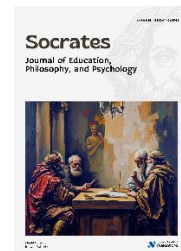




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### Know You Mind Manage Your Emotions: Practical Psychology Training for a Lighter Life

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**Abstract:** The training program, “Recognize Your Thoughts, Manage Your Emotions: Practical Psychology for a Lighter Life,” is designed to help students recognize negative thought patterns and manage their emotions in a healthier way amid academic pressures. The training was held at Bhayangkara University Jakarta Raya, involving 30 students from various majors. The training material covers four main components: cognitive distortions, self-talk, emotion regulation, and emotion validation, delivered through an experiential learning approach in the form of discussions, breathing exercises, journaling, role-playing, and reflection. Evaluation was conducted using pre-tests and post-tests with paired sample t-test analysis. The results showed a statistically significant increase ( $t(29) = -5.213, p < .001$ ) with a large effect size (Cohen’s  $d = -0.952$ ), indicating that the training had a strong impact on enhancing participants’ psychological awareness and skills. Despite challenges such as participant tardiness and training time not fully aligning with the schedule, the training proceeded in accordance with learning objectives. Activity documentation was conducted in the form of photos and videos. In conclusion, this training is effective as a promotional and preventive measure for student mental health and can be replicated on a larger scale in higher education settings.

**Keyword:** Thoughts, Emotions, Psychological Training

#### INTRODUCTION

A significant and dynamic period of development is being experienced by a group of young adults known as college students. Students experience a number of important changes during this time, including becoming financially independent, adjusting to society, and achieving outstanding academic success. Mental health is a vulnerable element amidst these pressures. Research shows that college students everywhere, especially in Indonesia, often struggle with academic stress, social pressure, overthinking, and emotional regulation (Hasanah et al., 2024).

However, the fundamental psychological knowledge and skills needed to identify and manage these internal disturbances in a healthy and adaptive manner are still lacking in many students.

Basic Health Research (Riskasdas) results indicate an increasing prevalence of emotional mental disorders in 9.8% of people aged 15 and over, with symptoms of depression and anxiety increasing from 6.1% (Basic Health Research (Riskasdas), 2018). College students are a group of people between the ages of 15 and 24, who are in late adolescence and early adulthood, a period considered fraught with numerous problems and pressures (Suryanto Aloysius and Nada Salvia, 2021).

The lives of today's students are far more complex, as demands for academic achievement and global competition continue to soar. They must not only achieve good grades but also be active in organizations, internships, and various self-development activities. Constant exposure to social media, idealized images of success, and a lack of emotional support leave many students mired in prolonged mental stress. Unfortunately, understanding of mental health remains limited to severe disorders, often leaving early signs unnoticed (Karisma et al., 2024). In situations like this, a practical psychological approach that provides simple, everyday skills is increasingly necessary. One preventative measure is to provide skills-based training that is light, easy to understand, and immediately applicable. The module, "Recognize Your Thoughts, Manage Your Emotions," was developed to bridge the gap between students' knowledge of mental health. This training is not a clinical treatment, but rather a starting point to strengthen psychological resilience through basic understandings such as cognitive distortions, self-talk, emotional regulation, and emotional validation. These four components were chosen because they play a crucial role in shaping perceptions, managing emotions, and maintaining healthy relationships.

The ability to identify cognitive distortions or detrimental thought processes. Cognitive distortions are illogical thought patterns or deviations from reality that often lead to unfavorable conclusions unsupported by strong evidence (Situmorang, 2018). Research shows that these misconceptions significantly increase stress and anxiety levels in adolescents and young adults (Mario, 2021).

Furthermore, self-talk, or internal dialogue, is a repeated statement in the mind that influences self-perception and how a person approaches challenges. Positive self-talk has been shown to increase motivation and emotional resilience, but negative self-talk can perpetuate feelings of inadequacy (Edmonds, 2023). According to other research, students' self-talk influences the emotion regulation techniques they use to cope with stress, including suppression and reappraisal (Hamid et al., 2023).

Supporting student mental health also requires developing emotion management skills. It has been shown that individuals with adaptive emotion recognition and management skills are better equipped to handle stress in a calm and thoughtful manner (Pratama, 2024). Simple methods such as journaling, deep breathing, and mindfulness have been shown to help students manage stress and become more self-aware (Nur et al., 2025).

Developing interpersonal skills, including emotional validation, is just as important as developing personal talents. The ability to recognize and accept one's own and others' emotions without judgment is known as emotional validation. Emotional affirmation promotes compassionate communication and a positive social climate on campus (Sulaeman, 2021). Building positive interactions among students and between students and instructors requires these skills.

This training was held at Bhayangkara University, Jakarta Raya, with 30 participants from various majors. The training took place offline in Room 403, Bhayangkara University, Jakarta Raya, Campus II, Jl. Raya Perjuangan, North Jakarta City, Jakarta. Participants were first- to sixth-semester students from both psychology and non-psychology faculties who volunteered to participate due to their interest in self-development, academic pressure, or difficulties managing thoughts and emotions. Drawing on previous literature and practical experience, this article aims

to outline the development and implementation of the "Recognize Your Mind, Manage Your Emotions" training program as a preventive and promotive effort to support student mental health. It is hoped that this training program will not only increase students' psychological awareness and skills but also be replicable on other campuses as a simple, affordable, and applicable intervention model to support the mental health of the younger generation.

## **METHOD**

This training was held on June 4, 2025, and lasted for 60 minutes. The training implementation method was as follows:

### **1. Planning and Preparation**

The planning process began with the development of materials based on cognitive psychology and positive psychology theories, with particular attention to four main themes: cognitive distortions, self-talk, emotional validation, and emotional regulation techniques. The materials were structured in the form of presentations, short modules, and worksheets for self-reflection. Additionally, pre- and post-tests were prepared to assess changes in participants' knowledge and perspectives.

### **2. Training Implementation**

- a. The training was conducted in person for one session of approximately 60 minutes. The activity was divided into several segments:
- b. Opening and Pre-Test: To assess participants' initial perspectives on stress, negative thoughts, emotional validation, and emotional management skills.
- c. Material Session: The facilitator delivered the materials through an interactive presentation on cognitive distortions, negative and positive self-talk patterns, and emotional validation techniques.
- d. Practical Exercise: Participants are invited to try the "Breathe, Write, Release" technique, which involves writing negative emotions on paper and then tearing it up as a symbol of emotional release.
- e. Roleplay: A pair exercise to apply emotional validation in interactions, where participants act as responsive and empathetic active listeners.
- f. Self-Reflection and Post-Test: Participants are asked to write down two things they know about themselves and one small action they intend to take starting tomorrow. This reflection also serves as an initial measure of changes in participants' attitudes toward themselves.

### **3. Budget Plan**

The training was conducted with cost efficiency in mind. The budget includes:

- a. Training Equipment: HVS paper, stationery, and printed modules.
- b. Consumption: Snacks and mineral water for participants and facilitators.
- c. Logistics: Honorarium for facilitators (if any), and room rental (if needed).
- d. The total budget is adjusted based on the number of participants and room capacity.

### **4. Marketing Strategy and Participant Recruitment**

Participants were recruited from students of the Faculty of Psychology, Bhayangkara University, using social media and class WhatsApp groups. The promotional approach emphasized the importance of themes ("stress, overthinking, and academic pressure") that were relevant to the students' experiences.

### **5. Evaluation**

Evaluation was conducted by comparing pre-test and post-test results to assess changes in participants' understanding. Evaluation results were used as a basis for future training development.

## RESULTS AND DISCUSSION

A few days before the event, the training session titled "Understanding Thoughts, Managing Emotions: Practical Psychology for a Lighter Life" began with a socialization process. This socialization was conducted through various communication channels, including the class WhatsApp group, the faculty bulletin board, and live presentations by the organizing team during several lectures. The primary goal of this socialization activity was to educate students about the value of mental health and to inform them that the training was light and straightforward, and did not require prior psychology knowledge. Students were encouraged to consider their daily experiences with academic stress, overanalyzing, and emotional burdens during the socialization activity. The large number of students who voluntarily registered and expressed interest in attending the session demonstrated the positive response from participants.

The "Understanding Thoughts, Managing Emotions: Practical Psychology for a Lighter Life" training program began with a socialization process conducted several days before the event. The initial goal of this socialization activity was to raise student awareness of the importance of mental health and to inform them that the training was light and practical, and therefore did not require a background in psychology. During the socialization activity, students were asked to reflect on everyday life experiences related to academic stress, overthinking, and feelings of being overwhelmed in managing emotions. The participants received a positive response, as evidenced by the large number of students who voluntarily registered and expressed interest in participating in the training.

The training was held on June 4, 2025, in-person in Room 403, Campus II, Bhayangkara University, Jakarta Raya, on Jl. Raya Perjuangan, North Bekasi. Thirty students from various majors and semesters actively participated in the training. The training consisted of a series of sessions: a pre-test and opening, material presentations, expressive breathing and writing, role-playing for emotional validation, and reflection and a post-test. The training atmosphere was engaging and warm; participants not only listened to lectures but also participated in discussions and practical exercises. The entire activity was photographed and videotaped, including participants' reflective expressions while writing about emotions, role-playing with peers, and reflection sessions where participants shared self-awareness. This report provides concrete evidence that the training not only impacted cognition but also provided an emotionally meaningful experience.

This training is based on training modules created before the training began by the development team. These modules are based on an integration of cognitive psychology theory, positive psychology, and empirical literature related to student mental health. These modules cover four general topics: (1) cognitive distortions, (2) self-talk, (3) emotion regulation, and (4) emotion validation. The module development also includes reflection sheets, presentation slides, and a facilitator's guide to further enhance the applicability and reproducibility of the training in other settings. These modules also strive to be flexible, easily understood by students from various disciplines, and can be implemented in a relatively short training time (approximately 60–90 minutes). Thus, these modules serve as an integral part of the backbone of the training program.

**Table 1. Results of paired sample t-test pretest and posttest**

*Paired Samples T-Test*

Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d	95% CI for Cohen's d	
							Lower	Upper
PRE-TEST	POST TEST	-5.213	29	< .001	-0.952	0.285	-1.379	-0.513

Note. Student's t-test.

To assess the effectiveness of the training, pre-test and post-test measurements were conducted. Data were analyzed using a Paired Samples T-Test using JASP software. The results of the Paired Samples T-Test showed a statistically significant difference between students' pre-test and post-test scores after participating in the "Recognize Your Thoughts, Manage Your Emotions" training ( $t(29) = -5.213, p < .001$ ). The training's effect was considered large, with a Cohen's d value of -0.952, indicating a substantial increase in participants' abilities or understanding after the training. Therefore, this training can be considered effective in improving the psychological aspects targeted by the training, such as emotional regulation, positive self-talk, and emotional validation.

Despite these positive results, several technical challenges arose during the training's implementation. One such challenge was the large number of late participants, which delayed the training, resulting in a delay in the training's duration, which deviated from the original plan. Nevertheless, each session met the expected learning outcomes. The facilitators also presented symbolic gifts or door prizes to selected participants who were deemed to have engaged in the discussions, demonstrated in-depth reflection, and successfully implemented the training materials as a token of appreciation for their enthusiasm and active participation. These gifts were given as a token of appreciation to the students for their full involvement in the training and learning process.

The entire training series was well-documented in photos and videos, covering moments during the training, such as the presentation of the material, the practice of the "Breathe, Write, Release" technique, the emotional validation role-play session, and the self-reflection and closing. This documentation not only serves as a record of the activities but also serves as a visual medium demonstrating participant engagement, the participatory training atmosphere, and the students' feelings during each session. Some of the documentation was also used for activity reports. The following is a photo documentation of the training.



Figure 1. Documentation during training

## CONCLUSION

The "Recognize Your Thoughts, Manage Your Emotions" training at Bhayangkara University, Greater Jakarta, successfully improved students' awareness and skills in managing their thoughts and emotions. Paired sample t-test analysis showed significant improvement in the post-test, indicating a substantial impact of the training. Material covering cognitive distortions, self-talk, and emotional regulation was delivered through practical activities such as journaling and role-playing, supported by modules based on scientific theory. Despite challenges such as late arrivals, all sessions were successfully completed. Awarding symbolic



prizes to active participants helped maintain motivation. This training contributed to promoting mental health among students and has the potential to be replicated on other campuses as a relevant psychological intervention model.

As a further development, this training could be held periodically with a more flexible duration to accommodate students' time constraints. Strengthening cross-faculty collaboration is also recommended to broaden the training's reach. Furthermore, the training could include follow-up sessions to maintain the continuity of students' emotional regulation and self-reflection practices after the training concludes.

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