

Emotional Maturity of Vocational School Students

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Abstract—Emotional maturity is one aspect of human development that needs attention, not least for Vocational Schools. This study aims to determine the level of emotional maturity of students in Vocational School Students 1 Trowulan involved in brawls. This study included the type of descriptive qualitative research with the subject of class X students who had been involved in brawl cases. The data collection methods are questionnaires, interviews, documentation and questionnaires. The results showed that emotional maturity in students in brawl cases at Vocational School Students 1 Trowulan was very low. The number of emotional maturity aspects that are not possessed by the subject such as emotional control, self-understanding and the use of critical mental functions is one of the triggers for brawls. The emotional maturity of the subject is different, it is influenced by internal factors and external factors. Efforts made by counselors in schools to deal with the problems of students involved in brawl cases so that there is a feeling of regret and deterrence for students who are fighting with counseling services both individually and in groups and guidance.

Keywords—emotional maturity; vocational school students

I. INTRODUCTION

Adolescence is one phase in the range of human development. Adolescence is a period of transition from childhood to adulthood. The process of growth and development occurs often covered by conditions that allow the emergence of a tension or emotional disturbance that can lead to emotional emotions become unstable. To control themselves and minimize negative things, teenagers are required to have good emotional maturity. Adolescence is the period of transition from child hood to adulthood, where there are various changes in all the areas of life, which may have impact on adolescent's life, [1].

Emotional maturity is the culmination of emotional development that affects the basic values of individuals. Emotional maturity or emotional maturity is a condition or condition reaches the maturity level of emotional development because the individual concerned no longer displays appropriate emotional patterns for children. So from that teenagers are required to be able to leave the childish nature and begin learning to behave mature [2].

Emotional maturity requires a long time and process or not for a moment to have it. Many factors affect a person's emotional maturity such as: age, attitudes and parenting

parents, communication (social interaction) both with family, peers, or community environment [3].

Emotional maturity is very important for adolescents, especially for students because then an individual will be easier to adapt to his environment, not easily provoked and farthest from negative things both from internal and external factors. Teenagers will be better able to think critically before acting or doing something in order to reduce risks and bad influences that can harm themselves and others. There is relationship between emotional maturity on the stress, and self-confidence too c. Adolescents are said to reach emotional maturity, if they have characteristics such as, (1) Teenagers do not blow up or blow up their emotions before other people but wait when the right conditions and situations to express their emotions with a cold head, (2) Able to judge something critically before acting emotionally and not reacting without thinking like children, (3) Adolescents who have emotional maturity provide a stable emotional reaction, emotionally unstable or unstable [4].

Hurlock [5] states that in order to achieve emotional maturity, adolescents can discuss various problems with others to get an idea of situations that can give rise to emotional reactions. Teenagers can learn to use emotional catharsis to channel hidden emotions in other words to release the tension and anxiety they experience and make it easier to achieve emotional maturity. Emotional maturity requires adolescents at their age to be able to control and control their feelings. Emotional elevation occurs because of the pressure of social demands on new roles as adults. his condition causes adolescents to have unstable emotional maturity. Lately there have been many phenomena that occur in adolescents, one of them is the case of brawls. According to the Commissioner of the Indonesian Child Protection Commission, Sholihah revealed data on cases of juvenile brawl in 2015 were 538 cases.

In 2016 cases declined, but in early 2017 until now cases of brawls continued to increase. The main highlighted is the role of schools or educators in facing challenges in the current era to understand the forms of children's emotions [6]. Based on data obtained throughout 2018, the Indonesian Child Protection Commission (KPAI) noted cases of brawl increased by 1.1 percent. Retno Listiyarti as Commissioner for

Education said that the brawl case in 2017 was only 12.9 percent but in 2018 it increased to 14 percent.

KPAI was canceled, canceled since August 23, 2018 until Saturday, September 8, 2018, it was agreed that there had been four fights in different regions. KPAI noted that around 202 children were involved in the law involving brawls in the past two years. About 74 cases of children with sharp weapons ownership were revealed by KPAI Commissioner Putu Elvina [7].

Based on the results of the field study, cases of brawl did not only occur in big cities but brawl cases also spread to adolescents in rural areas whose notions of village life were related to harmony and homogeneity that functioned [8]. Log maturity is not related to physical maturity, these two phenomena are separate poles. Emotional maturity does not grow with an individual's chronological age which means it does not matter how old a person is who does not name the maturity of that person's dialogue.

The same phenomenon occurs in Vocational School Students 1 Trowulan. When practicing on the ground in August 2018, several teenagers were involved in cases of brawl during school hours. This happens due to a misunderstanding from one of the students that occurs revenge to other students and one of them students who just follow along without knowing the reason why of the two students.

The brawl case is an example of a small part of emotional immaturity in adolescents. Individuals who cannot control emotional stimulation will feel frustrated, impulsive, difficult to control anger, act harshly, lose control, explosive and unpredictable behavior [9]. Every teenager has different ways to vent his emotions. But emitting emotions without being matched by emotional maturity only has a negative influence and even to bring about positive influences is very difficult for teenagers to do.

According to Baumeister and Vohs [10], the aspects of development about emotional maturity that needs to be achieved by high school students, among others, are namely: (1) Learning ways to avoid conflict with others, (2) Being tolerant of the various expressions of feelings of oneself and others, (3) Expressing feelings in ways that are free, open and do not cause conflict. If the three aspects have not been achieved by high school students, it can be said that these students have low or imperfect emotional maturity.

Based on the phenomenon it is considered necessary to conduct research with the title of study on students' emotional maturity in cases of brawls in SMKN 1 Trowulan. This emerged after seeing the phenomenon that occurred in the field, the school which should be a comfortable place to gain knowledge to make it a place for arenas to compete. So from that the researcher wants to do a study related to the role of the school counselor. Adolescents spend more time in school than at home, therefore school counselors play a very important role in guiding and helping to provide service assistance that fits the needs of their students according to the stage of development towards a much better direction in minimizing the emergence of negative impacts from the influence of maturity emotion.

II. METHOD

The research conducted is descriptive qualitative research because researchers want to describe in real and concrete terms related to emotional maturity. Data collection techniques that will be used, namely, distributing emotional maturity questionnaires to determine the subject of student brawl cases with a background of emotional maturity, interviews with relevant parties, and do documentation as supporting data.

The source of research data is divided into two, namely primary data and secondary data. Primary data is obtained through snowball techniques. Snowball is an approach to find key informants who have a lot of information [11]. Using this approach, several potential respondents were contacted and asked if they knew other people with characteristics as intended for research purposes.

Initial contact will help get other respondents through recommendations. To achieve the research objectives, this technique is also supported by interview and observation techniques. In this study, the primary data source was class X students at Vocational School Students 1 Trowulan who had been involved in a brawl case related to emotional maturity issues and 3 subjects who had the highest problems were taken.

Determination of the subject is taken based on the experience and information of the school counselor through a preliminary study with interviews, students with a background of emotional maturity problems are often found in class X who have been involved in brawl cases. Class X students involved in a brawl case with a background of emotional maturity were taken through an emotional maturity questionnaire, where the results of the highest problems were students who were experiencing problems related to emotional maturity. Data is also taken from school counselors to find out the role with which services the counselor can help improve the emotional maturity of students in brawl cases.

Secondary data sources are sources of data obtained by reading and understanding through other media sourced from literature, books, and company documents [12]. Secondary data is data obtained in an indirect way. The data is related to the research being carried out. Supporting data in this study were obtained through anecdotal notes, violation logbooks, statements and other documents. Supporting data is used to make it easier for researchers to explore the data or information needed and can strengthen the aspects of emotional maturity students have in cases of brawl.

III. RESULTS AND DISCUSSION

The study was conducted using an emotional maturity questionnaire accompanied by an open questionnaire to tell and confirm the types of problems being faced by students who had been involved in a brawl case. This questionnaire is used to determine students in brawl cases with low emotional maturity. The higher the questionnaire score, the lower the emotional maturity of the student. The results of questionnaires were given to 19 students on January 29, 2018, the results of the analysis showed that 19 students who had

been involved in a brawl case indicated that some students had low emotional maturity.

Based on these results, school counselors gave suggestions to take 3 students to be the subject of research from 19 students involved in brawls with the highest score. School counselors have consideration of the 3 recommended subjects, so researchers agree to make 3 suggested subjects for consideration of obtaining the highest score and advice from the school counselor. Initial of three students, they are AEWS, SM and MPA.

As happened in the AEWS case, having a broken home family requires him to stay with his grandmother. Basically good emotional control is derived from parenting parents. It is not appropriate if the caregiving assignments are fully transferred to other people such as caregivers, grandparents, and other families [13].

Unlike the experience of SM, because his parents were always busy working, SM did not have time to communicate with his parents. Lack of attention from parents in giving boundaries is a factor causing SM to behave defiantly. Hurlock [5] says that emotional problems that occur in adolescents can be caused by one of them by parenting.

Whereas AEWS has difficulty understanding things that are happening. Basically, good self-understanding can be obtained through the adolescent environment, adolescents tend to spend more time with peers. Close friends play a central role in supporting one's emotional formation. According to Hurlock [5], adolescents are still unstable and easily affected by the surrounding environment so that adolescents are expected to have an understanding of their true self.

Self-understanding in all three research subjects is very diverse. According to the results of interviews with related parties the three subjects had insufficient self-understanding so that they showed an unstable emotional reaction as experienced by SM and MPA. Adolescents who experience unstable emotions are more likely to fall prey because they can be influenced by group pressure from their environment [14]. Basically humans have a tendency to adjust to the wishes of the group [15].

The results showed that the emotional maturity of students involved in brawls was very low. This is due to the many aspects that are not owned by the three research subjects, starting from how to control or control emotions properly, wrong self-understanding, and assessing situations and acting emotionally without thinking about the risks that will occur.

The research subjects showed behavior that was contrary to the aspect of emotional maturity proposed by Hurlock [5], namely emotional control where individuals do not blow up emotions in front of others, self-understanding such as having stable emotions and the use of critical mental functions so that individuals are able to critically assess situations first before acting emotionally. Emotional maturity allows the individual to gain perspective of a situation before reacting impulsively. It is important to remember that exhibiting emotional maturity will have a far-reaching impact on those around people [16]. Emotional control in each subject shows different levels. Based on the results of the questionnaire, AEWS has the most

problem scores between the two subjects. This is influenced by low emotional control so that AEWS tends to be often involved in the problem.

The mental critical functions of the research subjects are very diverse. However, there is one problem that is very dominant in all three subjects, which is difficult to think when angry and depressed. As revealed by Hurlock [5] immature emotional intelligence makes it difficult for someone to manage their emotions well. This causes it to be difficult to think logically when angry. This is in line with the opinion of Goleman [17] that someone in a state of chaos will lose their ability to think clearly and inability to solve problems. Emotional involvement in a situation makes a person unable to think objectively.

The role of counselors in schools is very important in providing service assistance to students in cases of brawl. In handling and helping students' problems related to emotional maturity, counselors choose to use individual counseling. According to Prayitno and Amti [18], individual counseling is the heart of the whole guidance and counseling service. The heart of the heart means that the counselor who has mastered as well as possible, why and how counseling services are expected to be able to provide other services without experiencing many difficulties.

Whereas according to Goleman [19] individual counseling services is a form of special guidance and counseling services between students and counselors and gets direct face-to-face services individual in order to discuss and alleviate personal problems suffered by students. Providing individual counseling services for students in cases of brawl related to emotional maturity is felt effective because it can dig deeper into the causes of problems experienced by these students. Students are more comfortable and open because only the counselor knows the problem, if the cause of the problem is considered inappropriate to be discussed with many people. So that it will be easier for the counselor to provide the right counseling strategies and according to the needs of their students.

IV. CONCLUSION

Based on the results of research conducted at Vocational School Students 1 Trowulan in students on brawl cases, it can be concluded that, emotional maturity in students in brawl cases in Vocational School Students 1 Trowulan is very low. The many aspects that are not possessed by research subjects, ranging from emotional control, self-understanding and mental critical functions. Each student has diverse emotional controls. From the three subjects it can be seen that emotional control possessed is relatively low such as difficulty controlling emotions when angry, blowing up emotions in front of other people and expressing emotions when not right. Students in brawl cases have different self-understandings. Like choosing to harbor emotions, have emotions that are unstable and do not care about the feelings of others. The use of critical mental functions in students in cases of brawl is not perfect. This is evidenced when the subject relies more on emotions than logic, acts without thinking, has difficulty thinking when angry or feels depressed.

The impact caused by emotional maturity for students in brawl cases is 3, the first being physical, social, psychological and emotional. All subjects experience different effects. The role of the counselor in helping to deal with students' problems in cases of brawl related to emotional maturity is felt to be very good, school counselors are very total in helping their students. Evidenced in every problem is always resolved to completion with the help of other parties to maximize the resolution of the problems that occur. Factors that influence students' emotional maturity in cases of brawl are very diverse. Internal factors include disturbances of observation and response, disturbances in ways of thinking, and emotional disturbances or feelings that can affect self-control in adolescents. While external factors such as lack of attention from the family, the influence of relationships and environment. Feelings experienced by students after brawls vary. Some feel satisfied, angry, sad or disappointed. But there is one dominant feeling that almost every student in a brawl case experiences, namely feeling sorry.

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