THE UTILIZATION OF EXPRESSIVE WRITING IN COUNSELING IN INDONESIA

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ABSTRACT
Expressive Writing is a therapeutic technique that encourages individuals to explore their thoughts, emotions, and experiences through writing. This technique is especially beneficial for individuals who have difficulty expressing themselves or expressing their problems verbally in the counseling process. This study uses the literature review method with the aim of finding out the use of expressive writing in counseling in Indonesia. Data collection was carried out by conducting a review of various literature relevant to the research study using the keywords "expressive writing", "counseling", and "Indonesia" in proquest.com, ebsco. com, and scholar.google.com in the last five years which were then analyzed using content analysis and the results were presented descriptively. The results of the study show that the use of expressive writing in counseling in Indonesia is used in information services, group guidance, group counseling, and individual counseling to develop the ability to manage anger, emotions, reduce anxiety, aggressiveness, overcome learning saturation, anxiety, self acceptance, and improve career planning in students. Counselors can utilize expressive writing in counseling both individually, in groups, or in classics to help alleviate problems experienced by students in school.

Keywords: Expressive Writing, Problem Alleviation, Counseling, Literature Review

INTRODUCTION

Counseling has an important role and role in the world of education, especially in an effort to develop the potential possessed by students and in order to realize the psychological well-being of students, as well as the realization of student development tasks at each stage. To achieve this goal, counselors can provide counseling services to all students in the fields of personal, social, learning, and career development.

The provision of counseling services by counselors in schools is expected to provide benefits, especially for students in order to achieve national education goals. However, in reality, there are still few students who use counseling services at school, there are still many students who are not able to express the problems they experience to the counselor during the counseling session, counselors still use conventional approaches in the implementation of counseling services provided to students, the lack of ability of counselors to access the latest references in counseling, and many counselors are still not mastering The latest theories and techniques that can be used as alternatives in counseling efforts help students alleviate the problems they are experiencing.

Counseling services play a very important role in helping students in developing their potential optimally and counselors as the main implementers in counseling should continue to develop their potential so that counseling services become a foundation for students to develop their potential and in order to alleviate problems. In the implementation of counseling, counselors should use approaches or techniques that vary according to the problems and needs of students.

One of the intervention techniques that can be used by counselors in the counseling process is expressive writing. Expressive writing is an intervention technique used by writing (Bolton, Howlett, Lago, & Wright, 2004) to help learners who have difficulty expressing the problems they are experiencing verbally. Studentscan use expressive writing as a cathartic medium (Salmiyati, Sulistyaningsih, & Ervika, 2020) in reflecting themselves, thoughts, feelings, and even bitter experiences that can cause trauma (Amali & Rahmawati, 2020) into writing freely without worrying about anyone judging right or wrong. According

to Pennebaker (1997) Expressive writing therapy can help express a person's emotional experiences, reduce stress, help improve physical health, clear the mind, improve behavior and stabilize emotions.

Expressive writing therapy has been widely used as an intervention or psychological therapy in the field of psychology and is used as a form of therapy in the health field. Several previous research results in the field of psychology used expressive writing and were proven to be effective in reducing public speaking anxiety in bullying victims (Hartini, Willy, Fransisca, et.al, 2021), and reducing student academic stress (Nursolehah & Rahmiat, 2022). Meanwhile, in the health sector, several previous researchers have also used expressive writing as a therapy to reduce anxiety levels in people with ODHA (Sari & Sumirta, 2019), reduce anxiety levels in suspected Covid-19 patients in emergency departments (Muna, 2021), and increase self-esteem in drug addicts who are being rehabilitated (Yolanda, Primasari, & Yunengsih, 2022),

Based on the results of several previous studies, it has been proven that expressive writing is effective and useful as an intervention medium, psychological therapist, and therapeutic therapy to help alleviate problems or treatment in patients. Therefore, the researcher is interested in conducting this study with the aim of finding out the use of expressive writing in counseling in Indonesia

METHOD

The method must contain the research design, research subject, instrumen, data collection procedures, and data analysis. Include a picture to explain the method used.

This research is a literature review research, which is a systematic research method to identify and evaluate the results of research that has been carried out. The data collection technique was carried out by searching the literature through academic databases with the keywords "expressive writing", "counseling", and "Indonesia" on proquest.com, Ebsco. com, and scholar.google.com especially literature in the last five years.

The data sources in this study are in the form of information relevant to the formulation of the problem, namely a) the use of expressive writing in counseling in Indonesia, b) the focus of the problem overcome by the use of expressive writing in counseling in Indonesia, c) the scope and goals of the use of expressive writing in counseling in Indonesia, d) the implementation procedure of the use ofexpressive writing in counseling in Indonesia, e) the success of the use of expressive writing in counseling in Indonesia.

The data collection techniques and instruments in this study are data documentation or variables in the form of notes, articles, papers, theses, theses, dissertations, and journals with criteria a) research location in Indonesia, b) the field of counseling study, c) using expressive writing, d) publication of research results in the last five years, namely 2020-2024. The data analysis technique used in this study is content analysis.

The reading materials that have been found in this study are then used as research materials and presented in the form of the following table:

Table 1. List of Research Materials

Yes	Title of Article/Thesis	Year	Writer
1	Expressive writing therapy as an effort to reduce the aggressive behavior of junior high school students	2020	Romia Hari Susanti and Devi Permatasari
2	The Influence of *Expressive Writing* Techniques in Group Counseling on the Ability to Manage Anger	2021	Salwa Amatullah, Tawil, and Hijrah Eko Putro
3	The Effectiveness of *Expressive Writing* Techniques to Plan Students' Careers	2021	Hanifah Luthfiyah Gustini, Edy Rahman, Astoni Nurdin, Ainur Rosidah, and Rega Fadil Rahman
4	The Effect of Group Counseling Services with *Expressive Writing* Techniques on Anger Management	2022	You have to fatmala

	in Class X Marketing 1 Students at SMK Negeri 1 Bandar Lampung		
5	Efforts to Improve Emotional Regulation Through *Expressive Writing Technique Group Guidance Services* for Grade XI Students of Batik and Textile Creative Craft B at SMK Negeri 1 Kalasan for the 2021/2022 Academic Year	2022	Rahmi Fatmawati, Caraka Putra Bhakti, and Mae Endang Iriastuti
6	Expressive Writing Techniques to Reduce Learning Boredom of SMP Negeri 1 Banjarmasin Students	2022	Afida Ismul Adha
7	Group Counseling Using *Expressive Writing* Techniques to Lower *Burnot* in Students of SMP Negeri 2 Bringin, Semarang Regency	2023	Ahsana 'Amala Erliana, Tri Suyati, and Ismah
8	The Effect of Group Counseling Services Using *Expressive Writing* Techniques as a Form of Catharsis on Improving Emotional Control in Students	2023	Febrin Puspita Sari, Syahriman, and Sri Saparahayuningsih
9	The Effect *of Expressive Writing Therapy* Using *Tik-Tok* Media in Reducing Anxiety Due to Insecurity in Senior High School Students	2023	Anisa Nurul Fadilah, Alfiandy Warih Handoyo, and Princess Dian Dia Conia
10	The Effectiveness of Individual Counseling *Expressive Writing Therapy* Techniques in Increasing *Self Acceptance* of Students of Class VIII A MTS Bustanul Ulum Panti	2024	Latifatul Jamaliyah, Fakhruddin Mutakin, and Yurike Kinanthy Karamoy

The number of articles reviewed to find out the use of expressive writing in counseling in Indonesia is 10 articles consisting of 9 articles in research journals and 1 article in the form of a thesis.

RESULTS AND DISCUSSION

The Research Results and Discussion contains a description of the analysis of research resultsto provide answers / solutions to research problems.If there are details in accordance with the problems discussed, you can use the writingof sub-chapters as below. The results of the study on the use of expressive writing in counseling in Indonesia are summarized in the following table. Journal 1: Expressive writing is used in group tutoring services Journal 2: Expressive writing is used in group counselingservicesJournal 3: Expressive writing is used in information services in the field of career guidanceJournal 4: Expressive writing is used in group counseling servicesJournal 5: Expressive writing is used in group tutoring servicesJournal 6:Expressive writing is used in group counseling servicesJournal 7:Expressive writing is used in group counseling servicesJournal 8: Expressive writing is used in group counseling servicesJournal 9: Expressive writing is utilized in group coaching servicesJournal 10:Expressive writing is utilized in individual counseling servicesOf the 10 journal articles above, there are 3 studies that use expressive writing in group guidance services, 5 studies that use expressive writing in group counseling services, 1 study that uses expressive writing in information services, and 1 study that uses expressive writing in individual counseling services. Based on the results of the studies that have been conducted, it is shown that expressive writing can be used in counseling in both individual, group, and classical formats.

The results of the study on the focus of problems overcome by the use of expressive writing in counseling in Indonesia are summarized as follows.Journal 1: Expressive writing is used to reduce students' aggressive behavior; Journal 2: Expressive writing is used to improve anger management skills in students, Journal 3: Expressive writing is used to improve students' career planning, Journal 4: Expressive writing is used to improve students' anger management skillsJournal 5: Expressive writing is used to improve students' emotional regulationJournal 6:Expressive writing is used to reduce student learning boredomJournal 7:Expressive writing is used to reduce students' bornot (learning saturation)Journal 8: Expressive writing is used to improve students' emotional controlJournal 9: Expressive writing is used

to reduce anxiety levels due to students' feelings of insecurityJournal 10:Expressive writing is used to increase students' self-acceptance.

The focus on problem alleviation that is studied in the 10 journal articles above is 1 study focusing on problem alleviation on aggressive behavior, 2 studies on learning saturation, 2 studies on anger management skills, 1 study on career planning, 2 studies focusing on emotional problems, 1 study on overcoming anxiety, and 1 study on improving self-acceptance. The results of the study on the scope and goals of the use of expressive writing in counseling in Indonesia are summarized as follows.Journal 1: The sample in this study is students who have a level of self-aggression who are in the high and medium categoriesJournal 2: The sample in this study was 12 students in grade VII E SMP Negeri 3 Mertoyu and had problems in managing anger then divided into 2 groups, 6 experimental groups who were given group counseling treatment with expressive writing techniques and 6 more people as a control group.Journal 3: The sample in this study was 15 students with the criteria of students who were included in the category of low career planningJournal 4: The sample in this study amounted to 8 students who had low anger management.Journal 5: the sample in this study is 10 students from class XI Creative Craft of Batik and Textiles B at SMK Negeri 1 KalasanJournal 6: The sample in this study amounted to 4 students with indicators of students who quickly felt tired, did not feel enthusiastic about doing assignments, the environment and classrooms that did not provide support and were indicated to have high learning saturation.Journal 7:The sample in this study is 7 students who have a high level of learning saturation.Journal 8: The sample in this study was taken by purposive sampling technique with a sample of 6 people selected from the lowest level of student emotional control obtained from the results of a questionnaire on aspects of student emotional control.Journal 9: The sample in this study is 5 students who have a disappointment score in the medium and high categories.Journal 10: The sample in this study is 2 students who have a low level of self-acceptance in the low category.

The scope and objectives of the use of expressive writing in counseling mostly use a small number of samples. The results of the study show thatepressive writing can be used in counseling at both the junior high, high school, and vocational education levels.The results of the study on the procedure for theimplementation of the use of expressive writing in counseling in Indonesia are summarized as follows.Journal 1: The method of implementing expressive writing therapy assistance activities to reduce students' aggressive behavior is carried out through three stages, namely the first stage of grouping students' aggressive levels, the second stage of the implementation of group guidance services using expressive writing therapy with three sessions. In the first session, expressive writing therapy was carried out for 115 minutes (1 hour 55 minutes), while in the second and third sessions it was carried out for 70 minutes (1 hour 10 minutes) with diary writing activities and writing traumatic experiences, and the last stage of evaluation.Journal 2: Procedure for the implementation of expressive writing is not explained. Journal 3: Students were asked to write freely related to career planning (expressive writing) after the completion of expressive writing, the researcher provided treatment in the form of information services in the field of career guidance during four meeting sessions with different subjects in each session. The first session was "Education and Work-Based Careers", the second session was "Determining Employment Conditions", the third session was "Areas of Interest in Majors in Higher Education", and the fourth session was "Learning to Plan for the Future".Journal 4: Expressive writing techniques are carried out by a) writing down anger that often appears, b) writing down angry experiences related to people, c) analyzing angry theme poetry writing, d) writing down feelings of anger that are still hidden, e) writing ways to manage anger, f) writing letters for yourself or others related to anger.Journal 5: This research procedure uses 2 cycles. In the first cycle, 3 meetings were held with a duration of only 45 minutes. Students are free to write down whatever they feel in general according to the given theme (meeting 1: I feel, meeting 2: unpleasant emotions with my friends, and meeting 3: poetry expressing my emotions). In the second cycle, 3 meetings were also held with a duration of only 45 minutes. Students are free to write down whatever they feel in general according to the theme of meeting 1: making peace with emotions, meeting 2: evidence on oneself, and meeting 3: a letter.Journal 6: In the first meeting, counseling services with expressive writing techniques emphasized that students express themselves through writing so that the novelty creates a sense of fun for students. In the second meeting, the recognition or initial write technique is used, where students are asked to open their imaginations, focus their minds and evaluate the state of feelings or concentration. Then students are asked to write freely about the student's thoughts

or behavior at that time. In the third meeting, the examination or writing exercise technique is used, where students write about the boredom they experience at school. In the fourth meeting, using feedback or juxtaposition techniques, students were asked to write about how they coped with learning boredom and beliefs about students' abilities, the researcher helped the counselor in exploring their problems through expressive writing, and the counselor changed his mind through new behaviors where the new behavior could later overcome the learning boredom they experienced.Journal 7: Group counseling with expressive writing techniques to reduce learning boredom in students was held in five meetings.Journal 8: Procedure for the implementation of expressive writing is not explained. Journal 9: The procedure for the implementation of expressive writing is not explained, but the sample in this study was given treatment in the form of group guidance services using expressive writing therapy with tik-tok media for 5 times.Journal 10: The procedure of this study uses four stages in expressive writing therapy. The Recognition/Initial Writer stage of counseling is required to write freely about anything the counselor wants to write. At the Examination or Writing Exercise stage counselors are asked to write about topics about their strengths and weaknesses, something about themselves that they are proud of, write about something they are grateful for in their life, willingness to develop themselves and a positive attitude towards themselves. The Juxtaposition/Feedback stage of counselingis asked to write freely with topic 1 self-acceptance, topic 2 self-esteem, topic 3 self-satisfaction, topic 4 willingness to develop oneself, and topic 5 positive attitude in oneself. Application To The Self Stage Counseling is encouraged to apply self-acceptance in daily life which starts with knowing strengths and weaknesses, then creating self-appreciation by not blaming yourself, not comparing yourself, assessing yourself realistically, etc., then being able to accept criticism as a sign to improve yourself to become a better person, reduce insecurity in yourself by developing The ability to have and strive to succeed, do more positive activities, never give up in achieving something desired and accompanied by patience in obtaining it and having an interest in others such as giving attention and giving a sense of empathy and sympathy.

Based on the results of the study on the procedure for theimplementation of the use of expressive writing in counseling, it was found that 1 study explained the expressive writing procedure by using long sessions and duration, 2 studies used expressive writing with many sessions but did not explain in detail the stages of the implementation of expressive writing, 1 study using the results of expressive writing as a determination of the topic of information service material, 1 study using two cycles with many meetings, with the duration of time and the topic or theme to be written has been determined, 2 studies using expressive writing in accordance with the stages of expressive writing in general and using the topic or theme to be written has been determined, 1 study only explains the topic to be written in expressive writing, and there are 2 studies that do not explain the procedure for implementing expressive writing.

The results of the study on the success of the use of expressive writing in counseling in Indonesia are summarized as follows.Journal 1: Based on the achievement of indicators, expressive writing therapy guidance to reduce the level of aggressiveness of junior high school students can be said to be successful.Journal 2: The results of the study show that group counseling with expressive writing techniques has an effect on the ability to manage anger in experimental group students.Journal 3: The resultsof the study show that information services in the field of career guidance with expressive writing techniques have proven to be effective in improving students' career planningJournal 4: The results of the study show that group counseling services with expressive writing techniques are very influential to improve anger management in class X Marketing 1 students at SMK Negeri 1 Bandar Lampung Journal 5: The results of this study show that expressive writing techniques can improve students' emotional regulationJournal 6:The results of the study shown that student learning boredom can be reduced by group counseling with expressive writing techniques.Journal 7:The results of the study show that group counseling with expressive writing techniques can reduce learning borout in students.Journal 8: The results of the study show that there is an influence of group counseling services with the expressive writing technique of the form of catharsis on the improvement of emotional control of students in gradeVII B of SMP Negeri 9 Central Bengkulu. Journal 9: The results of the study stated that group guidance services using expressive writing therapy with tik-tok media can reduce anxiety levels due to feelings of insecurity in grade XI students of SMK 1 Tangerang for the 2022/2023 Academic Year. Journal 10: The results of the study show an increase in students' self-acceptance after

receiving treatment in the form of individual counseling expressive writing therapy techniques. Based on the results of research that has been carried out from 10 research journal articles, it is proven that the use of expressive writing therapy in counseling for problem alleviation is successful. 1 study is able to reduce the level of aggressiveness of students, 2 studies can reduce student learning saturation, 2 studies can improve students' ability to manage anger, 1 study on career planning, 2 studies are able to improve students' emotional control,1 study can lower students' anxiety levels, and 1 study can increase students' self-acceptance.

CONCLUSION

Based on the results of literature reviews that have been carried out on journal articles and research/thesis related to the use of expressive writing in counseling in Indonesia, it can be concluded that expressive writing can be used in counseling in Indonesia to help alleviate problems experienced by clients. Counselors can use expressive writing especially in information services, group counseling, group counseling and individual counseling in an effort to help students develop skills in managing anger, emotions, lowering anxiety, aggressiveness, coping with learning saturation, anxiety, self acceptance, and improve career planning in students. Guidance and counseling teachers or counselors can use expressive writing in counseling in individual, group, or classical formats and become expressive writing as the main intervention in counseling sessions or integrate it with other counseling techniques.

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