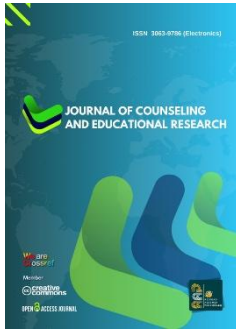


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Managing Emotions Can Shape Students' Polite Behavior Through Group Counseling Service

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Original Article

Managing Emotions Can Shape Students' Polite Behavior Through Group Counseling Services

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Abstract. Polite behavior among students is an essential aspect of character development that can be influenced by their ability to manage emotions effectively. The purpose of this study was to determine the significant effect of emotion management on students' polite behavior after participating in group counseling services. This study used a quantitative approach with experimental and survey methods. The research sample consisted of 58 students from class X PM 1 and X MP at SMK Al Makmur Jagakarsa, South Jakarta, who were selected through a One-Group Pretest-Posttest. The instruments used in the study included a questionnaire that had been modified from relevant studies and tested for validity and reliability, along with interview guides, observation sheets, and documentation to support data collection through triangulation. The data were analyzed using normality testing and the Paired Sample T-Test hypothesis test using SPSS Statistics Version 20. The results of the analysis showed a significance value (2-tailed) of 0.000 in the pre-test and post-test, which is less than 0.05. The results of this study indicate that group counseling services focused on improving students' understanding of managing emotions can shape polite behavior. The results of this study are useful in helping students understand and develop their emotional potential and shape themselves positively.

Keywords: Managing Emotions; Polite Behavior; Group Counseling Services

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Introduction

Based on observations and interviews conducted by the author with guidance and counseling teachers, it was found that student behavior is often triggered by their inability to control their emotions. Especially when faced with stressful or conflictual situations, students tend to spontaneously express their emotions without considering the impact on others, which ultimately has a negative effect on the quality of their social relationships at school (Syahputra, 2024). This inability not only disrupts the teaching and learning process, but also creates an atmosphere that is less conducive to interaction between students, making it important to implement guidance programs that can help students manage their emotions better. Thus, the development of emotional skills through group counseling services is a must to increase students' self-awareness and improve their social relationships at school.

According to Admosudirjo (Qodriyah et al., 2023), managing is defined as the control and utilization of all resource factors that are necessary according to a plan to achieve a specific goal. This definition means that managing is a process that involves the control and use of all necessary resources. This process is carried out based on a plan that has been made to achieve a specific goal. Meanwhile, according to Brewer and Hewstone (Sarasati & Nurvia, 2021), emotions play an important role in motivating individuals. Individuals tend to organize their lives to maximize positive experiences and minimize negative ones. However, the stronger the

emotions felt, the more difficult it is for individuals to decide what to express and how to express it. This can lead to ambiguity in communication and social interactions, and potentially affect the quality of their interpersonal relationships.

The definition of managing emotions according to Gross (Damarkos & Widodo, 2022) states that the ability to manage emotions is an individual process of forming emotions and knowing how to express them. Individuals who are capable of managing their emotions are able to adjust themselves to what they want based on the facts, so that they can face the problems they encounter calmly. In addition, Zuriah (Nasution et al., 2023) argues that polite behavior is demonstrated by respecting older people, using polite language and a soft tone. A person who possesses the value of politeness usually meets several criteria, including: respecting elders, greeting others when visiting, speaking in a soft tone and using polite language, and behaving well.

Purwanto and Ngalim in Ira explain that behavior is a person's response or reaction to external stimuli or stimuli (Nasution et al., 2023). Behavior is defined as an individual's response or reaction to responses or reactions that are manifested in an act or action. The manners reflected by children are also the result of learning processes at school, gang activities, and other activities that involve social interaction. Based on this definition, according to Hartono (Nasution et al., 2023), the basic measure of polite behavior is giving consideration to the feelings of others. This means that polite behavior can be seen when someone pays attention to others and makes them feel comfortable and happy to receive it.

Group counseling services, as described (Amalia & Ismanto, 2023), are a method designed to provide assistance to individuals through a series of activities carried out in a group context. In practice, group counseling does not only focus on conveying information, but also includes discussions on various general topics relevant to the participants' needs, while paying attention to the dynamics of interaction within the group (Afriani et al., 2020). Therefore, it is important to create activities that are interesting and facilitate positive group dynamics, so that each member feels comfortable sharing their experiences and views. In this way, various problems faced by individuals can be discussed openly, and it is hoped that through collaboration and support from fellow group members, effective solutions can be achieved for each individual participating in the guidance process.

This study uses a quantitative approach. It employs a pre-experimental design research method using a one-group pretest-posttest design. Through the pretest, the author can measure the relevant conditions or variables before the treatment is applied. This provides an opportunity for the author to compare the results after the treatment with the initial conditions (before the treatment) and provides a more accurate picture of the effects of the treatment. Thus, the pretest plays an important role in evaluating the changes that occur as a result of the treatment given.

By identifying these students, this study aims to explore their potential for growth through group counseling services specifically designed to help them manage their emotions and improve their manners. Through this approach, it is hoped that the results of this study will not only provide a deeper understanding of the dynamics of student behavior, but also provide practical solutions for schools in their efforts to improve students' manners as a whole.

Method

This study uses a quantitative approach with a pre-experimental design using a one-group pretest-posttest design. Through the pretest, researchers can measure the relevant conditions or variables before the treatment is applied. Through the posttest, researchers can determine the extent of students' understanding, mastery, or achievement of the group guidance services provided.

Sample

The sample in this study consisted of students in grades X MP and X PM 1 at SMK Al Makmur Jagakarsa, South Jakarta. This study used two groups, namely the experimental group (receiving treatment) and the control group (not receiving treatment), with class X PM 1 as the experimental group and class X MP as the control group. Each group consisted of 10 students.

Sampling Procedures

In this study, the author used a purposive sampling approach. The author chose the purposive sampling method because there were specific criteria that had to be met. The main criteria consisted of: 1) the results of the pre-test questionnaire for students with moderate and low scores, and 2) the willingness of students to participate in group guidance activities

Materials and Apparatus

The author used three instruments for this study. The first instrument was an emotion management instrument. This instrument was used to determine students' level of emotion recognition, ways of coping with emotions, and appropriate emotion management. The second instrument was a politeness behavior instrument. The purpose of the etiquette instrument is to measure and assess attitudes and actions that reflect respect, politeness, and appreciation for others, especially in the context of daily social interactions. The third instrument is a measure of students' participation in group guidance activities. This measure consists of student workbooks, activity evaluations, and student satisfaction evaluations. The instruments were designed according to the applicable aspects. In addition, the instruments underwent validity and reliability tests to ensure that they were valid and suitable for use. Validity plays a fundamental role because it relates to the accuracy and validity of a test in reflecting the variables being studied (Syahputra et al., 2024). The higher the validity, the more accurately the instrument describes the phenomenon being measured.

Procedures

Before providing group guidance services, researchers distributed questionnaires to 53 respondents. This was done to determine the overall level of emotion management and polite behavior among students. It was also done to select 20 students to be placed in the experimental group and control group. After obtaining students in the experimental and control groups, the researchers administered a pre-test. This was done to determine the initial conditions, abilities, or behavior of students before the treatment was given so that it could be compared with the results after the treatment (post-test) to assess the effectiveness of the intervention. Then, the researchers provided treatment in the form of group counseling services to the experimental group. This service was provided over 7 (seven) sessions. After the service was completed, the researcher administered a final test in the form of a final evaluation (post-test) to the experimental and control groups. This evaluation aimed to assess the success of the service or intervention process and serve as a benchmark for measuring student competency achievement after participating in the group guidance service program that had been provided.

Group counseling sessions are conducted for 30 to 40 minutes in the Grade XII TKJ classroom, which is currently vacant because the Grade XII students have graduated. The material in this group counseling service includes an introduction to emotions, an introduction to polite behavior, various basic emotions, various types of polite behavior, how to manage emotions, how to behave politely, and many other topics related to managing emotions and

polite behavior. Before conducting the activity, the researcher provided students with a consent form to participate in the group counseling service.

Design or Data Analysis

This study applied a sampling design using the purpose sampling method, which is a non-probability type. Furthermore, the researcher divided the participants into two groups, namely the experimental group and the control group. The statistical test applied was the t-test for paired samples to see whether there was a significant difference between the pre-test and post-test scores in each group. Data processing was performed using SPSS software version 20. The significance level was set at $p < 0.05$. The results were used to assess the impact of improvement on managing emotions and polite behavior of students in the experimental group compared to the control group.

Results and Discussions

The results of the data analysis show that the control group, which only received information services, showed very little progress in the areas of managing emotions and polite behavior. Although there was a small increase in the post-test average score, the change was not considered statistically significant. On the other hand, the experimental group that received information services followed by group counseling services in seven (7) meetings showed a much more substantial increase in scores. This shows that intervention in group counseling services has a real impact on students' ability to recognize, understand, and manage their emotions in a healthier and more adaptive way. They also began to apply polite behavior in their daily lives.

Table 1. Paired Samples Statistics.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest of the experimental group	212,60	10	20,079	6,349
	Posttest of the experimental group	226,60	10	16,688	5,277
Pair 2	Pretest of the control group	209,00	10	10,914	3,451
	Posttest of the control group	180,30	10	13,801	4,364

Based on the Paired Samples Statistics table above, it can be seen that the mean pre-test score for the experimental group was 212.60, while the mean post-test score increased to 226.60. These results indicate a significant increase in scores after students received group guidance services focused on managing emotions to shape students' polite behavior. This increase indicates that the intervention provided to the experimental group had an effect on changes in student scores. Meanwhile, for the control group, which did not receive similar services, the pre-test mean score was 209.0, and there was a decrease in the post-test mean score of the control group to 108.30. Thus, this comparison reinforces the indication that providing group guidance services related to managing emotions can have a positive impact on shaping students' polite behavior.

Meanwhile, the Paired Samples Test table above shows that Pair 1 (the experimental group) obtained a significance value (2-tailed) of $0.050 \geq 0.05$. This means that the difference between the pre-test and post-test in the experimental group is almost significant (or can be said to be marginally significant).

Tabel 2. Paired Sample Test

		Mean	Std. Deviation	Std. error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pre-test experiment	-14,000	19,619	6,204	-28,034	,034	-2,257	9	,050
	post-test experiment								
Pair 2	pre-test control	28,700	14,952	4,728	18,004	39,396	6,070	9	,000
	post-test control								
	control								

This means that there is a significant difference between the pre- test and post-test results in the experimental group after being given group guidance services related to managing emotions to shape students' polite behavior. This shows that the services provided have a positive effect on improving students' emotional management and polite behavior. In Pair 2 (control group), a significance value of $0.000 \leq 0.05$ was obtained, meaning that there was a very significant difference between the pre-test and post-test in the control group.

Discussion

The results of this study indicate a clear difference between the experimental group and the control group. The experimental group, which received group counseling services, demonstrated an increase in scores from the pre-test to the post-test, indicating an improvement in their ability to manage emotions and exhibit polite behavior. In contrast, the control group, which only received information services, experienced a decline in scores on the post-test.

The findings also suggest that group counseling services have a positive contribution in assisting students in developing emotional regulation skills and more adaptive social behavior. Conversely, the decline observed in the control group indicates that without structured and sustained intervention, students' ability to manage emotions and behave politely tends not to develop and may even deteriorate. Therefore, these findings confirm that participatory and interactive services such as group counseling are more effective than one-way information services.

The improvement observed in the experimental group can be explained by the characteristics of group counseling itself, which emphasize interaction, self-reflection, and social learning. In the group counseling process, students not only receive information but also actively engage in discussions, share experiences, and practice emotional regulation directly. This process enables students to develop emotional awareness and self-regulation skills, which are key components of emotional intelligence.

This is in line with the theory of emotional intelligence proposed by Goleman (1995) which states that the ability to recognize and manage one's own emotions serves as the foundation for forming positive social behavior. According to Goleman (1995) individuals with high emotional intelligence tend to be better able to control emotional reactions, interact effectively, and demonstrate more adaptive behavior in social environments.

These findings are further supported by the study conducted by Ginting & Hernawan (2024) which demonstrated that social-emotional learning (SEL)-based interventions can significantly enhance students' emotional competencies and social behavior. In addition, the study by Zhao & Sang (2025) found that SEL is capable of improving social-emotional competencies and significantly enhancing students' social behavior. Both studies indicate that structured SEL

programs implemented in schools are able to improve social skills, promote positive behavior, and strengthen students' emotional regulation abilities.

Furthermore, the findings of (Collie & Martin, 2024) show that social-emotional competence contributes to increased student engagement, mental well-being, and social functioning in school. The study also emphasizes that the ability to recognize and understand emotions is significantly associated with students' social adjustment and behavior in the school environment. This reinforces the notion that students with strong emotional awareness tend to be more capable of regulating their behavior and engaging in positive social interactions.

Furthermore, the effectiveness of group counseling can be explained through social learning theory Bandura (1977) which emphasizes the importance of interaction within a group. In group settings, students can learn by observing the behavior of their peers (modeling), receiving direct feedback, and developing social skills through real-life experiences. This process results in more robust and enduring behavioral changes compared to those achieved through passive information delivery alone. This is further supported by the findings of Syahputra et al. (2019) which indicate that group dynamics play a significant role in helping individuals understand and modify their behavior through social interaction.

Meanwhile, the decline observed in the control group may be attributed to the absence of interventions that allow students to directly practice their emotional skills. One-way information services tend to provide less meaningful learning experiences, thereby limiting students' opportunities to internalize emotional regulation concepts in their daily lives.

The findings of this study are also consistent with the results of research conducted by Indriani et al. (2026) which show that group guidance services significantly enhance students' emotional intelligence. In that study, there was a substantial increase in scores after students participated in group services, indicating that interaction within the group helps students understand, manage, and express their emotions more constructively. These findings further reinforce the results of the present study, which demonstrate that improvements in the experimental group occurred as students gained direct experience in managing emotions through group interaction. This suggests that group counseling not only provides cognitive understanding but also facilitates deeper emotional experiences. In line with the findings of Syahputra et al. (2024) which indicate that interventions in a counseling context contribute to changes in students' social behavior including reducing negative behaviors and promoting more adaptive social interactions this study confirms that structured counseling processes can effectively assist individuals in managing emotional responses, which ultimately influence their behavior in social environments.

The findings of the study conducted by Hasanah & Lubis (2025) also revealed that group counseling services are effective in enhancing students' empathy, which is a crucial component of emotional intelligence and social behavior. The study reported a significant increase following the intervention, indicating that group services are capable of fostering students' prosocial attitudes in a meaningful way. These results further support the notion that the improvement in students' polite behavior reflects the development of empathy and the ability to understand others. Thus, the findings of this study further reinforce that group counseling services have a broad contribution to the development of students' social-emotional aspects.

Furthermore, the study by Nasir et al. (2023) demonstrated that emotional intelligence has a significant relationship with an individual's ability to perform counseling functions and engage in effective social interactions. This highlights that the ability to manage emotions is a key factor in shaping adaptive behavior and positive social relationships. In addition, the study by (Kun et al., 2025) found that group counseling interventions combined with specific techniques, such as role play, are proven to significantly enhance students' emotional intelligence after the intervention. These findings are consistent with the results of the present study, suggesting that group-based approaches provide opportunities for students to learn through direct experience, observation of peers, and the practice of social and emotional skills. This process leads to more tangible and long-lasting behavioral changes.

Furthermore, the results of this study indicate that the control group, which did not receive group counseling services, experienced a decline in scores from the pre-test to the post-test. This finding suggests that without structured intervention, students' ability to manage emotions an essential factor in the development of polite behavior tends not to develop optimally and may even deteriorate.

This condition may be attributed to the fact that the control group only received one-way information services. Such services tend to emphasize the cognitive aspect (knowledge) without providing students with opportunities to directly practice managing their emotions (Prayitno, 2018). As a result, students are less able to internalize this understanding into actual behavior, leading to changes that are either insignificant or even declining. In this context, the ability to manage emotions is not optimally developed, and therefore does not effectively promote the emergence of polite behavior in daily interactions.

In addition, the absence of group interaction processes is also a key factor influencing the outcomes in the control group. In contrast to the experimental group, which experienced group dynamics such as discussions, sharing experiences, and receiving feedback from peers, the control group lacked opportunities to directly develop social skills. In fact, social interaction serves as a primary medium through which students learn to regulate emotions and adjust their behavior in real-life situations.

This suggests that social-emotional learning (SEL) based interventions are more effective than approaches that rely solely on information delivery. This is further supported by the findings of Kim et al. (2022) which demonstrate that SEL programs involving active student participation are able to significantly improve emotional regulation and prosocial behavior, whereas passive approaches tend to have limited long-term impact.

The findings of Güldağ et al. (2026) also emphasize that the lack of sustained intervention in the development of emotional skills can lead to a decline in students' social behavior, particularly in terms of self-control and polite interaction. This indicates that without continuous practice and reinforcement, students' ability to manage their emotions does not develop in a stable manner.

The results of this study demonstrate a significant difference between the experimental group and the control group, which is influenced by various factors, including the type of service method, individual student characteristics, as well as the social and school environment. These factors play an important role in determining the extent to which emotional regulation abilities can develop and ultimately shape students' polite behavior.

First, the service method is a primary factor distinguishing the outcomes of the two groups. The experimental group, which received group counseling services, demonstrated an improvement in emotional regulation abilities that contributed to the development of polite behavior. This occurred because group counseling provides students with opportunities to actively engage in the learning process, such as participating in group discussions, sharing experiences, engaging in self-reflection, and practicing emotional regulation directly. In contrast, the control group, which only received information services, tended to be passive and did not provide sufficient opportunities for students to deeply internalize emotional skills. This is further supported by the findings of Lee & Yoo (2025) which indicate that participatory social and emotional learning (SEL) based interventions are more effective in enhancing emotional regulation and prosocial behavior compared to approaches that focus solely on information delivery.

Second, the social environment particularly peer interaction also influences the research outcomes. In the experimental group, group dynamics within group counseling enabled students to learn from others' experiences, receive feedback, and develop empathy. This process helps students manage their emotions more adaptively, which in turn contributes to the development of polite behavior. In contrast, within the control group, unstructured social interaction may lead to negative influences, such as peer pressure or unsupportive communication, which can trigger unmanaged negative emotions. This is supported by the findings of (Busching, 2024) which

indicate that peers have a significant contribution to students' emotional development and behavior, particularly in the context of social decision-making and self-regulation.

Third, individual factors, particularly those related to emotional awareness, also serve as important determinants. Students in the experimental group were given opportunities to recognize, understand, and manage their emotions through the group counseling process, allowing these abilities to develop progressively. In contrast, students in the control group, who did not receive such training, tended to have lower emotional awareness, making it more difficult for them to regulate their emotional responses. This condition contributes to the emergence of less adaptive behaviors, including impolite behavior. [Martinsone et al. \(2025\)](#) state that emotional awareness has a strong relationship with students' social competence and behavior within the school environment.

Fourth, school environmental factors, such as teacher support and the availability of social-emotional development programs, also influence the research outcomes. In the experimental group, collaboration among school counselors, homeroom teachers, and subject teachers provided more comprehensive support for students' emotional development. This support strengthened the internalization of skills acquired through group counseling. In contrast, in the control group, the lack of structured intervention limited students' opportunities to receive reinforcement in developing their emotional skills. This is supported by the findings of [Younas et al. \(2025\)](#) which indicate that a school environment that supports emotional learning significantly contributes to the improvement of positive behavior and student engagement.

Fifth, the factor of involvement and direct experience also serves as an important differentiator. Students in the experimental group not only understood emotional regulation concepts theoretically but also practiced them in real situations through group activities. These direct experiences reinforced learning and helped students apply these skills in their daily lives. In contrast, the control group, which did not receive such direct experiences, tended to possess only conceptual understanding without the ability to apply it in practice.

The findings of this study have important implications for guidance and counseling practices in schools, particularly in efforts to foster students' polite behavior through emotional regulation. Group counseling services have been proven not only to help students understand their emotions but also to facilitate the application of these skills in daily social interactions, thereby contributing to the development of polite behavior. Therefore, school counselors are encouraged to systematically and continuously integrate group counseling services into school programs, with an emphasis on participatory and reflective activities. In addition, collaboration among school counselors, homeroom teachers, and subject teachers needs to be strengthened to create a school environment that supports students' social-emotional development. Thus, emotional regulation should not only be viewed as an individual competency but also as an integral part of school culture that promotes the consistent development of polite behavior.

Based on the above discussion, it can be concluded that the findings of this study are influenced by a combination of interrelated factors. Group counseling services have been shown to optimize positive factors, such as constructive social interaction, increased emotional awareness, and meaningful learning experiences. In contrast, the absence of intervention in the control group allowed negative factors to become more dominant, resulting in underdeveloped emotional regulation abilities and a limited capacity to foster students' polite behavior. Thus, these findings further emphasize that the ability to manage emotions is not solely influenced by individual factors, but also by the quality of intervention, the social environment, and support from the school environment, all of which collectively contribute to shaping students' polite behavior.

Conclusions

This study shows that group counseling services can help students improve their understanding and knowledge of managing emotions and polite behavior. This improvement is statistically significant in students managing emotions and polite behavior in the experimental group. Meanwhile, for the control group that did not receive group counseling services, there was no significant change in managing emotions and polite behavior.

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