

ANGER MANAGEMENT IN IMPROVING TEACHER PERFORMANCE IN SCHOOL

Fathor Rozi¹, Hasan Baharun², Moch Tohet³, Qurrotul Aini⁴,
Najmi Nurul Imamah⁵

¹Islamic Educational Department, Universitas Nurul Jadid, Probolinggo,
East Java, Indonesia

²Islamic Educational Management Department, Universitas Nurul Jadid, Probolinggo,
East Java, Indonesia

³Islamic Educational Department, Universitas Nurul Jadid, Probolinggo,
East Java, Indonesia

⁴Early Childhood Islamic Education Department, Universitas Nurul Jadid, Probolinggo,
East Java, Indonesia

Email: fathorrozi330@gmail.com¹, ha54nbaharun@gmail.com², elheds78@gmail.com³,
ainiqurratul@gmail.com⁴, imamahnajmi@gmail.com⁵

DOI: <http://doi.org/10.33650/al-tanzim.v6i1.3299>

Received: December 2021

Accepted: January 2022

Published: February 2022

Abstract:

Anger is often a weapon for all creatures to defend their lives through the most natural way or mechanism, namely attacking other animals who are bullies or threats, not even a teacher, also has an angry agent like other living creatures. This study aims to examine anger management to manage anger for PAUD teachers to conduct the learning process calmly, not depressed, and not stressful for children. This research uses qualitative methods of this type of case study with a purposive sampling approach conducted at the Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo institute. The informants in the study were principals, group A teachers, and group B teachers. Results from anger management research in improving teacher performance in schools show that first, analyze the causes of the problem. Second, personal approach and place oriented. Third, reflection so that every teacher knows the extent of their ability to manage anger. The implication is that teachers should remind each other in controlling emotions, especially when in the school environment.

Keywords: *Anger Management, Teacher, Performance*

Abstrak:

Marah seringkali menjadi senjata bagi semua makhluk untuk mempertahankan hidupnya, melalui cara atau mekanisme yang paling alami, yaitu menyerang makhluk lain yang menjadi pengganggu atau pengancamnya, tidak juga terkecuali seorang guru, juga memiliki mekanisme marah sebagaimana makhluk hidup lainnya. Penelitian ini bertujuan untuk mengkaji anger management dalam upaya untuk mengelola amarah bagi guru PAUD agar dapat melakukan proses pembelajaran dengan tenang, tidak tertekan, dan tidak menegangkan bagi anak. Penelitian ini menggunakan metode kualitatif jenis studi kasus dengan pendekatan purposive sampling yang dilakukan pada lembaga Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo. Informan dalam penelitian ini adalah kepala sekolah, guru kelompok A, dan guru kelompok B. Hasil dari penelitian anger management dalam meningkatkan kinerja guru di sekolah menunjukkan bahwa *pertama*, melakukan analisis penyebab masalah. *Kedua*, personal

approach and place oriented. *Ketiga*, Reflection agar setiap guru mengetahui sejauh mana kemampuan dirinya dalam mengelola amarah. Implikasinya, guru harus saling mengingatkan dalam mengendalikan emosi terutama ketika berada di lingkungan sekolah.

Kata Kunci: *Anger Management, Kinerja, Guru*

INTRODUCTION

Humans are unique creatures. God gives all abilities to humans, both positive powers and damaging abilities, one of God's abilities is emotion (Munif & Yusrohlana, 2021). Humans have three basic feelings from infancy until death, namely anger, joy, and fear. The manifestations of these emotions vary depending on age, stage of development, and the situation and conditions in which these emotions arise. Various expressions of basic human emotions, ranging from sadness, anger, fear, and others (Shahbazzadeh & Beliad, 2017).

Associated with emotions, educational institutions in coastal areas tend to have organizational members, teachers, parents, and students whose voices are high and sometimes emotionally unstable. Facts show that cold conditions and climate make coastal people constantly struggle to survive have influenced the nature of coastal people (Dinihari et al., 2022). The same thing happened to educators at the Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo institution, who also needed to adapt to control unstable emotions and high-pitched speeches when learning was carried out. Teaching at the level of early childhood education (PAUD) or Raudhatul Athfal (RA) is not easy. In addition to being extra patient, the teacher will be an example for his students. They must also work with parents to create a conducive atmosphere, both at school and home. With this background, anger management is needed to make the learning situation and conditions conducive.

Anger management is a process, method, and action to control, organize, and regulate emotions (Nordman, 2022). When someone is angry, physical mechanisms change and have hormonal agents automatically released by our bodies. When you are angry, your brain releases a chemical called catecholamine. This chemical functions as a neutron transmitter (Kabasakal, 2013). The release of these chemicals will cause an energy explosion that will last several minutes. Furthermore, through a fast process then, there is an additional release of the hormones adrenaline and noradrenaline, which causes the stimulus to be anger to last longer and cause illogical reactions, such as being excessively brave, not caring, and even leading to extraordinary actions (Shahbazzadeh & Beliad, 2017). Along with various processes of releasing hormones and chemicals in the brain, it will physically have an impact on an increased heart rate, stretched body muscles, increased blood pressure, increased breathing rate along with a faster heart rate, the face becomes reddish as the blood flow increases (Gundogdu, 2018).

Anger is often a weapon for all creatures to defend their lives through the most natural way or mechanism, namely attacking other animals who are bullies or threats. No exception to a teacher also has the means of anger like other living

beings (Mustajab et al., 2021). However, teachers have more diverse causes of anger, not just physical threats. Low self-esteem, unrealized expectations, persistent feelings of hostility are also things that often lead to anger (Mertoglu, 2018a; Jannah, 2021).

This research is based on preliminary research submitted by Hasan (2017). Angry behavior is very diverse, ranging from silent actions (withdrawal) to aggressive activities that can injure or threaten the lives of others. Yunere et al., (2019) said that, Expressing angry emotions is an effort to communicate the status of feelings when in a state of anger, express to others and determine how others feel.

The success of educational activities, on the other hand, is greatly dependent on the abilities and performance of educators. Educators who can effectively regulate their emotions will be able to optimize the learning process and achieve their educational objectives (Syah, 2020; Hidayati, 2022). How excellent and complete are the facilities and infrastructure, the media curriculum of technological resources that are so sophisticated, all of that cannot run well without being accompanied by the performance of educators, including in holding back anger (Arifin, 2021; Wahid et al., 2021). As a result, attempts to increase the quality of learning by enhancing the ability to manage emotions are required, as this is a measure of a teacher's success in carrying out the learning process (Purwanto et al., 2020; Kusumawati, 2021).

Likewise, early childhood educators must have competence as PAUD educators to become professionals (Mustajab et al., 2021). This is given the studies that say that early childhood is the basic printer for further education. In addition, early childhood is a golden period of human brain development (Nachiappan et al., 2018; Firdausiah, 2021). For this reason, PAUD educators need to understand the importance of holding back anger and managing it well. There needs to be an effort to improve the quality of education services for early childhood by improving the quality of early childhood educators (Jia, 2021).

Based on this research, PAUD educators should restrain emotions when angry not take aggressive actions that can injure students. That is why RA Nurul Islam Kalibuntu provides educators with anger management skills. When facing too active or challenging students to work with, the educator remains calm. Anger management among RA educators has not been widely carried out; even RA Nurul Islam is the only educational institution in the Kraksaan sub-district that enforces this management. This is what makes this research unique compared to other studies.

Considering the explanation above, this research is essential to form competent and professional PAUD educators, especially in managing anger, so that it is not channeled into actions or words that should not be carried out by early childhood education. Through anger management carried out by RA Nurul Islam, PAUD educators are expected to channel emotions positively and less frighteningly for early childhood.

RESEARCH METHODS

This research was conducted at the Raudhatul Athfal Nurul Islam institution, Kalibuntu, Probolinggo, using a qualitative case study method, carried out in a planned and systematic way for one month. To generate motivation and interest in children's learning.

Informants in this study were the principal, class A teacher, class B teacher, and supervisor Raudhatul Athfal Nurul Islam. A purposive sampling approach takes Kraksaan. In order to gain a better understanding of the role of anger management in boosting teacher performance in schools at the institution, researchers conducted in-depth interviews with teachers. The informants in this study were the Head of RA Nurul Islam and two teachers of RA Nurul Islam. Then, the researchers also conducted observations and documentation. Starting with the general display of data from interviews, remarks, and documentation acquired while in the field, data analysis was carried out in a circular fashion. Then the researchers made data reduction, namely sorting and selecting the data collected according to a predetermined theme, so that data systematically arranged by the research focus would be obtained. The temporary research findings end with the study's conclusion as a research finding.

RESULTS AND DISCUSSION

Anger management carried out at RA Nurul Islam contains emotional social character values to increase teacher performance. The following are the steps for implementing anger management at RA Nurul Islam Kalibuntu.



Figure 1: Flow of Anger Management Implementation at RA Nurul Islam

Problem Cause Analysis

The Head of RA Nurul Islam explained many reasons why PAUD teachers were angry, especially when learning was taking place. This could be caused by students who like to disturb their friends, students who cry easily, or the noise caused by students in class. For this reason, the Head of RA Nurul Islam also reminded teachers that before venting anger, the first thing that is important to do is to find out why (Firdausiyah, 2022). When someone releases anger indirectly, that person tries to clear his mind again to reduce emotions. Taking a break to look for triggers for this anger will make it easier for teachers to reason and focus on solutions. Anger is a natural thing, and we can express it. Usually, when we say it impulsively or spontaneously, words or treatment will come out that risk causing physical and verbal violence (Serin, 2019). So

with anger management, the teacher must pause anger for a moment by looking for triggers; this serves to minimize the impact of anger caused (Mertoglu, 2018).

More, Andriyani (2022), as the teacher of the A2 group, Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo, said that when the teacher is going to implement anger management, the first thing to be aware of is to recognize the triggers and physical, emotional signs that occur when the teacher starts to get angry. Controlling anger requires early detection and management of warning indications. According to the Head of RA Nurul Islam, the following are some of the symptoms of irritation.

Table 1: Symptoms of Anger in Anger Management at RA Nurul Islam

No.	Emotion Level	Physical Indicator
1.	Anger triggers (financial pressure, traffic problems, problems with coworkers)	Frustrated with the people around him
2.	Feelings of anger start to appear.	Sleep deprivation, jaw tightening, heart palpitations, driving at high speed
3.	Feelings of anger increase	Want to scream, want to hit, want to damage things around him

All teachers at RA Nurul Islam Kalibuntu have understood the three symptoms and a basic understanding of anger management. A teacher needs to know anger management in improving performance at school because a teacher is also a uswah factor or role model for students and the community. With good anger control, positive things will be created (Karahana, 2014; Hefniy et al., 2022).

Personal Approach and Place Oriented

After understanding and analyzing the causes of anger, the next step is to take a Personal Approach and Place Oriented. (Suharyati, 2022) as the teacher of group B1 explained, what is meant by Personal Approach and Place Oriented is an attempt to approach and position oneself when angry. The implementation of Personal Approach and Place Oriented in anger management at RA Nurul Islam is carried out in the following way.

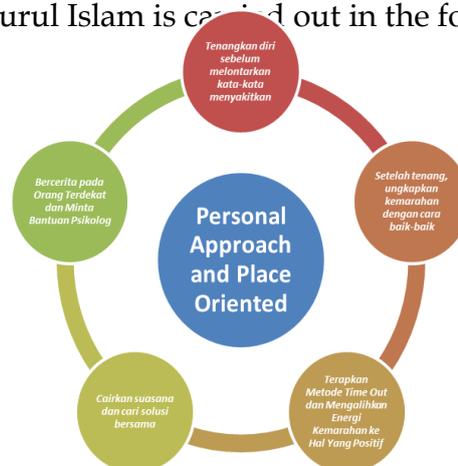


Figure 2: Implementation of Personal Approach and Place Oriented

Calm down before saying hurtful words

When you feel angry, harsh words that can hurt your heart are often thrown that can be likened to a match (Maulidiya, 2022). If you light the match near flammable objects, a fire may occur. When angry and harsh words come out, the person being scolded may also get angry. As a result, the atmosphere is getting hotter, and the problem is getting out of control. (Gundogdu, 2018).

According to (Suharyati 2022b), as a group B1 teacher, Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo said that when the teacher entered the school area, the teacher had to forget all the problems outside the school. As teachers for early childhood, we must have a cheerful nature, like to smile and love our students like our own biological children. When something makes us angry in the school area, first calm down. In implementing anger management, it is essential to calm down before speaking. There is a little relief indeed when venting anger through a harsh rebuke. However, this is only temporary. After that, maybe regret because this action made things worse.

Expressing anger in a kind way

When calm, the mind will become more apparent. A clear mind can express anger with words that are firm but not confrontational (Brooks et al., 2017). That way, what makes us angry will know the cause of rage without hurting his feelings. Firdausiyah (2022), as the Head of the Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo school, emphasized that the rules applied at the Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo institution highly uphold the love of fellow human beings. Likewise, when the teacher conducts learning in class when his students make mistakes, a teacher should not be angry and yell at him, let alone hit. One way that is often applied is to hug the child, slowly whisper kind words, say that what he did was wrong, and tell him what the consequences would be if he did it again. Likewise, when anger occurs between fellow teachers or other educators, it is best to discuss it in a good way calmly. Reveal what went wrong and talk about the solution and the best way.

Anger management is critical to maintaining a good relationship with each other. Calming the mind when angry is a good thing to do to avoid bad things from happening. One of them, after calming down, expresses anger in a friendly way.

Apply the Time Out Method and Divert Anger Energy to Positive Things

The time-out method is not only used to discipline children. This method can also be applied to yourself as an anger management step (Karahana, 2014). The goal is to give yourself time to calm yourself from anger that can cause stress. The time-out method can be used when the problem that makes someone angry is quite challenging. The trick is to find a quiet place, sit up straight and do deep breathing techniques (Obi-Udeaja et al., 2020).

Andriyani as the teacher of group A2 at the Raudhatul Athfal Nurul Islam institution, Kalibuntu Probolinggo, said that, by calming the anger of all teachers and teaching staff at the Raudhatul Athfal Nurul Islam institution,

Kalibuntu Probolinggo, they could carry out activities according to their hobbies, such as painting, eating or exercising during breaks. At the Raudhatul Athfal Nurul Islam institution, Kalibuntu Probolinggo conducts learning activities outside the classroom or on the beach. This method can also eliminate the boredom and anger that often occurs in teachers or students in class. In this way, it can clear the minds of teachers or students in different places so that learning activities continue according to learning objectives because we feel anger. Hence, the time-out method is critical as a way of anger management. When the urge to be angry about something has started to come out, it is essential to take time to be alone (Alfonita, 2018).

As long as the time-out method can do things that can make the heart happy. When being overcome by anger or tantrums, teachers can shift the focus of energy to positive things. For example, if there is an urge to swear and be rude, you can vent your anger by exercising. Anger management can also be a medium for channeling rage and beneficial for body health. For teachers who feel tired to the point of being angry at work at school, the teacher can try to do a little exercise or run around the office area (Mertoğlu, 2018). Activity is believed to make the body more relaxed and reduce stress. So, the anger management method doesn't mean we shouldn't be angry to manage anger properly.

Lighten up the atmosphere and find a solution together

When angry, the atmosphere indeed becomes tense. One way to implement anger management is to lighten the mood by telling jokes to start the conversation (Mertoglu, 2018a). After that, you can begin discussing the issues that make you feel angry. However, the chat is not limited to discussing what makes you angry. Also, tell your opinion on solving it and ask for other views. Exchanging ideas will make it easier for those concerned to find solutions to solve problems (Chadijah, 2018).

Andryani as the teacher of group B1 at the Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo institution, said that finding a joint solution when a problem occurs is the right decision. All teachers and educators at the Raudhatul Athfal Nurul Islam institution in Kalibuntu Probolinggo held a meeting of teachers and other educators to exchange ideas. In this activity, teachers and educators were also allowed to comment and give opinions, among others, if things were not appropriate. In addition, these activities can also be a medium to find joint solutions if problems occur in schools. Melting the atmosphere and finding solutions together is essential in implementing anger management, especially in an educational institution. With this stage, the anger will be resolved immediately. Not only that, finding solutions together will continue to establish friendship within the institution's scope (Alfina & Anwar, 2020).

Talk to Close People and Ask a Psychologist for Help

Controlling anger is not easy for some outraged people (Serin, 2019). People with this trait are known to have a low tolerance for frustration or anger inherited from the family. If you find it difficult to control your anger, there is

nothing wrong with consulting a psychologist. In some cases, psychotherapy, such as cognitive-behavioral therapy, must be done to help anger management become more effective (Yulia et al., 2021).

Suharyati as group B1 teacher Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo, said that telling the closest people such as partners, friends, or family can also relieve anger. But if by telling the nearest person, it is necessary to consult a psychologist immediately. Firdausiyah as the Head of Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo, said that the Raudhatul Athfal teacher association in Probolinggo Regency once a year held guidance and training that brought in a psychologist to provide advice and training for Raudhatul Athfal teachers in knowing good psychology for teachers and children in dealing with problems in the classroom or school. The Raudhatul Athfal Nurul Islam Institute of Kalibuntu Probolinggo also carried out the same activities carried out at the institution by bringing in the guardians of students and all teachers and teaching staff at the Raudhatul Athfal Nurul Islam institution of Kalibuntu Probolinggo.

Storytelling can make the day calmer because things can be conveyed well (Sukadiyanto, 2010; Hambli et al., 2021). When filled with explosive feelings of anger, you can step aside for a moment to contact the closest people, such as your spouse, friends, or family. But suppose you find it difficult to control your anger, and it overflows more often. In that case, it is essential to consult a psychologist immediately because the problem of tantrums or difficulty controlling angry emotions in adults requires proper handling from experts.

Reflection

Managing emotions when angry so as not to do harmful things is not easy (Arslan et al., 2019). Likewise, anger management was implemented at RA Nurul Islam Kalibuntu. Indeed, teachers are trained to be able to analyze the causes of problems as well as to make a personal approach and place oriented. However, this cannot be done once. It takes time to practice many times so that teachers can control anger as well as possible to teach with a feeling of spaciousness, calm, and no pressure.

For this reason, in anger management carried out at RA Nurul Islam, there is a reflection stage. This stage is usually done once a month by sharing between teachers to discover the development of self-emotions. The Head of RA Nurul Islam said that if there were inputs or suggestions from coworkers, it should be noted to improve themselves in the next performance so that anger management can be carried out optimally (Firdausiyah, 2022).

CONCLUSION

Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo has generally carried out anger management in improving teacher performance in schools. Various anger management steps have been taken to form a professional educator who can manage emotions incredibly when angry to make the learning process more peaceful, harmonious, and less stressful. In general, carry

out various steps as follows; first, analysis of the causes of the problem; second, Personal Approach and Place Oriented; third, Reflection. The three stages are carried out in a structured and systematic manner in improving teacher performance using anger management. The limitations of the research carried out by the researcher are realized that there are still shortcomings. Still, the researchers tried their best to conduct this research. It is hoped that there will be further research to complement this research on sustainable professional development for teachers and other educators.

AKCNOWLEGMENT

The researcher would like to thank parents and family, and RA Raudhatul Athfal Nurul Islam Kalibuntu Probolinggo, who has provided data, especially for the Al-Tanzim Journal, which has provided an opportunity for the author.

REFERENCES

- Alfina, A., & Anwar, R. N. (2020). Manajemen Sekolah Ramah Anak PAUD Inklusi. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 4(1), 36–47. <https://doi.org/10.33650/al-tanzim.v4i1.975>
- Hayati, R., & Indra, S. (2018). Hubungan marah dengan perilaku agresif pada remaja. *Jurnal Edukasi: Jurnal Bimbingan Konseling*, 4(1), 67-74.
- Arifin, S. (2021). The Implementation of At-Tawazun Counseling for the “Pesantren Tangguh” Program in the New Normal Era. *Jurnal Konseling Religi*, 12(1), 14–29.
- Arslan, R., Counseling, P., & Counseling, P. (2019). The Relationship between Interpersonal Emotion Regulation and Interpersonal Competence Controlled for Emotion Dysregulation. *Internatonal Journal of Higher Education*, 8(1), 69–76. <https://doi.org/10.5430/ijhe.v8n1p69>
- Brooks, L., McGahey, J. T., & Jenkins, M. (2017). The Relationship between Anger Management Techniques and Discipline Reports. *Georgia School Counselors Association Journal*, 25, 6–19.
- Chadijah, S. (2018). Karakteristik Keluarga Sakinah dalam Islam. *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan*, 14(1), 113–129. <https://doi.org/10.31000/rf.v14i1.676>
- Dinihari, A. N., Rozi, F., Aini, N., & Tunnaja, A. (2022). *Management of Parenting Activities in Forming Character of Early Childhood*. 6(4), 3169–3179. <https://doi.org/10.31004/obsesi.v6i4.2065>
- Firdausiah, F. (2021). Implementation of Role-Playing Games in Overcoming Introverted Children. *Al-Ishlah: Jurnal Pendidikan*, 13(2), 1394–1402. <https://doi.org/10.35445/alishlah.v13i2.629>
- Gundogdu, R. (2018). The Influence of Choice Theory Anger Management Program (CTAMP) on The Ability of Prospective Psychological Counselors for Anger Management. *International Education Studies*, 11(4),

- 43–53. <https://doi.org/10.5539/ies.v11n4p43>
- Hambli, Rozi, F., & Hayati. (2021). Metode Story Telling dalam Meningkatkan Motivasi Belajar Sejarah Kebudayaan Islam. *Ar-Riyah: Jurnal Pendidikan Dasar*, 5(2), 134–149. <https://doi.org/10.29240/jpd.v5i2.3424>
- Hidayati, N. (2022). Improving Children's Cognitive Intelligence through Literacy Management. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1588–1598. <https://doi.org/10.31004/obsesi.v6i3.1817>
- Jannah, I. K. (2021). Revitalisasi Pemberdayaan Budaya Karakter Nuansa Religius dalam Membentuk Perilaku Pekerti Santri. *Murobbi; Jurnal Ilmu Pendidikan*, 5(1), 17–34.
- Jia, L. (2021). Christian Values Education and Holistic Child Development from the Parent Perspective in Santiago City, Philippines. *Southeast Asia Early Childhood*, 10(1), 86–100.
- Kabasakal, Z. (2013). The Effects of Mother Education Programs on the Functionality, Anger Management. *Eurasian Journal of Educational Research*, 52, 1–20.
- Karahan, T. F. (2014). The Beliefs, Attitudes and Views of University Students about Anger and the Effects of Cognitive Behavioral Therapy-Oriented Anger Control and Anxiety Management Programs on Their Anger Management Skill Levels. *Educational Sciences: Theory & Practice*, 14(6), 2071–2082. <https://doi.org/10.12738/estp.2014.6.2314>
- Kusumawati, E. (2021). Implementasi Customer Relationship Management pada Industri Pendidikan: Studi Kasus pada Akademi Pariwisata. *Jurnal Altasia*, 3(1), 1–8.
- Maulidiya, H. (2022). The 'Sekolah Sak Ngajine' Program; The Habit of loving the Qur'an from an Early Age based on Tilawati. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1667–1676.
- Mertoglu, M. (2018). Importance of Anger Management in Pre-school Childhood. *International Journal of Education and Practice*, 6(4), 200–205. <https://doi.org/10.18488/journal.61.2018.64.200.205>
- Mertoglu, M. (2018). Investigation of Teachers Anger Control Problems. *Journal of Education and Training Studies*, 6(12), 195–201.
- Munif, M., & Yusrohlana, S. (2021). Strategi Guru dalam Membentuk Karakter Siswa melalui Nilai-nilai Kejujuran. *Fondatia: Jurnal Pendidikan Dasar*, 5(2), 163–179.
- Mustajab, Baharun, H., & Iltiqoiyah, L. (2021). Manajemen Pembelajaran melalui Pendekatan BCCT dalam Meningkatkan Multiple intelligences Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1368–1381.
- Nachiappan, S., Ahmad Damahuri, A., Ganaprakasam, C., & Suffian, S. (2018). Application of Higher Order Thinking Skills (HOTS) in Teaching and Learning Through Communication Component and Spiritual, Attitudes and Values Component in Preschool. *Southeast Asia Early Childhood Journal*, 7, 24–32. <https://doi.org/10.37134/saecj.vol7.3.2018>
- Nordman, J. C. (2022). Anger management: Mechanisms of glutamate receptor-mediated synaptic plasticity underlying animal aggression. *International Journal of Biochemistry and Cell Biology*, 142, 1–5.

- <https://doi.org/10.1016/j.biocel.2021.106120>
- Obi-Udeaja, J., Kerr, C., & Weller, G. (2020). Impacts of Service User Involvement in Mental Health Nurse Training on Management of Aggression: A Qualitative Description Research. *Work Based Learning E-Journal International*, 9(2), 105-136.
- Purwanto, A., Sopa, A., Primahendra, R., Kusumaningsih, S. W., & Pramono, R. (2020). Pengaruh Gaya Kepemimpinan Transactional, Transformational, Authentic dan Authoritarian terhadap Kinerja Guru Madrasah Tsanawiyah di Kudus. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 04(01), 70-80.
- Serin, N. B. (2019). The Impact of Anger Management Training on Anger, Aggression and Problem-Solving Skills of Primary School Students. *International Online Journal of Education and Teaching*, 6(3), 525-543.
- Shahbazzadeh, S., & Beliad, M. R. (2017). The Mediatory Role of Exercise Self-Regulation in the Relationship between Personality Traits and Anger Management of Athletes. *International Education Studies*, 10(5), 181-187. <https://doi.org/10.5539/ies.v10n5p181>
- Sukadiyanto, S. (2010). Stress dan Cara Mengurangnya. *Jurnal Cakrawala Pendidikan*, 1(1), 55-66. <https://doi.org/10.21831/cp.v1i1.218>
- Sya'roni Hasan, M. (2017). Manajemen Marah dan Urgensinya dalam Pendidikan. *Ta'dib*, 1(2), 84-107.
- Syah, R. H. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *Salam: Jurnal Sosial Dan Budaya Syar-I*, 7(5), 394-404. <https://doi.org/10.15408/sjsbs.v7i5.15314>
- Wahid, A. H., Hidayati, W., & Bon, A. T. (2021). Information Technology in the Development of Language Aspects of Early Childhood. *Proceedings of the 11th Annual International Conference on Industrial Engineering and Operations Management*, 1-7.
- Yulia, A., Joshi, R. M., & Husin, N. A. (2021). Assessing the Effects of Books on Psychological Wellbeing in Malaysia. *Learning Disabilities: A Contemporary Journal*, 19(1), 87-101.
- Yunere, F., Keliat, B. A., & Putri, D. E. (2019). Pengaruh Pelaksanaan Manajemen Marah terhadap Perilaku Kekerasan pada Siswa SMK. *Jurnal Kesehatan Perintis (Perintis's Health Journal)*, 6(2), 153-163. <https://doi.org/10.33653/jkp.v6i2.300>