the emotion of anger. Allah says, " ... and those who restrain their anger and forgive others, and Allah loves those who do good . " (Al 'Imran : 134) . Similarly, the Prophet Muhammad SAW said that "Who can keep his temper, while he can forget it, then Allah will call him in front of all creatures. Afterwards, Allah told him to pick an angel of heaven and married him to whom he wants. "(HR by Ahmad).

Prophet Muhammad SAW also provide guidance to the Muslims about how to manage and express anger properly, such as by the way of silence. Rasulullah SAW said , "Teach, make it easy , and do not trouble. When any one of you get angry, better is keep silent . " (HR by Ahmad). Rasulullah also teaches Muslims to change position when angry. Change position when angry is an indication and command of the Prophet Muhammad SAW. Rasulullah SAW said , " If any one of you get angry while standing, it's better to sit down . If anger is not gone as well , then better to lie down. " (HR by Ahmad).

And if you still can not control anger, the Prophet Muhammad SAW advocated for taking an ablution or bath. According to Sayyid Mujtaba Musavi Lari , anger is a fire of demon that can cause blood boiling and nerves burning. " Therefore, ablution, bathing or using cold water can eliminate the anger and turmoil of blood, " and the highest is forgiving and patient (http://hauzahmaya.com/2013/06/28/psikologi-islam/). Angry people are appropriately grant a pardon to the person who made them angry . Allah praised His servants " ... and if they are angry, they forgive. " (Surat ash- Syuura : 37) .

This research will be focused on the students of Islamic Junior High School (MTs). In accordance with the characteristics of the MTs students that learn based on Islamic values, then the abilities of anger management that will be trained to is a blend of the Islamic approach and the concepts or theories of behavior modification cognitve.

Starting from this conceptual background, *this study aimed to test the effectiveness of the Islamic approach and cognitive behavior modification in improving the ability to manage anger for Islamic Junior High School students. And specifically, the purpose of this study was to determine the effectiveness of training to manage anger in improving students' ability for 1) identifying and understandinng the upset, 2) identifying, changing, and challenging the thoughts of anger trigger, 3) relaxation , 4) problem solving.*

Releted to the phenomenon of the increasing number of violent and aggressive behavior among adolescents, this study has important value in an effort to help MTs students as a teenager who has the ability to manage anger. The training of anger management that is given to MTs students are expected to have value in some aspects, that is *emotionally*, 1) MTs students will be able to realize thoughts that gave rise to emotions, 2) controlling these thoughts to overcome disturbing emotions, 3) to learn how they affect

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the behavior , and 4) have the abilities to use effective techniques to control or change behavior (Kendall , 1993). *Biologically*, MTs students will be more relaxed and have a lower stress hormone levels and indications of emotion generation. *Socially*, MTs students will be accepted by peers and adults, such as teachers and parents as they were considered jaunty , does not have behavioral problems, such as rough and aggressive. While the *academic or cognitive*, MTs students will have a concentration toward their learning activities, so that students will become more effective and successful in the field of academic, social, and emotional.

B. Methods

The research design used in this study is a pretest posttest design. Before and after receiving the treatment, the abilities to manage anger of the subjects measured using the scale of anger control. The subjects in this study were students of MTsN 1 Malang who met the criteria that have been established, namely students that have irritability of anger in a way that does not fit, for example attacking or withdrawing from his friends, and students who exhibit destructive behavior, either in school or at home, behaving aggressively when angry.

Measuring instruments used in this study is an anger scale measurement that is developed by the researcher its self. The scale of anger control was developed to measure a) the ability of students to understand the anger, b) abilities to manage the anger. This anger control scale has gradations 1-5 always = 5, often = 4, sometimes = 3, occasionally = 2, Never = 1). To determine the level of students abilities before and after the training, ability level categorization is used to understand the anger and managing the anger based on the average score obtained by the students before and after training. Categorization to understand the level of anger and the abilities to manage anger can be seen in Table 1 and 2 below.

Table 1. Abilities Score Categorization of Understanding the Anger

Score Classification	Criteria
5 ≤ 9	Incapable
9,2 ≤ 13	Less Capable
14 ≤ 17	capable enough
18 ≤ 21	Capable
22 ≤ 25	Very Capable

Table 2. Abilities Score Categorization of Managing the Anger

Score Classification	Criteria
3 ≤ 4	Incapable
5 ≤ 7	Less Capable
8 ≤ 9,2	Capcapable enough
11 ≤ 13	Capable
14 ≤ 15	Very Capable

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2) self-report in the form of anger journal , 3) observation and interview guides. The treatment instrument used in this study is a package of anger control training that has been developed by researchers with the topics 1) anger awareness and 2) anger management. There are two approaches of data analysis used by researchers to analyze the data that has been collected through various data collection techniques, namely visual analysis of graphs and descriptive qualitative analysis.

C. Results of Pre-Test and Post Test
1. Results

From the results of data collection through the pretest and posttest using the instrument in the form of angry control scale, the data obtained as listed in Table 3.

Table 3. Obtained Results of Pretest and Posttest Score in Understanding and Managing Anger

Sort Number of Subjects	Anger Understanding		Anger Managing	
	Pretest	**Postest**	**Pretest**	**Postest**
1	9	15	11	13
2	15	16	11	14
3	16	19	11	13
4	13	18	13	12
5	17	18	9	13
6	14	20	5	11
7	17	19	9	13
8	17	18	10	12
9	14	18	6	12
10	16	17	13	14
Average	14,8	17.8	9,2	12,7

Wilcoxon statistical test is used to determine the differences of mean scores on the pretest and posttest significantly in training of understand and manage the anger, it can be seen in Table 4.

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Table 4. Wilcoxon Test Results against the Average Score of Pretest and Posttest in Training of Understanding the Anger

Different Types of Abilities	Pretest	Postest	Balance	%	Z test	Z sign
Understanding the Anger	14.8	17.8	3	12%	-2,283	0,005
Managing the Anger	9,20	12,7	3,5	23%	-2.677	0, 007

In Table 4 , it can be seen that the magnitude of the differences average scores before and after the training to manage the anger. The results analysis obtained an average score of pretest and posttest for abilities to understand the anger of 14.8 for the pretest and the posttest mean score is 17.8, so there is a difference between posttest and pretest scores of 3 or an increase of 12 % . Z-test obtained the value of Z at -2.283 with a significance of 0.005. It shows that there is an increase of students' ability to understand the anger after being given training on managing anger.

Terms of the acquisition of the average score before the training undertaken , the level of students' abilities in anger understanding was at capable enough category (score 14.8), then after anger management training were applied, the students abilities included in the *able* category (score 17.8). It can be concluded that an increase in the ability level of students in the understanding of furious anger, from capable enough to capable.

In Table 4 illustrates the increase in the average score on the posttest compared with the average score obtained by the students on the pretest in abilities to manage anger. From the analysis of managing anger as in Table 4 obtained an average score of 9.2 pretest and posttest mean score of 12.7, the results of this calculation concluded that the difference between the pretest and posttest average scores is 3.5 or an increase of 23 % . By using the Z-Test for the obtained value on-2.677 and the significance at 0.007. This indicates that there has been an increase in abilities to manage the anger after the training. In terms of skill level category managing anger before training, it can be seen from Table 2, the average student is in the category of capable enough, after receiving the training the average student in managing anger is at a capable level.

Quantitative improved abilities to manage the anger corroborated by the results of an assessment of the tasks to be done by the students during the training session, the anger journal that must be filled every time they feel the emotion of anger. From the results of assessment of the completed anger journal shows that generally students have understood the anger, it can be seen from their accuracy to describe the anger aspects. So it is with the note that contains records of anger management process through mind-altering techniques.

D. Discussion of Findings

Anger is one of the unpleasant emotional feeling. Meichenbaum (1998) stated that the anger is a normal response when a person feels his dignity or his integrity is threatened. Meichenbaum (1998) stated that the upset is the result of the way a person perceives an event which is managed by a way of thinking that will produce a healthy or

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unhealthy expression of anger. This opinion is based on the assumption that emotions are experienced by the individual and influenced by the perception of the events that occurred in his life (Dunbar, 2004). So it isn't the events that led to furious, but what people think about the events that led to furious itself. Therefore the Islamic approach suggests, when people began to feel the signs of anger, it's better for them to say *istighfar* and remember Allah. As what the Prophet Muhammad SAW said " If someone is upset and saying ; ' *A'uudzu billah* (I seek refuge with Allah SWT) will undoubtedly anger subsides. " (HR Ibu ' Adi in al – Kaamil.) (Shaykh Muhammad Fu'ad Abdul Baqi).

The main goal of the treatment is to help participants to manage the anger in recognizing that anger as a normal emotion and to develop skills that will enhance their ability to express emotions in a way that showed great respect towards themselves and others.

CBM has three interrelated stages of treatment or training to manage the anger (Meichenbaum, 2005), namely: 1) education and conceptualization stage, on this stage participants are taught and trained to recognize and realize the anger components through the process of self-observation, 2) the achievement and consolidation phases, in this phase participants start a new internal dialogue. Participants are thought to recognize and neutralize the anger trigger thoughts, and 3) teach new abilities stage, namely the step of administering behavioral abilities such as relaxation abilities that can be used as a way to reduce the perceived anger escalation.

Based on the training results of anger management with CBM approach and the Islamic approach gained increasing posttest average mean scores compare to the pretest score. The ability to understand the anger is an early stage in the training of anger management. The purpose of anger understanding training is to help students improve their ability to understand the issues that sparked anger and realized early signs of the emergence of anger. There are five components of anger in this study that needs to be recognized and realized by the participants when they are angry, namely the events or circumstances, emotions that arise, upset triggers thoughts , body reactions, and behavior.

The improvement ability to understand the anger impact on the participants sensitivity to recognize the anger from the beginning of the situation, thoughts, feelings, physical reactions, and their behaviors. In practical terms, the impact has been felt by all participants, as they reveal at the reflection sheet in the end session of the study. According to Meichenbaum (2005) the sensitivity of anger signs serve as the basis for a person to be able to manage their anger.

In this research, the opinion is evidenced by an increase of the average post-test scores on anger managing skills compared with the average pretest score. Thus the study showed an increase in students' abilities in managing anger. Some research that supports the results of this study are the research conducted by Tanmie , R. (2003) stated that teaching teens the abilities of self-control has a positive influence in helping teens reduce negative emotions such as anger and depression. Hains invention has similar statement to the previous findings that conducted by Deffenbacher, Demm, & Brandon (1986) which proved that the techniques of cognitive and relaxation can reduce the anger.

Theoretically, the increasing of the average post-test score on the training to understand and manage the anger is related to Meichenbaum and Genest statements (in King , 1988), that self-control training can help people to (1) be aware of the thoughts,

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situations, and behaviors that cause anger interference, (2) change the self- statements, and (3) learn cognitive skills and behavioral abilities.

The increasing of the average post-test score in this training also in accordance with what Kendall was said (1993) that self-control training can help adolescents to (1) understand the role of the mind which can bring anger, (2) control these thoughts to overcome the disturbed anger, (3) learn how it affects the behavior, and (4) have the abilities to use effective techniques to control or change the behavior.

E. Conclusion

Based on the obtained findings in this study, it can be concluded; First, generally the Islamic approach and CBM approach are effective to increase adolescent abilities to manage the anger. The effectiveness is demonstrated by achieving the indicators that have been specified in the provision of treatment with both approaches, such as an increase in the understanding of angry, a reduction of angry experience frequency and intensity of strength, as well as a change in the behavior of the participants, when they get mad at themselves, to a more appropriate form of behavior to response the situations that provoke the anger emotions.

Second, in particular CBM approach and Islamic approach effectively improve (1) the teens' abilities to realize and understand the components of anger, (2) the abilities for managing the anger. In the side of realizing the anger, this effectiveness can be seen from the difference in the average score of anger understanding abilities before and after the treatment. After the treatment stage, the average score of participants was higher than the average score before the treatment.

The effectiveness in this aspect can also be seen from the self-report of participants as experiencing the anger. After getting the anger management training with CBM approach, they can correctly name events or situations, emotions that arise, thoughts, physical reactions, and behaviors when they get angry. Similarly, the aspect of the abilities to start a new internal dialogue, the effectiveness of CBM approach and the Islamic approach can be seen from the difference in the skill level of new internal dialogue before and after the treatment. The increase can be observed from the conversion process of internal dialogue that generates new thoughts which are revealed in the participants' self-report in the anger journal. In addition, the increasing of abilities to start a new internal dialogue can also be seen from the change of participants anger behavior. As basis premis of CBM approach stating that internal dialogue has an important influence for the desired behavior change.

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