

Anger Management For Student in the Catholic Junior High School

Agustinus Hermino, Hendyat Soetopo, Imron Arifin, Ali Imron

Abstract – The purpose of this research is to get deep meaning of anger management for students in the Catholic junior high school especially in implementation of the character education. Research locations are in four schools: Cor Jesu, Frateran Celaket 21, both in Java island; and Frateran Ndao, Sint Ursula, both in Flores island of Indonesia. This research used a qualitative approach with a multi-case study design. Researcher find the meaning of events and interactions of people in situation at the time of research in order to understand concepts, perspectives, values, anger management practices. Data collection techniques include: (1) in-depth interviews, (2) participant observation, and (3) study the documentation. Result of the research that: (1) anger resources: a) disharmony in family, b) violence at home, c) lack of quality attention from parents to children, d) non-fulfillment of the wishes of children; e) interactions with peers and community; f) homework given by the teacher; h) classroom atmosphere and conditions, including in the school environment; (2) responsibility and process in anger management of students: a) involving all teachers, b) involving school principal and the head of school's foundation; d) experience and concept learning, e) learning delivered through the internalization of Christian love; (3) teacher's role as a: a) agent of learners, b) role models, c) counselors, and d) listener; (4) control of student's anger, through: a) classroom rules, b) liaison book from school to the student's parents, c) daily picket teachers, d) writing nuanced character education, e) development of faith by religious teachers; (5) supporting factors: a) good relationship between school and school foundation, b) good cooperation from principal to teachers, c) good relationship from principle to the school committee, d) good cooperation with local church and school alumni. Inhibiting factors: a) slow response of liaison book by parent, b) school alumni not recorded properly.

Keywords – Anger Management, Character Education, Catholic School.

I. INTRODUCTION

Basically education is essentially a process of maturation of the quality of life. Through the process is expected to be able to understand what is the meaning of human nature and life, and for what and how to perform tasks in living and true life. That's why the focus of education is directed to the formation of a superior personality with emphasis on the quality of the maturation process logic, heart, character, and faith. Education is reaching the peak point of perfection quality of life. Thus, education is a process of becoming, which makes a person to be himself which grows in line with the talent, character, ability, and his conscience intact. Education is not intended to produce the character and abilities of learners like his teacher. Educational process directed at the functioning of all potential learners so that they

become human themselves having superior skills and personality.

Adolescence particularly in children aged 12 to 15 years, or it can be said junior high school students are children with a range of psychological development stage for identity and the desire to fulfill his true identity is with their social interaction with friends their own age. Surely in interacting entails an innate charge of the situation and family circumstances of the child, along with the surrounding environment. In this aspect, it is not uncommon position the child in a situation emotionally unstable. This condition as stated in psychosocial theory by Erik Erikson in Slavin (2006), which explains the principles of developmental psychology and social, that in adolescence and teenage years is associated with rebellious attitude, an identity crisis, hero worship, and sexual awareness. Furthermore, by Erikson also noted that the estimated range of ages 12 to 18 years, the crisis psychosocial experienced by children is on the search for identity, but also in a state of confusion of roles, so that the relationship of peer groups and exemplary leadership is essential seen and felt by child. Against this, the emphasis on the psychosocial aspect is to create something and brings together everything Slavin (2008).

The level of anger is high among early adolescents often manifest in the behavior of crime, antisocial, violent (Kellner & Bry, 1999), low learning achievement, and the lack of physical and mental health until late adolescence and adulthood (Currie, 2004). Research by Lench (2004) also mentioned that subjects with high levels of anger are likely to have behavior that is destructive; express anger by attacking the people and things physically and verbally; more challenging and negative behavior; and more often in conflict with others. Based on these facts, the teenager who has a high level of anger and the risk of aggressive behavior, needs to be addressed by giving proper treatment to control the urge to manage anger and aggression.

Referring to the situation and condition of students in junior high school in Indonesia today is the learning in basic education must be careful about the emotions and aggressive attitude of the learners to be managed in such a way so as to contribute positively to the learners themselves. Thus, education in this sense needs to be an effort to develop children as human who is able to be responsible for themselves as well as to the environment and its future (Boynton & Boynton, 2005). Therefore the opportunity to manage anger in the educational process is directed to children in order to establish the ability, personality, character, and moral values of dignity in the context of the intellectual life of the nation (Djokopranoto, 2011).

The four schools were studied to characterize the Catholic school, but with the difference congregation who

manage and differences in the place where the schools are located, such as two schools in Ende Flores Island, and two schools in Malang, Java Island. These four schools have the uniqueness of each in applying anger management in their students, thus attracting to be studied more deeply in science in the field of management education.

II. METHOD

The research was conducted over eleven months in four Catholic junior high schools: Frateran Celaket 21, Cor Jesu both in Malang city, Java island; and Frateran Ndao, Sint Ursula Ende both in Ende city, Flores island, Indonesia. This research is multi-case study of qualitative research which design using the comparative constant method with the steps: (1) data collection on the first school was Frateran Celaket 21 Junior High School in Malang. Studied the incoming data, encoded and carried out by looking at the categories that were developed in the theme, so that it develops a conceptual tentative findings about anger management in students; (2) continued observations on the second school was Cor Jesu Junior High School in Malang, in the same way; (3) continued observations on the third school was Frateran Ndao Junior High School in Ende, in the same way; and (4) observations on the fourth school was Sint Ursula Junior High School Ende, in the same way also.

Guided by the findings of the fourth concepts of the case would then be done by conducting comparative analysis and conceptual development resulting from the four subjects. With these measures it is found that the conceptual nature more stable and can be abstracted in depth about anger management in students using the comparative constant method.

III. FINDINGS

There are five sources of students anger, such as: *first*, parents. There are seven main causes, such as: (a) communication between parents and children using mobile phones, so that the child can not express directly the existing problems to their parents; (b) lack of quality parent-child encounter at home because of busy working parents; (c) divorce of parents so that the child does not get the love intact; (d) bickering parents who viewed directly or heard directly by children; (e) children left at the orphanage so the children becomes not getting the attention and affection; (f) the presence of harsh words or insults that are often raised by parents to children, causing a sense of anger in the heart; (g) touching by force words, that concern parents are using words threats or intimidation, and invective, so that children feel dishearten and feel unappreciated for its existence.

Second, community environment. There are nine main causes, such as: (a) habit revealed a rant in the form of invective, so easily offended and angered; (b) the existence of inclinations when hurtful words, bring or mention the name of the parents of students so upsetting; (c) frequent see older people drinking alcoholic beverages

and issued harsh words; (d) children begin to try smoking or drinking alcohol by their peers or older adults; (e) children often hear about the ugliness of others menginfokan the parents of these students; (f) many homeworks and tasks from school, then students are more at home, with a task or play using social media from mobile phones. A source of anger caused by playing through the social media; (g) there is a tendency when hurtful words, mention the name of the parents which students so upsetting; (h) scorn of the neighboring residence of parents of children because the situation parent households with less or no harmony; (i) the existence of envy or jealousy in the hearts of children because other people life in harmony in the child's relationship with both parents.

Third, teachers. There are seven main causes, such as: (a) some teachers interact with students using social media, so that sometimes causes mutual taunted and the like among students; (b) reprimand delivered by teachers to parents worded offensive self-esteem; (c) some teachers often favoritism to a particular student, causing a sense of envy of other students, then there was taunted each other directly and in social media; (d) some teachers in teaching too rigid and often compare one student with a particular student in another class; (e) teacher gives private lessons to students specific and known by other students that result in envy; (f) strike teachers often done with harsh words or rude, and too often dengen use physical punishment, so that children become more traumatized and embarrassed by classmates because it is not uncommon to end up fighting the mouth and/or physical; (g) the existence of expletives or grunt of Teachers to the particular student is heard by other students and submitted by the student to the student whose name is being phased out by the teacher.

Fourth, friends. There are ten main causes, such as: (a) mutual mock excessive and often; (b) there are groups of friends so that sometimes causes mutual sneered; (c) problems courtship that resulted in taunted each other or jealous; (d) socialize more friendships through social media internet. Their expressions written between friends in social media sometimes nuanced teasing, causing anger or potential anger; (e) because of the big city life style, jealousy boyfriend or girlfriend problems that resulted in their expressions of emotion both words directly or through the internet social media, and also behaviors that indicate distaste on other people; (f) doing homework at school with his cheating ways, if not allowed then there jeers continued anger; (g) excessive frolic resulting emotions and anger; (h) effect friend come to drink alcohol; (h) participate motorcycle gang; (i) effect of playing games over the internet; (j) effect of the hegemony of the group in a sports game.

Fifth, television and social media. There are three main causes, such as: (a) ridicule mocked through social media or mobile phone; (b) often watching soap operas on television series on the same title but different alignments supporting players; (c) students more use of internet social media as a channel of friendship, but sometimes there are phrases that are published are not pleasing to the students

so that they can lead to the accumulation of pent-up anger at that time.

IV. RESULT AND DISCUSSION

Education in the Family

Child relationship in the family is a very important factor for the growth of children's education, especially with regard to behavioral and emotional attitudes. This is because the family is the first institution to teach children, through example given by parents how the child explores his emotions. The family is the first and primary environment for child development.

Knowles, et al (2005) suggested that the family is very functional in instilling the basics of emotional experience, because that first experience gained by the child, to be brought to school later. Combs & Whisler (1997) also confirms that the family is the institution of learning and growing to deliver the child to the growth and further learning.

Referring to the statement above, the education in the family or a family child care patterns will greatly affect the emotional development of children. When children are raised in a family that positive emotions, the emotional development of children will be positive. However, if the parents in the habit of expressing negative emotions such as anger with aggressiveness, irritability, disappointed and pessimistic in the face of problems, the emotional development of children will be negative due to the circumstances in the family.

Furthermore, with regard to education in the family that affect the behavior of students in the school, Cangelosi (1993) suggests that the role of parents in the family not only as a controller of the learning outcomes of children in school, but parents are also required to provide motivation and a good atmosphere in the house make the child will bring a sense of comfort in the heart of the up to school.

The relationship between parents and teachers at the school will also be able to reflect the mood of the student. Against this is also similar as proposed by Willis (2006) and Lane, et.al (2014), namely that the openness of good relations between the institutions, which in this case is the school and the family, will bring an atmosphere of comfort for its members, which in this case is a child or student, in carrying out its duties, and can minimize the potential emotional instability.

Based on the description above presentation, it is a source of anger students or children in the family can be minimized by the need to pay attention to family education in this regard dikadodai primarily by parents, as follows: (1) their model, namely that education in the family will only be successful when parents were able to educate by showing exemplary both in patterns of thought, word, and deed; (2) consistent attitude, that the results of education in the family will be as expected when done consistently; (3) their understanding, that understanding will feed into the parents' opinions regarding the internalization of parental commitment.

Socially Outside of School

Socially outside of school also influential as a source of anger on students in general that can be brought to the school, such as: (1) the child fills his playing time in the community; (2) children to interact with their peers in the community; (3) children to interact with their friends to fill the void mood that is not found in the family because of certain situations and conditions in the family; (4) children to interact with friends in study groups or similar activities such as the health club, studio arts and culture; and (5) a child of their time interacting with friends mostly through social media in cyberspace.

Kauffman & Brigham (2009) mentioned that the potential instability of emotions and behavior of school children who do not get enough family education, is due to the influence of the association that is not well controlled, and therefore, the conditions will be carried in the learning process in schools.

Similarly, as confirmed by the results of research by Safari, et al (2014) that, education has focused on two factors which are considered very important and show the high demand for improving emotional skills. The first factor involves being attentive to the youth's problematic behaviours such as aggression, social stress, dropping out of school, depression and loneliness. The second factor is insufficient training required for students to improve their awareness levels of their responsibilities within society.

Atmosphere Environment in School

Higgins, et al (2005) mentioned that, there appears to be a strong link between effective engagement with staff, students and other users of school buildings and the success of environmental change in having an impact on behaviour, well-being or attainment. The natural environment also helped determine how the mood of the students, both in behavior, emotions, and in an atmosphere of learning, including the process and learning outcomes to be achieved by the students (Sanjaya, 2010).

The natural environment in schools also require attention, learning under natural conditions fresh and clean is always more effective than the other way around. School in a natural state of frenzied, too crowded also less conducive to students' behavior and emotions, as well as in the process and the achievement of optimal learning results. So the natural conditions are good and conducive participate decisive influence in the optimization study, the state of nature that bad come to give a bad effect on students, the state of good nature helped to provide a positive influence also for all member schools in it, including mindset, behavioral and emotional patterns of students in particular (Zeidner & Olnick, 2010).

In line with the above statement, it can be interpreted that any environmental role and influence on their own, every behavior and way of thinking of each individual is different for each environment provides role and influence is different also. Although the environment is not fully established a pattern of behavior and thought patterns of the individual because each individual responds differently in response to a stimulus or a given environment, but the role and influence of the environment participated plays a very big for individuals to behave and think. In this regard,

it was also confirmed by Schutte, et al (2009), that there were differences in behavioral and emotional about the anger that arise by the student shown in schools that have a natural environment that is beautiful with a school that is not supported by the atmosphere of the natural environment that are relevant.

Friendship Peers in the School

Relationships with peers can be interpreted in four sense: (1) peer who is a close friend in the form of groups or individuals because of their emotional ties; (2) peers in the form of group assignments or study group in the tasks given by the school; (3) an ordinary peers as fellow students in existing schools; and (4) peers moment because the similarities in the problems being faced.

Fourth understanding peer into all potentially in antagonizing students, when: (1) lack of compatibility in perspective by the ego of each student; (2) the existence of tendentious or unilateral input from other students who do not first addressed by existing students; (3) the saturation for a school assignment so that one hung to the other students, concerned to get better value; (4) the existence of jealousy because the atmosphere in the family; and (5) the existence of jealousy because of the boyfriend.

The influence of peers in the school environment, which contributes as one of the possible causes of the anger of students, was as put forward in Bhave & Saini (2009), that the strong influence of the peer group at school, also has the potential to lead to the weakening of ties individuals with parents, schools, and conventional norms, which will ultimately lead to easy emergence of anger in the student, if the student or the child is in doubt emotionally unstable.

To make sense of the statement above, the peer relationships in the classroom at Catholic School was also able to bring out the anger in the student if: 1) peer relationships as a source of emotional (emotional resources), both to gain pleasure or to adapt to stress can not run harmoniously; 2) peer relationships as a source of cognitive (cognitive resources) for problem solving and knowledge acquisition can not be run with the maximum for their individual attitudes that appear in students; 3) peer relationships as a context in which the basic social skills (eg social communication skills, collaboration skills and the skills of incoming group) as a whole can not be obtained or improved because of their envy and / or jealousy that arise dalam student; and 4) of peer relationships as a basis for the establishment of other forms of relationships (eg, relationships with siblings) can not run harmoniously due to the emergence of differences of opinion of students who do not quickly resolved properly.

With regard to the four above, then the peer relationships that function harmoniously among students starting in the class will be able to refine the relationship those friendships in the development of social competence of students, especially in controlling emotion and anger that arise in students (McCulloch, 2008).

Atmosphere in the Classroom

The classroom atmosphere in the Catholic junior high school are generally loaded with the subject competition, it is generally also it can be one source of anger trigger

students. It is also explained by the Danim & Danim (2011) that the atmosphere or conditions in the classroom are always tinged with competition among the students, then the students are able to manage stress, students will be always motivated and compelled by circumstances, but instead to students less able to cope with these circumstances it will be a pressure, which may result in a lack of harmony in the relationship between the students in the class, or the occurrence of discomfort, such as violence, teasing, disruptive, troublemakers, to lead to the emotion of anger students.

Misra & Castillo (2004) mentioned that the condition of the rooms were inadequate, as the rooms were too small, lighting poor, the rooms were filthy, the ventilation is lacking and atmosphere rowdy can lead to increased stress students and emotion of anger students appear to be influential in the process learning in the classroom.

The importance of conditioning the atmosphere in the classroom is very important in fostering a comfortable atmosphere for students to learn, because with a good atmosphere is then iteration between students and students, and students with teachers will become better, and be able to minimize the potential for anger students, However, of course, not all students can manage their respective control his emotions well, and it is this condition that need to be considered by teachers in general. This condition is also as stated by Boynton & Boynton (2005) that an important life skill for students to learn is how to control their anger in an appropriate and acceptable manner. Unfortunately, most classrooms have at least one student who has a great deal of trouble handling his or her anger.

Methods of Teacher Teaching

Role of Teachers in the learning process in the classroom at Catholic Junior High School not only serves as a mere teacher, but also as a trainer, counselor, and learning manager.

The potential emergence of a source of anger students of the teacher in the classroom while teaching at Catholic Junior High School may be in the review of the two points of view, namely from internal factors Guru, and the Guru of external factors. *First*, internal factors Guru, this is more to the situation that is inside themselves Guru himself, as the unpreparedness of teachers in teaching, state and condition of the body that are diseased or unhealthy weight, also psychological state teachers who lack good as nervous, impatient, nature negative.

Second, external factors Guru, this is more to the situation that exists outside the self Teachers are closely related to the learning process, such as issues with stakeholders, such as with teachers, principals, students, and the environment or the local community.

From both of these factors can be interpreted that the readiness of teachers in teaching, their healthy body, psychological state of good teachers, the problems with the other stakeholders will greatly affect the learning process in the classroom and especially on the behavior of the students included in the emotional students (Slameto, 2010).

Similar with the statement above, Tomlinson (2001) also stated that although managing a differentiated

classroom is not always easy, progress in that direction tends to make school a better fit for more students' understanding, emotionally, and behavior. It also tends to make teaching more satisfying and invigorating.

Saturation for Schoolwork

Their burden of school work to students at Catholic Junior High School with regard to the emergence of a source of anger students can look at four ways, among others: (1) the academic competition is quite high which requires every student should always be ready to follow the lessons at school including school work should be completed either individually or in groups at school; (2) the assignment of homework as a lesson that must be completed either individually or in groups that need the support of parents in caring for homeschooled students; (3) any additional lessons after school is finished, so that students experiencing fatigue or too late; and (4) not completing the tasks assigned by the teacher for some reason was not met conditions.

Fourth it triggers the potential for anger at student if: (1) teachers who teach subjects not coordinate with one another to provide a portion of the task that will be or have been being accepted by the students; (2) lack of attention from parents support students at home in learning; and (3) the student intentionally do not want to do the teacher's work because looking at the subject based on the subjective perception adversely of teacher.

Regarding that condition above, also mentioned by Vatterott (2009) that as the culture has changed, and as schools and families have changed, homework has become problematic for more and more students, parents, and teachers. Furthermore, other factors that contributed to the emergence of anger students of aspects of the workload of the school is the students' perception of learning load as the responsibility of overdone in learners, sehingga ethics students perceive the workloads become an excessive burden for them, then it will lead to potential the emergence of anger in the student because of emotional instability, lack of motivation, decreased performance, and feeling a sense of failure (Wentzel & Wigfield, 2009).

Relationship Teacher-Student-Parent

Family involvement in the dynamic behavior of the students in both academic and emotional level students become careful attention to the Catholic Junior High School. This is because education at the school also emphasizes the importance of parental involvement in educating children. However, less attention both over to the child or student will equally bring emotional impact for students that lead to emotional instability that is shown in the form of anger in students. With regard to the support of the family, then it is as stated Hermino (2014), that education in the family that affect the lives of children in the future is determined by: (1) security, (2) a sense of autonomy, and (3) a sense of initiative. All three of these conditions need to be created, so that children or students feel safe and comfortable life in the lives of family support in the process of emotional development and character education of children.

Effective communication in the fabric of cooperation between teacher-student-parent can lead to anger at

student communication and coordination if it is not done as effectively as possible and in the right situation. It is also as stated in Trumbull (2003) that effective communication is essential to create strong school-home partnerships and to increase parental involvement. Just as teachers are skilled in the art of teaching, they also require knowledge and skills to effectively communicate with their parent community.

Use of Personal Telecommunication Facility

The impact of their use of communication in schools is very important because of the relationship student communication with the world outside of school is that can not be monitored directly by teachers in the school, but the impact will be visible when the student is following the learning process in the classroom, by behavioral and emotional indicated.

Against this also as stated by Borenstein, et al (2009) that the use of a communication tool for students during the school day that are not controlled by the teacher properly will make students become unfocused when it receives the impact is negative. However, when the use of such a positive impact, the students will become more aggressive in using the technology equipment. Positive and negative impacts of the use of communication devices by students in school without coordinated by the school will continue to break the concentration of students in learning, and if both are not managed properly it will affect behavior and an emotional attitude of students during the learning in the classroom. Behavioral and emotional attitude is a form of expression of anger students (Korpershoek, 2014).

Exemplary Habituation

Habituation exemplary in Catholic schools consists of two things, the first is in accordance with the exemplary saint or patron saint of Catholic schools that were believed by the congregation of monks or nuns who manages the foundation of Catholic schooling. Second, habituation exemplary conducted by the principal, teachers and students, in the form of religious activities, openness of heart, discipline, and care for the environment. Against the exemplary habituation, this is in line with the kind described in Wiyani (2012) that habituation is exemplary activities in the form of everyday behaviors that are not programmed because it is done without limitation of time and space. Exemplary of this is the behavior and attitudes of teachers and education personnel and learners in providing an example through actions that are expected to be good role models for other students.

With regard to the activities of habituation that no school is to expand the student's characteristic, in which it is done by familiarizing specific positive behaviors in everyday life at school. Habituation is a process of forming attitudes and behavior are relatively sedentary and are automated through a learning process that is repeated, whether taken together or separately. It will also produce a competency in the management of anger that may arise or are emerging within a student or students (Bhave & Saini, 2009). The character development through habituation can also be done in a scheduled or non-scheduled both inside and outside the classroom (Kauffman & Brigham, 2009).

V. CONCLUSION

Starting from the root source of anger, anger management for student put forward at the root of the problems arising from the student's togetherness handled also by the teacher at schools. Togetherness in the handling or management of anger on these students are part of the role of the teacher or educator who can create a comfortable learning environment for their students.

Anger management is an approach from the approach of changing behavior, and approach to climate socio-emotional, in the part of the management class, it is as if the atmosphere to be observed by the principal and the teachers employed at the school, however, the involvement of the chaperone students in particular of the monks and nuns in the foundation Catholic schools, ease in controlling the handling of the anger of students in order to maintain the performance of student learning and students can openly express the problems being faced to educators or companion's spiritual, and thus the quality of learning in the classroom will remain maintained.

To get good results in anger management for students, the involvement of the foundation of the school, parents, and the community around the school to work together to provide good attention in the dynamic behavior of children, both while in school, at home, and in society then the collaboration will take effect in a good mood for children can follow the lesson well in their respective classes. The simple thing to do for the early success of the control of anger management student at the school is the presence of welcome and greeting the morning by daily teacher pickets and principal, so students start to feel welcome to enter in a comfortable atmosphere to be able to follow the learning process in the classroom.

Furthermore, to assess the success of anger management for students it is necessary to evaluate and monitor the implementation of handling anger students who contribute to classroom management, among others: (1) evaluation of management indignation students performed on an ongoing basis, and communicate the results of the evaluation on the foundation of the school and the parents or guardians of students, in an effort to follow up in the form of coaching or strengthening resource teacher there when there are weaknesses that need to be observed again, (2) evaluation of learning outcomes implemented in the internal class by each classroom teacher in every division of the learning outcomes middle semester, the end of the semester, and when the increase in class by inviting each parent or guardian of the student in order to examine together the results of learning academically and dynamics of the behavior and emotions of students that affect the academic aspect is achieved, (3) to be set up counseling team involving teachers, parents and experts in the dynamics of emotional and behavioral problems of students in the framework of joint efforts to complement each other in pencermatan student issues and efforts to help students to be able to resolve the case, the so students can still get back in the good performance in school learning in general and in the particular class.

REFERENCES

- [1] Bhave, S.Y. & Saini, S. (2009). *Anger Management*. New Delhi: Sage Publication.
- [2] Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2009). *Introduction to Meta-Analysis*. New York: Wiley.
- [3] Boynton, M., Boynton, C. (2005). *The Educator's Guide to: Preventing and Solving Discipline Problems*. Georgia: ACSD.
- [4] Cangelosi, J.S. (1993). *Classroom Management Strategies. Gaining and Maintaining Students' Cooperation*. Second Edition. New York: Longman.
- [5] Combs, B.L & Whisler, J.S. (1997). *The Learner-Centered Classroom and School. Strategies for Increasing Student Motivation and Achievement*. San Francisco, California: Jossey-Bass A Wiley Company.
- [6] Currie, M. (2004). Doing anger differently: A group percussion therapy for angry adolescent boys. *International Journal of Group Psychotherapy*, 54 (3), 275-294.
- [7] Danim, S., Danim, Y. (2011). *School Administration and Classroom Management*. Bandung: Pustaka Setia.
- [8] Djokopranoto, R. (2011). *Education Philosophy in Indonesia. The series of essays Education Problems*. Jakarta: Obor.
- [9] Hermino, A. (2014). *Character-Based Curriculum Management: Concepts, Approaches and Applications*. Bandung: Alfabeta.
- [10] Higgins, S., Hall, E., Wall, K., Woolner, P., McCaughey, C. (2005). *The Impact of School Environments: A Literature Review*. London: The Centre for Learning and Teaching. School of Education, Communication, and Language Science. University of Newcastle.
- [11] Kauffman, J. M., & Brigham, F. J. (2009). *Working with Troubled Children*. Verona, WI: Full Court Press.
- [12] Kellner, M.H., & Bry, B.H. (1999). The effect of anger management groups in a day school for emotionally disturbed adolescents. *Adolescence*, 34 (136), 645-651.
- [13] Knowles, M.S; Holton, E.F; & Swanson, R.A. (2005). *The Adult Learner. The Definitive Classic in Adult Education and Human Resource Development*. Sixth Edition. Amsterdam: Elsevier Butterworth Heinemann.
- [14] Korpershoek, H., Harms, T., De Boer, H., Van Kuijk, M., Doolaard, S. (2014). *Effective classroom management strategies and classroom management programs for educational practice*. Groningen: GION Onderwijs.
- [15] Lane, K.L., Oakes, W.P., & Menzies, H.M. (2014). *Comprehensive, Integrated, Three-Tiered Models of Prevention: Why Does My School—and District—Need an Integrated Approach to Meet Students' Academic, Behavioral, and Social Needs?* International Online Journal of Routledge: Taylor and Francis Group. Preventing School Failure: Alternative Education for Children and Youth, 58:3, 121-128, DOI: 10.1080/1045988X.2014.893977. To link to this article: <http://dx.doi.org/10.1080/1045988X.2014.893977>. Online. Access on January 11, 2016.
- [16] Lench, H.C. (2004). Anger management: Diagnostic differences and treatment implication. *Journal of Social and Clinical Psychology*, 23 (4), 512-531.
- [17] McCulloch, A. 2008. *Boiling Point. Problem Anger and What We Can Do about It*. London: Mental Health Foundation.
- [18] Misra, R., Castillo, L. (2004). Academic Stress Among College Students: Comparison of American and International Students. *International Journal of Stress Management*. Vol.11(2), 132-148.
- [19] Safari, A., Baranovich, DL., Jafary, M.R. 2014. The Effect of Anger Management, Training on Student's Emotional Intelligence. *International Journal of Fundamental Psychology and Social Sciences*. IJFPSS Vol 4, No. 2, pp 20-22. ISSN: 2231-9484. <http://dx.doi.org/10.14331/ijfpss.2014.330041>. Online. Access on 11 January 2016.
- [20] Sanjaya, W.H. (2010). *Standard Process Oriented Learning Strategy in Education*. Jakarta: PT. Prenada Media Group.
- [21] Schutte, N. S., Malouff, J. M., Bhullar, N. (2009). The assessing emotions scale *Assessing emotional intelligence* (pp. 119-134): Springer.

- [22] Slameto. (2010). *Learning and Factors Affecting*. Jakarta: Rineka Cipta.
- [23] Slavin, R.E. (2006). *Educational Psychology: Theory and Practice*. Boston: Pearson Education, Inc.
- [24] Tomlinson, C.A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Second Edition. Arkansas: ASCD.
- [25] Trumbull, E., Rothstein-Fisch, C., & Hernandez, E. (2003). Parent involvement in schooling: According to whose values? *The School Community Journal*, 13(2), 45-72.
- [26] Vatterott, C. (2009). *Rethinking Homework: Best Practices That Support Diverse Needs*. Arkansas: ASCD.
- [27] Wentzel, K.R. & Wigfield, A. (2009). *Handbook of Motivation at School*. London: Routledge.
- [28] Willis, M. (2006). *Partnership Action Learning*. In *Action Learning, Leadership and Organizational Development in Public Services*. Edited by C. Rigg, and S. Richards. Abingdon: Routledge.
- [29] Wiyani, N.A. (2012). *Character Education Management. Concept and Implementation in Schools*. Yogyakarta: Pedagogia.
- [30] Zeidner, M., & Olnick-Shemesh, D. (2010). Emotional intelligence and subjective well-being revisited. *Personality and Individual Differences*, 48(4), 431-435.



Imron Arifin was born on 13 July 1965 as a career lecture in the State University of Malang, Indonesia since 2002.

Dr. Imron Arifin, at this time as a head of research department in the graduate program, State University of Malang, Indonesia.



Ali Imron was born on 16 August 1962 as a career lecture in the State University of Malang, Indonesia since 2002.

Prof. Ali Imron, at this time as a head of educational management in the graduate program, State University of Malang, Indonesia.

AUTHOR'S PROFILE



Agustinus Hermino was born in Magelang city, Java island, Indonesia on 17 February 1970. Bachelor degree was on 1993 from Bandung Institute of Technology, Indonesia, majoring in Civil Engineering. Master degree was on 2013 from State University of Malang, Indonesia, majoring in Educational Management with GPA 4,00. Ph.D degree will be finalized on April 2016

in majoring Educational Management, State University of Malang, Indonesia with current GPA 4,00. At this time he is working as team member of expert staf of Minister of Education and Culture, Republic of Indonesia in Jakarta. He is also working as an individual consultant in the major of early childhood education in Pekanbaru city, Riau Province and in Papua Province. Some books written by him which already published such as: (1) Need Assessment for Schooling Organization. Published by Gramedia Publisher, Inc. Jakarta, Indonesia, May 2013; (2) Character-Based Curriculum Management. Published by Alfabeta Publisher, Inc. Bandung, Indonesia, April 2014; (3) Education Leadership in the Globalization Era. Published by Pustaka Pelajar, Inc. Jogjakarta, Indonesia May 2014; (4) Papua Peace Education. Contextual Character Education Pakima Hani Hano in the Central Mountains of Papua. Published by World Vision Indonesia, September 2015. His research interest is about school-based management in the primary education sector, especially in the rural and remote area.

Mr. Agustinus Hermino is member of Association of Educational Management/Administration Department in Indonesia, and also member of List No.8, International Technical Official in the Open Water Swimming by FINA. Some awards given to him such as: (1) best student in the master degree of educational management, State University of Malang, Indonesia, 2013; (2) best participant in the International Training of Trainer for Olympism Spirit in the Sport Organization by The International Olympic Committee (IOC), Bali, Indonesia, 2013; (3) best participant as an International Swimming Coach Training, especially in the Open Water Swimming by FINA, Bali, Indonesia, 2012; (4) silver plate by FINA as an International Technical Official, representing of ASEAN at the 13th FINA World Championship, Rome, Italy, 2009; and (5) best participant as an International Technical Official Training in the Open Water Swimming by FINA, Bali, Indonesia, 2008.



Hendyat Soetopo was born in Wonogiri city, Java island, Indonesia on 6 October 1954 as a career lecture in the State University of Malang, Indonesia since 1980.

Prof. Hendyat Soetopo, at this time as senior lecture in the education faculty and in the graduate program, State University of Malang, Indonesia.