

Psychoeducation of SLB B Beringin Bhakti Teacher to Improve Emotional Well-being Through Spiritual Expressive Writing Therapy

Rina Kurnia^{1*}, Mumtaz Afridah², Faika Maudina³

^{1,2,3} UIN Siber Syekh Nurjati Cirebon, Indonesia

*Corresponding Author, e-mail: rinakurnia@uinssc.ac.id

Received: 15/05/2026; Revised: 5/06/2026; Accepted: 20/06/2026

Abstract

Facing children with special needs requires unlimited patience and calmness, especially for teachers at SLB B Beringin Bhakti. Teachers with high emotional well-being are able to understand themselves, manage emotions, have self-confidence and have the strength to survive (resilience). Thus, an activity is needed to improve the emotional well-being of SLB teachers, one of which is through psychoeducation. Psychoeducation activities are carried out as an effort to provide alternative solutions to emotional well-being problems experienced. This psychoeducation activity aims to improve emotional well-being and provide emotional management skills for SLB B Beringin Bhakti teachers through Spiritual Expressive Writing Therapy. Furthermore, the method used is qualitative descriptive. The subject of this psychoeducation activity is SLB B Beringin Bhakti teacher which consists of 11 people. In its implementation, Spiritual Expressive Writing Therapy intervention is given through four stages, namely: rekognition/initial write stage, examination/writing exercise, juxtaposition/feedback, and application to the self. The results of this psychoeducational activity show that Spiritual Expressive Writing Therapy can improve the emotional well-being of SLB B Beringin Bhakti teachers. This is based on positive affect indicators, characterized by an increase in happiness, gratitude, meaning and optimism. There is also a decrease in negative affect indicators, including: decreased anxiety, level of frustration, lack of confidence, annoyance and anger at the situation.

Keywords: *Emotional Well-being; Psychoeducation; Spiritual Expressive Writing Therapy.*

INTRODUCTION

Children with special needs can definitively be interpreted as children who need special services, education and teaching to be able to optimize their potential (Asyharinur Ayuning Putriana et al., 2022). The term 'Children with Special Needs' or later shortened to ABK also appeared because of this specific condition. ABK has a variety of special conditions based on the diagnosis that has been given. The types of ABK include: deaf, visually impaired, visually impaired, visually impaired, visually impaired, autistic, and visually impaired.

Basically ABK is a child who experiences a different development compared to children in general. This difference occurs due to obstacles to physical, mental, intellectual, emotional and social development (Baqi, 2024). Therefore, ABK children need special and specific educational services, namely through Exceptional School or SLB education. The guarantee of ABK getting special education is also stated in Law No. 20 Year 2003 article 5 paragraph 2 about the national education system which

reads "citizens who have physical, mental, emotional, intellectual and social disabilities have the right to receive special education" (Una et al., 2023).

In SLB education, the role of teachers as teaching staff becomes very important and crucial to educate students with special needs. It's just that the challenges that SLB teachers have to face are not few. Teaching children in general by teaching children with special needs certainly has different challenges. According to Rosdiana (Cahyani et al., 2025) SLB teachers are required to have a sincere, diligent, and more patient attitude towards students when giving lessons. Teachers are also required to understand the needs and character of students with special needs according to the specific conditions. Teaching ABK children with a diagnosis of the blind certainly has a different approach and teaching method with ABK children who are diagnosed with deaf. Likewise with the differences in other condition specifications.

The differences in conditions and situations that occur during the teaching and learning activities make SLB teachers need to have an optimal level of emotional well-being. However, in reality, there are still SLB teachers who do not have optimal emotional well-being. This is what the teacher of SLB B Beringin Bhakti experienced. Where, SLB B Beringin Bhakti teacher experienced a decline in emotional well-being due to oppressive and stressful situations. The decrease in emotional well-being experienced by SLB B Beringin Bhakti teachers is caused by several factors, as follows: *first*, the situation of teaching and learning activities which is often uncontrolled due to deviations in the attitude and behavior of SLB students; *second*, there are still students of SLB B Beringin Bhakti who are reluctant to attend classes during class; *third*, not all students are agile and able to absorb the learning materials that have been taught. This situation, if it occurs intensively can be a stressor that can cause stress, saturation and burnout conditions in SLB teachers (Fricylya et al., 2025).

The decrease in the level of emotional well-being that occurred in SLB B Beringin Bhakti teachers affected his teaching style at school. This causes the work to be felt to be more difficult and the negative feelings towards the workload to be higher (Zakiyah & Andinasari, 2025). In addition, the decline in emotional well-being experienced by SLB teachers also affects the learning process for students. The learning process becomes ineffective. Students feel uncomfortable and make students experience a decrease in enthusiasm to go to school (Samseptiany et al., 2022).

Emotional well-being is an urgency needed by SLB B Beringin Bhakti teachers. Therefore, a psychoeducational effort is needed to improve the emotional well-being of SLB B Beringin Bhakti teachers. The author tries to provide psychoeducation with Spiritual Expressive Writing Therapy intervention. Spiritual Expressive Writing Therapy is part of cognitive-behavioral techniques. This Spiritual Expressive Writing Therapy is considered appropriate as an intervention in the emotional well-being problem of SLB teachers for several reasons. According to White & Murray (2017) The benefits obtained when applying this writing therapy are: 1) a person becomes easier to vent emotions carefully; 2) A person can let go of problems from within, 3) a person is able to reduce negative symptoms due to the onset of anxiety problems (dizzy, abdominal pain, etc.); and 4) strengthen self-empowerment. Research conducted by (Wadjdi & Mariyati, 2025) explained that this writing therapy technique can be used as an independent intervention that can provide therapeutic effects and improve psychological well-being and can be integrated with other techniques. In this psychoeducation, the companion applies writing therapy that is integrated with giving spiritual values.

Based on the explanation described above, this psychoeducation aims to improve emotional well-being and provide emotional management skills independently to SLB B Beringin Bhakti teachers through Spiritual Expressive Writing Therapy intervention.

METHOD

According to Wawan et al (Adriansah et al., 2023) method is a procedure or procedure that has systematic steps and stages that aim to know something. The scientific method can be said to be a

procedure or steps that can be used to obtain scientific knowledge. The method used in this psychoeducation activity is qualitative descriptive. Qualitative descriptive research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors. Qualitative descriptive research aims to describe, explain, and understand phenomena, situations, or behaviors in depth and as they are without data manipulation. The data obtained from the subject in psychoeducation is the 11 teachers of SLB B Beringin Bhakti.

The stages of psychoeducational activities include the observation and preliminary study stages, the pre-activity/preparation stage, the implementation stage, and the post-activity and evaluation stages. This is in line with what was expressed by Gussevi et al, that these stages can be used in psychoeducational activities (Gussevi et al., 2023). Meanwhile, data collection techniques use observation, interview and documentation methods. Observations are carried out to find out the real situation and conditions experienced by psychoeducational subjects (Fajar & Luthfi, 2022). Interviews are conducted to find out and explore the feelings experienced by the subject before and after psychoeducation. While documentation is needed to support the data from observations and interviews. Documentation in this psychoeducation activity is in the form of photos and videos. Next, data processing in psychoeducation activities is carried out through the stages of data reduction, data presentation, and drawing conclusions (Hambali & Kusumaningtyas, 2022)

FINDINGS AND DISCUSSION

Spiritual Expressive Writing Therapy intervention is applied with four stages. The stages are: Rekognition Stage/Initial write, Examination Stage/Writing Exercise, Juxtaposition/Feedback Stage, Application to The Self Stage. The service participants are then asked to follow all of these stages. The implementation of these stages include the following:

Tabel 1. Intervention Stages

No.	Stage	Activity
1.	<i>Rekognition/Initial write</i>	Participants freely write down all the problems they experience when teaching at SLB or when not teaching on a notebook that has been distributed. In addition, the participants also wrote about the challenges of being an SLB teacher. After writing, the participants then discuss the results of their writings to their fellow group members.
2.	<i>Examination/Writing Exercise</i>	Participants independently describe the emotional feelings that arise as a result of problems and challenges that have been written in the notebook. Here, the participants identify these feelings, whether they are positive or negative emotions. Participants also give a score rating (1-10) for each of the emotions that arise. Next, each participant told each other the results of their identification.
3.	<i>Juxtaposition/Feedback</i>	Participants relax by practicing breathing and listening to the rhythm of instrumental music played in the activity room. Participants close their eyes and imagine all the problems they are facing. Participants then try to accept all their problems with sincerity and try to present God in every effort to find a way out. After completing the relaxation, the participants then rewrite down what efforts have been made to overcome their problems and what efforts have never been made. Participants also then determine the optimal efforts that can be made to overcome their problems.
4	<i>Aplication to The Self</i>	Participants read aloud and discuss the efforts that have been determined to fellow group members. After that, participants will apply the efforts that have been determined into their daily lives for 1 week as a step for self-getting used to. Participants then write down each progress of their efforts in the self-monitoring sheet that has been given.

Psychoeducation for SLB B Beringin Bhakti teachers through Spiritual Expressive Writing Therapy gives good results for SLB B Beringin Bhakti teachers, especially in improving their emotional

well-being. Emotional well-being is the emotional reaction of an individual to an event, such as an unhappy experience or a happy experience, and his reaction to the lives of the participants. The indicator of emotional well-being is the high level of positive emotions and the low level of negative emotions.

Based on the indicator of the high level of positive emotions, SLB B teachers have an increase in several things, namely:

Table 2. Positive Emotion Level

No.	Emotion Indicator	Result
1.	Happy Feeling	Participants feel happy because they have been able to express their thoughts and feelings. They also feel happy because they have been able to share their feelings and listen to the problems felt by their peers. As stated by Sdr. S: <i>"I feel happy because by following this therapy, the problems we are facing become clear for us to identify, and we also become more understanding of the feelings of our colleagues so that we can tell each other stories and strengthen each other"</i> <i>"At first I was confused about who to tell and I also felt reluctant to tell the problems I was facing, so I chose to hide all my feelings due to the problems that were happening to me. But now I feel happier because I can express my feelings both through writing and expression. Now I don't feel alone anymore to deal with all these problems"</i>
2.	Feeling of Gratitude	Psychoeducation participants feel grateful to have worked with special needs children who have taught them many things from various aspects of life. At first they felt that there were so many problems that had to be faced in their work, but now those teachers have been able to see the positive side of the problems they face. Like the expression in the following interview: <i>"Here we are taught to be able to change our thoughts, which were negative, afraid, annoyed, but we are invited to look for positive things from events that make us depressed. Previously I often felt annoyed and frustrated with my profession as an SLB teacher. but now I am more grateful because there are still many people out there who have more complicated problems compared to my problems."</i> <i>"Yes, just be grateful for it, because before I looked at it more negatively, now I know the wisdom."</i>
3.	Meaningful Feelings in Life	Participants are more able to interpret their lives to be more positive and more meaningful. Participants have had a feeling of emotional involvement with their students. They have also realized that there are many new lessons and life experiences that they encounter when teaching students with special needs. The spirit brought out by the students during the learning process made the participants encouraged to become stronger in carrying out their profession as an SLB teacher. <i>"Because I am still a new teacher so at first I often feel uncomfortable with the behavior of students who sometimes throw tantrums or stubborn, now I feel that my life is more meaningful by being a part of them."</i> <i>"I also in the end feel that not everyone can be able to be the way I am. I feel proud that I can be this strong. I also thank my students because they have changed my mindset a lot. As a teacher, I feel happy, that in the midst of their limitations, they are still eager to learn many things. That is what drives me to become stronger in living my profession as an SLB teacher"</i>
4.	Optimistic	Participants feel more optimistic about being able to solve the problems they are facing right now. By following the therapy given, they have been able to accept the negative feelings and emotions that arise from their problems by writing them down. After accepting those negative feelings and emotions, they then write down the efforts and solutions that can be done to solve the problem. By writing down the efforts and solutions, they emphasize and are optimistic that the problem they are facing is not as bad as they think and the problem can be solved well. <i>"By following this expressive writing therapy, now we can learn to be able to validate, accept feelings, and measure how big the problem we are facing and we can measure how much potential the problem is solved. By writing, we are invited to interpret everything to be more positive."</i>

No.	Emotion Indicator	Result
		<i>"Alhamdulillah, after I wrote down all my problems and negative feelings, and wrote down all the alternative solutions and what efforts I could do, I became more confident that everything would be easier and could be resolved well."</i>

Based on the indicator of negative emotional decline, SLB B teachers have an increase in several things, namely:

Table 3. Negative Emotion Level

No.	Emotion Indicator	Result
1.	Decreased anxiety	Participants are more able to reduce their feelings of anxiety and be more relaxed in dealing with problems. This is because during the psychoeducation session, a relaxation session is held by listening to natural music and breathing exercises. Participants are then encouraged to remain calm when facing anxiety. As in the following interview expression: <i>"During the therapy, we are invited to relax and learn relaxation for daily life, so we are more skilled in calming ourselves when we are anxious. You are invited to express your feelings so you will be more indulgent and don't be anxious all the time."</i> <i>"I feel that when I do relaxation, I can be calmer. I can also learn that to relax myself, it can be done in a very simple way. Like taking time to listen to the music of nature, regulate breathing, and feel and delve into our own thoughts. In the future when I am faced with an anxiety, maybe I will try a relaxation method like this."</i>
2.	Decreased level of frustration	Participants felt that their frustration level decreased. They revealed that when they first started their profession as SLB teachers, it was difficult for them to express their feelings. In addition, they also do not have room to share their complaints. They also often feel frustrated after teaching activities. However, now he feels better. Through this psychoeducation program, participants find space to tell stories and complain to their peers. In addition, participants now have an increased sense of gratitude so that their level of frustration also decreases. This is found in the following interview expression: <i>"At the beginning it was difficult to express feelings, then it became more depressed, if we have a feeling but it is not suitable in the work it will be like being annoyed, frustrated, but now we can share and support each other more so there can be a solution and reduce the frustration."</i> <i>"In the past, when I was still working as a SLB teacher, it was really frustrating when I finished teaching. Maybe it's because it's still an adjustment. After finishing work, I feel tired, dizzy. Now it's just more lillahita'ala, in the sense that I believe that Allah will definitely help every path we take, so thank God it's not too hard."</i>
3.	Decreased self-doubt	Participants felt a decrease in self-doubt. The condition is different from the previous phase, where participants often feel nervous when teaching students with special needs. In addition, participants are also often worried if their students cannot follow the learning patterns that have been given. But now, the participants have been able to improve themselves. His confidence level also increased. This is because the participants already know each other with their students, both the student's characteristics and the student's personality. <i>"Previously, I was often nervous when teaching children. I'm afraid they won't be able to follow the lesson. I'm also worried about not being able to be a good teacher for them. But thank God as time goes by, I can learn to improve myself. Moreover, now I have started to get to know the children and know their respective capacities and personalities."</i> <i>"After attending the writing therapy training, I understand that having confidence is very important. Moreover, becoming a teacher for children with special needs. We have to be confident between our own limitations."</i>

No.	Emotion Indicator	Result
4.	Decreased feeling of annoyance and anger at the situation	Participants further reduced their sense of annoyance and anger at the pressure of work. They have found a safer and more positive alternative space to pour out their frustration and anger, which is by writing it down. Participants also begin to realize that not everyone can be kind to themselves so that they also feel embarrassed by other people's attitudes that are not good towards them. Like the following interview expression: <i>"We are facing different children and have our own challenges, there is a sense of annoyance and anger if there are people who suddenly pretend to know, because we have tried to calm down and be patient, then they are poked and lose our patience. But if now it's more not explosive, so it's more channeled to writing or more positive."</i> <i>"I also like to be annoyed by the negative stigmas from the community towards SLB. But now, I think that not everyone understands the situation and condition of SLB. So, against those negative stigmas, now I just listen with legowo."</i>

Based on the data from the emotional indicators that have been presented above, it can be said that the Spiritual Expressive Writing Therapy intervention can increase the emotional well-being of the SLB B Beringin Bhakti teacher. This is characterized by an increase in the level of positive emotions and a decrease in the level of negative emotions experienced by the participants of psychoeducation activities which in this case is the teacher of SLB B Beringin Bhakti.

The increase in the level of positive emotions and the decrease in the level of negative emotions can also be seen more clearly through the comparison of changes in the condition of the participants before receiving the intervention and the condition of the participants after the intervention. Comparison of pre and post intervention conditions will be explained in the following table:

Table 4. Comparison of Participant Conditions

No.	Emotion Indicator	Pre Intervention Condition	Post Intervention Condition
1.	Happy Feeling	SLB teachers are unable to express their thoughts assertively and have not found space to express their thoughts, anxiety, and various other problems.	SLB teacher is able to express his thoughts assertively. After following therapy, they are able to identify the problems they are facing. They have been brave and no longer afraid to tell their problems, either through writing and expression. They are now able to share stories with their fellow SLB teachers.
2.	Feeling of Gratitude	Previously, SLB teachers tended to have a negative view of the pressures they faced. They are often annoyed and angry at the pressure they are facing as an SLB teacher.	SLB teachers become more grateful for what they are going through. After attending therapy, SLB Teachers look at the problem from a more positive point of view. They try to realize that out there, there are still many other people who have more complicated problems compared to the problems they face. With such thinking, SLB teachers become more grateful.
3.	Meaningful Feelings in Life	At first, SLB teachers often experience discomfort when teaching their students. Especially when the students cannot be managed, do not want to follow instructions and are stubborn.	After attending a therapy session facilitated by the source, SLB teachers can find the meaning of their lives as SLB teachers. They feel it is meaningful to be in the middle of their students. They feel proud of themselves because not everyone is as capable as they are. They are happy when they see their students excited to follow the lesson. This is also a driver for SLB teachers to be stronger in their profession as SLB teachers.
4.	Optimistic	Before participating in therapy sessions, SLB teachers often think negatively about their problems. They are also often pessimistic about	SLB teachers are now able to express their thoughts. They are also able to decipher the problem one by one and measure the level of the problem. Furthermore, they are also able to present efforts and alternative solutions that need to be done to overcome the

No.	Emotion Indicator	Pre Intervention Condition	Post Intervention Condition
5	Decreased anxiety	solving their problems. This is because SLB teachers often encounter a stalemate when trying to overcome their problems. Before being given therapeutic intervention, SLB teachers experienced a fairly high level of anxiety towards the problems and pressures they were facing.	problem. With this activity, SLB teachers are encouraged to think positively about the way out of every problem they are facing. After doing therapy in the form of giving relaxation by listening to music and practicing breathing regulation, the SLB teacher felt that his condition was better. They feel more relaxed when facing problems and pressure. After relaxation, SLB teachers become calmer in looking at every problem. With relaxation, SLB teachers are invited to reduce anxiety well.
6.	Decreased level of frustration	Before the therapy session was held, SLB teachers often found it difficult to express their feelings. They are very prone to feeling frustrated and annoyed especially after teaching activities are carried out. After teaching they often feel tired and dizzy.	After attending a therapy session, now the SLB teacher's feelings are better. They have more awareness to surrender everything to God and be more grateful to him.
7.	Decreased self-doubt	Before the therapy session is held, SLB teachers often feel nervous when teaching students with special needs. In addition, SLB teachers are also often worried if their students cannot follow the learning pattern that has been given.	After the therapy session was held, the lack of self-confidence of the SLB teacher decreased. This is because during therapy, they are instructed to identify the cause of self-doubt. After successfully identifying, they are asked to provide solutions and apply those solutions in daily life. After follow up, it was found that the level of self-confidence of the SLB B Beringin Bhakti teacher decreased.
8.	Decreased feeling of annoyance and anger at the situation	Previously, SLB teachers often felt annoyed and angry about the situation. They have not been able to manage their emotional response to pressing circumstances. This makes him prone to anger and annoyance.	They have found an alternative to a safer and more positive space to pour out their frustration and anger, which is by writing it down. SLB teachers also began to realize that not everyone can be kind to them so that they feel uncomfortable with the attitude of others who are not good towards them.

Based on the research results explained above, the application of Spiritual Expressive Writing Therapy intervention on SLB B Beringin Bhakti teachers has a positive impact in improving emotional well-being. In addition to providing space to express emotions, the Spiritual Expressive Writing Therapy intervention can help SLB B Beringin Bhakti teachers in reflecting on life experiences and strengthening spiritual aspects in dealing with work pressure.

In the recognition stage (initial writing), participants are asked to write down various experiences and problems experienced. This stage functions as an effective cathartic medium, especially for individuals who previously tend to harbor emotions and find it difficult to tell their feelings to others. Expressive writing activities are proven to be able to help individuals in reducing psychological stress because they can openly express emotional experiences without fear of social judgment (Pennebaker & Chung, 2011). This finding is also in line with the research of expressive writing therapy that is able to help individuals in expressing emotions and reducing the psychological burden felt. In addition,

(Nursolehah & Rahmiati, 2022) shows that expressive writing has an impact on the decrease in stress levels and increases the individual's psychological well-being.

Next, at the examination stage (writing exercise), participants identify and give an assessment of the emotions that arise. This process plays a role in increasing emotional awareness. Individuals who are able to recognize their emotions well tend to be more adaptive in responding to stressful situations (Gross, 2015). This can be seen from the participants who are able to distinguish positive and negative emotions and understand the intensity of each emotion felt. The findings are in line with the research of (Hardiantri & Hariastuti, 2024) that expressive writing can significantly increase the ability to regulate individual emotions, which is characterized by an increase in the ability to understand and manage emotions.

An important part of the Spiritual Expressive Writing Therapy intervention is the juxtaposition (feedback) stage. This stage integrates a spiritual approach with relaxation techniques. Participants are invited to do breathing exercises, relaxation, and spiritual reflection to accept the condition faced with sincerity and interpret the problem positively. The spiritual-based approach is proven to be effective in improving individual coping mechanisms. This is reinforced by the research of (Wisuda & Suraya, 2024) that the spiritual approach can help individuals in reducing anxiety and increasing inner peace, especially in individuals who experience work pressure.

In the final stage, which is application to the self, participants implement the solutions that have been formulated into daily life. This stage reinforces behavior change through direct practice and self-monitoring (self-monitoring). According to the research of (Mannesa & Nur, 2025), the success of psychological intervention is greatly influenced by individual consistency in implementing coping strategies that have been learned in daily life. Other research says this intervention also helps participants in increasing self-efficacy in facing hipup challenges (Airadhika et al., 2024).

The results of the intervention showed an increase in positive emotions in the participants, such as feeling happy, grateful, meaningful, and optimistic. The increase in the feeling of happiness occurs because the participants have space to express themselves and get social support from their peers. Social support has a great contribution to the emotional well-being of individuals (Virgiawan et al., 2025). In addition, the increase in gratitude and the meaning of life shows a change in the way participants view their profession (Sa'idah et al., 2026). Individuals who are able to interpret life experiences positively tend to have a higher level of psychological well-being (Seligman, 2011).

On the other hand, this intervention also has an impact on the decline of negative emotions, such as anxiety, frustration, low self-confidence, and anger. This decrease shows that participants have found a more adaptive way to manage emotions, one of which is through written media. Expressive writing techniques are proven to be able to help individuals in switching negative emotions into more constructive forms of expression, thus reducing the psychological pressure felt (Dermawan & Addini, 2024). Expressive writing allows individuals to process emotional experiences in a more structured way so as to reduce the perceived psychological burden (Arviani & Rachman, 2024). The relaxation technique given is also proven to help participants in managing anxiety and achieving a calmer condition. This is in line with the research of Atvennia et al. (2026) which states that relaxation exercises and breathing regulation are effective in reducing individual anxiety levels.

CONCLUSION

Based on the data results and discussions that have been described above, it can be concluded that psychoeducation Spiritual Expressive Writing Therapy can improve the emotional well-being of SLB B Beringin Bhakti teachers. The success of this psychoeducation can be seen from the change in the level of emotional condition before the treatment (pre-intervention) with the change in the level of emotional condition after treatment (Post Intervention). This change can be seen based on four indicators of positive emotion levels and four indicators of negative emotion levels.

Four indicators of positive emotions, including: feelings of happiness, feelings of gratitude, meaningful feelings in life, and optimism. Meanwhile, four indicators of negative emotions, among others: decreased anxiety, decreased level of frustration, decreased self-doubt, decreased annoyance and anger at the situation. Referring to the data of psychoeducation results, it was found that the positive emotional level of SLB B Beringin Bhakti teacher increased after the intervention and the negative emotional level of SLB B Beringin Bhakti teacher decreased after the intervention. This is what becomes an indicator of the increased emotional well-being of the SLB B Beringin Bhakti teacher.

REFERENCES

- Adriansah, A., Purwaningsih, E., Utami, S., Studi, P., & Syariah, E. (2023). Pendampingan Pelatihan Strategi Pemasaran Dan Produksi Usaha Pabrik Tahu Putra Pagadungan Mandiri Jaya. *Sivitas*, 3(1), 27–35.
- Airadhika, N. J., Naufal, D. A., Rosyid, A., & Puspitasari, A. (2024). Efektivitas Expressive Writing Therapy dalam Meningkatkan Self-Efficacy pada Siswa Kelas XII. *Jurnal Riset Rumpun Ilmu Kesehatan*, 3(2), 124–137. <https://doi.org/10.55606/jurrikes.v3i2.8117>
- Arviani, F. N., & Rachman, K. L. (2024). Terapi Menulis Ekspresif Sebagai Media Katarsis dalam Mengurangi Kecemasan: Systematic Literature Review. *Journal Of Islamic Education Guidance And Counseling*, 5(2), 99–112. <https://doi.org/https://doi.org/10.51875/jiegc.v5i02.611>
- Asyharinur Ayuning Putriana, P., Fakhiratunnisa, S. A., & Ningrum, T. K. (2022). *Konsep Dasar Anak Berkebutuhan Khusus*. 2, 26–42.
- Atvennia, M., Syafrie, I. R., Tranado, H., & Dehasen Bengkulu, U. (2026). The Effect of Deep Breathing Relaxation on Reducing Anxiety in Pre-Operative Patients at RSUD Rejang Lebong Regency in 2025. *Jurnal Multi Disiplin Dehasen (Mude)*, 5(2), 795–802. <https://doi.org/https://doi.org/10.37676/mude.v5i2.9905>
- Baqi, S. Al. (2024). *Pemetaan Profil Anak Berkebutuhan Khusus di PAUD dan Implikasinya dalam Pendekatan Child-Centered Learning*. 1, 165–180.
- Cahyani, C. T., Muna, Z., & Safarina, N. A. (2025). Hubungan Bersyukur dengan Kebahagiaan pada Guru Sekolah Luar Biasa (SLB) di Kabupaten Bireuen. 3(4), 840–851.
- Dermawan, D., & Addini, R. (2024). Penatalaksanaan Expressive Writing Therapy pada Pasien Harga Diri Rendah Kronis di RSJP dr. Arif Zainudin Surakarta. *Jurnal Kesehatan Karya Husada*, 12(1), 77–85. <https://doi.org/https://doi.org/10.36577/jkhh.v12i1.695>
- Fajar, A., & Luthfi, T. (2022). Pembinaan Moral dan Spiritual Remaja di Kampung Margamukti Melalui Kajian Kitab Lubab al-Hadits. *Sivitas*, 2(1), 37–45.
- Fricylya, Chaityanda, Y., Ramadhan, K., Damanik, E., Polanta, F. R., Hartini, S., Akmal, M. El, & Atrizka, D. (2025). The Dynamics of Burnout in Elementary School Teachers : The Role of Work Stress and Emotional Intelligence Dinamika Burnout pada Guru Sekolah Dasar : Peran Stres Kerja dan Kecerdasan Emosional. *Psikoborneo*, 13(2), 174–181.
- Gross, J. J. (2015). Emotion Regulation: Current Status and Future Prospects. *Psychological Inquiry*, 26(1), 1–26. <https://doi.org/10.1080/1047840X.2014.940781>
- Gussevi, S., Novianty, I., Agustina, M., Khuzayri, R., Hukum, S., & Islam, K. (2023). Sosialisasi dan Pendampingan Faktor Penyebab dan Dampak Perkawinan di Bawah Umur serta Undang-Undang Nomor 16 Tahun 2019 tentang Batas Usia Perkawinan. *SIVITAS*, 3(1), 37–46.
- Hambali, A., & Kusumaningtyas, A. D. (2022). Pemberdayaan Remaja Melalui Kegiatan Ngabuburit Seru Bareng Kakak Muttaqien. *Sivitas*, 2(2), 69–76.
- Hardiantri, S. C., & Hariastuti, T. R. (2024). *Penerapan Konseling Kelompok Naratif Dengan Teknik Expressive Writing Untuk Meningkatkan Kemampuan Regulasi Emosi Di SMP Negeri 2 Surabaya*.
- Mannesa, Muh. N. H. I. S., & Nur, I. D. M. (2025). Peningkatan Regulasi Diri Melalui Journaling: Studi Pada Remaja Perempuan. *Psychopolytan: Jurnal Psikologi*, 8(2). <https://doi.org/https://doi.org/10.36341/psi.v8i2.5664>
- Nursolehah, R., & Rahmiati, R. (2022). Pengaruh Expressive Writing terhadap Penurunan Stres Akademik Mahasiswa. *Jurnal Basicedu*, 6(4), 6703–6712. <https://doi.org/10.31004/basicedu.v6i4.3348>
- Pennebaker, J. W., & Chung, C. K. (2011). *Expressive Writing and Its Links to Mental and Physical Health*. NY: Oxford University Press.

- Sa'idah, I., Fakhriyani, D. V., Misnawi, Ishomuddin, A., & Wulandari, A. P. D. (2026). Expressive Writing Sebagai Terapi Mandiri untuk Mereduksi Stres Akademik Mahasiswa. *DA'WA: Jurnal Bimbingan Penyuluhan & Konseling Islam*, 5(2), 2026–2119. <https://doi.org/10.36420/dawa>
- Samseptiany, I., Baedowf, S., & Arisyanto. (2022). Pengaruh Kecerdasan Emosional Guru Terhadap Pembelajaran Dan Pengembangan Sikap Anak Berkebutuhan Khusus. *Dwijaloka*, 3(4), 479–486.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Una, L. M. W., Soro, V. M., Beku, V. Y., & Laksana, D. N. L. L. (2023). Pendekatan Layanan Pendidikan Bagi Anak Berkebutuhan Khusus. *Pendidikan Inklusif*, 1, 148–158.
- Virgiawan, I., Rohayati, N., & Ibad, M. C. (2025). Quarter Life Crisis pada Dewasa Awal di Karawang: Peran Dukungan Sosial Terhadap Kesejahteraan Psikologis. *Al-Isyraq: Jurnal Bimbingan, Penyuluhan, dan Konseling Islam*, 8(3), 1093–1106. <https://doi.org/https://doi.org/10.59027/alisyraq.v8i3.1069>
- Wadjdi, W. B., & Mariyati, L. I. (2025). *Effectiveness of Expressive Writing therapy on Emosional Handling Adolescent Girls at X Orphanage: Efektifitas terapi Expresive Writing terhadap Pengendalian Emosi pada Remaja Puteri di Panti Asuhan X*. 10(1), 1–9. <https://doi.org/10.21070/acopen.10.2025.11049>
- Wisuda, A. C., & Suraya, C. (2024). Mengoptimalkan Kesejahteraan Mental Perawat Melalui Modul ARIS (Anxiety and Depression Reduction Throuhg Islamic Spiritual Care): Pendekatan Spiritual Islam dalam Mengatasi Kecemasan dan Depresi Perawat. *Ukhuwah: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 16. <https://doi.org/https://doi.org/10.52395/ujpkm.v2i2.457>
- Zakiah, N., & Andinasari, P. (2025). Gambaran Resiliensi Dan Spiritual Guru Penyandang Tunanetra Non Bawaan Di Slb Negeri Cileunyi. *Asimilasi Pendidikan*, 3(2), 62–75.