

Sociodrama to Develop Emotional Autonomy of the Adolescents

Syafrina Maula Tsaniah, Nurhudaya, Nandang Budiman

Universitas Pendidikan Indonesia
syafrina.maula@gmail.com

Abstract

Emotional autonomy is one aspect of the task of adolescent development. Emotional autonomy is the ability to free oneself from emotional dependence on parents or others, and responsible for everything that is done. Emotional autonomy has four aspects, namely de-idealized, perceptions of parents as people, non-dependency, and individuality. The high level of emotional autonomy can support the learning process, social life, and adolescent self-identity. Especially for adolescents in Islamic boarding schools who live without parents, an Islamic boarding school (*pesantren*) systems is expected to make students be more independent. But it is different from conditions or facts which shows that the student's emotional autonomy is classified as unstable and there are few students who have high emotional autonomy. It becomes an important task of adolescent development to be considered and developed. This paper uses a literature review method. The efforts to develop emotional autonomy can be performed by sociodrama techniques. Sociodrama is one of group guidance techniques which dramatize the problems that occur in the social environment. The issue of emotional autonomy can be seen from the ability problems/situations in frustration (stress) positively. This ability is related to all the goals of sociodrama. Therefore, through a program with sociodrama techniques that has been assessed can develop the emotional autonomy of adolescent.

Keywords: sociodrama, emotional autonomy, adolescent

1. INTRODUCTION

Adolescent means "to grow up" which defines a process of growing into maturity (Muuss, 1990 in Lerner, & Steinberg, 2004). An adolescent is an individual who has manner, belief, ideas, behavior, and typical response in dealing with challenges (Geldard, 2014). Adolescence is a transition period from the biological, psychological, social, and economical aspect (Steinberg, 2014). According to Piaget (Hurlock, 2003), the term of adolescent has a wider meaning which defines mentally, emotionally, socially and physically matured.

A key task of an adolescent is to achieve a self-autonomy (Karabanova, & Poskrebysheva, 2013). Adolescence is a vital period and needs to be concerned due to the problematical age issue. It is noticed as problematical age issue due to its incapability to deal with its problems. One of the key tasks of developmental adolescent's issue is to establish an emotional autonomy derived from parents and adults. People achieve their emotional issue at its peak in adolescence. Few adolescents expects their independence sooner to relinquish their dependence on parents. However, they still require a safety condition gained from emotional dependency on parents and adults (Hurlock, 2003; Yusuf, 2016).

Emotional autonomy is a type of non-dependency apart from behavioral autonomy and cognitive autonomy or value. Adams, G.R., & Berzonaky, (2003) defines emotional autonomy derived from varying sources. The first definition is cited from Steinberg & Silverberg (1986) which says that emotional autonomy is "*Individuation from parents, non dependency on parents, deidealization of parents, and increasing perceptions of parents as people*". The second definition is cited from Lamborn & Steinberg (1993) which says that "*the development of mature, realistic, and balanced perceptions of parents that accompany the acceptance of primary responsibility for personal decision-making, values, and emotional stability*". The third definition is cited from Collins, Gleason, & Sesma (1997) which says that "*individuation from parents and relinquishing of dependence on them*".

According to Castello (2000, in Jimenez, & Romera, 2014 pg. 527), an emotional dependency is a form of dissatisfaction of emotional needs which tries to meet the maladaptive behavior with other individuals. To this point, it can be inferred that emotional autonomy is the opposite of emotional dependency. Emotional dependency is also known as the ability of an individual to meet the needs of emotional necessity without depending on others.

Emotional autonomy becomes an ability to adolescent in relinquishing their emotional dependency on others. It also equips their capabilities in taking their responsibilities for

things they have done. Emotional autonomy has a positive implication to the development of the adolescent, primarily to their characters, social life, and learning activities. Emotional autonomy covers the ability to initiate, meets the challenges with a positive manner, becomes self-confident and independent, also being able to respect others sincerely (Monks, 2001 in Hartini, 2015; Yusuf, 2016). The issue of emotional autonomy appears to the adolescent who possesses uncertain status in their peer group or socially exiled in their peer group (Hurlock, 2003).

Emotional autonomy is a vital task to develop. Autonomy is a pillar of human development which plays an important role in adolescent (Pardeck, & Pardeck, 1990 Dalam Spear, & Kulbok, 2004). Spear, & Kulbok (2004) conclude that autonomy as a constructive development, steps, or task which has to be negotiated and finally achieve during adolescence. The goal is to establish autonomy and self-actualization while maintaining positive relations to family.

Steinberg (2014) argues that emotional autonomy influences the adaptation process of the adolescent. Meanwhile, Aveh & Jalalat (2015) explain that emotional autonomy and the way of caretaking has contributed to the forming identity of the adolescent. Identity formation is a vocal point derived from adolescence experiences (Yusuf, 2016). Besides, emotional autonomy has something to do with the eagerness of learning to adolescent. (Solita, Syahniar, & Nurfarhanah, 2012; Valizadeh, 2016). Meanwhile, the eagerness of learning could help improve academic achievement and individuality.

Emotional autonomy is influenced by varying aspects. They are consisting of; (a) way of caretaking (Steinberg, 2014; Kilic, et.al, 2015; Troshikhina, & Manukyan, 2016; Chan, Wai, & Mui, 2009), (b) peer relationship (Steinberg, Vandell, & Bomstein, 2011), (c) gender (Jimenez, & Romera, 2014).

Budiman, (2010) mentions some psycho-social processes which encourage the adolescence to develop emotional autonomy. They consist of; (1) acceleration of dimming relation between parent and child; (2) alteration of love expression; (2) raising distribution of authority and responsibility; (4) descending of verbal interaction and meeting frequency between adolescent and parent; (5) ascending interaction in a peer group.

Steinberg (2014) in his book, *Adolescence*, said that development of emotional autonomy could be optimized through two things, detachment, and individuation. Detachment is a process where adolescent decides to relinquish an emotional boundary from their parents or other figures. Meanwhile, individuation is a forming process which goes progressively towards the sense of independent and those who are independent. Steinberg (2014) explains that there are four aspects which could be developed to achieve optimal emotional autonomy. They are consisting of de-idealization, parents as people, non-dependency, and individualities.

Some researches related to emotional autonomy have conducted in varying grade at schools. A research in an elementary school (*SD*) found that elementary students tend

to be dependent with percentage 56,5%. Meanwhile, the other students categorized as independent ones have percentage of 43,5% (Malau, 2012). Other researches were taken in secondary school (*SMP*). Dani, (2014) categorizes the students into three categories of emotional autonomy; higher rate, high rate, and medium rate. He found that the grade IX students possessing emotional autonomy with a higher rate (3,74%), high rate (63,55%), and medium rate (32,7%). Other researches were taken in upper secondary school (*SMA*) that showed 63,3% of a student possessing a higher rate of emotional autonomy and other students were showed 36,7% with a medium rate of emotional autonomy (Ramadhan, & Saripah, 2017).

Other researches also have been conducted to an adolescent who studies at boarding school (*pesantren*). Mangkudilaga (2013) argues to his findings that emotional autonomy of secondary school students (*SMP*) are categorized as dorm-staying (*santri*) student has 60% percent of emotional autonomy. Meanwhile, the home-staying student has 80% percent of emotional autonomy. This finding shows that the home-staying student has a higher percentage of emotional autonomy than the dorm-staying student. Other results show that the emotional autonomy of dorm-staying student is relatively unstable (Krisnatuti, Herawati., & Dini, 2011). To conclude, the result of research related to emotional autonomy shows that the task for developing emotional autonomy has not optimally developed yet.

Seen in the current condition of emotional autonomy to adolescent has not significantly been developed in Indonesia, because there should be a significant effort to develop emotional autonomy especially, to adolescent. This issue plays a significant role to help an adolescent in dealing with life challenges in daily lives. Even though it is a must, especially to dorm-staying students who have certain rules and norms which suppress them, it should be more accustomed to the ideas of autonomy than common students/adolescent. Qomar (2007) says that the ideal characters of dorm-staying students are those who have strong autonomy.

Emotional autonomy of adolescent in Islamic Boarding School (*pesantren*) needs to be concerned. These adolescents experience two different ways of caretaking, by their biological parents and by their "secondary parents". These two different parents also contribute to emotional autonomy of adolescent. If we take a closer look at one of the educational goals in Boarding School, we will find that students are aimed to be independent, free, and being firm in characters (Qomar, 2007). Therefore, these adolescents are highly expected in the aspect of autonomy, including the aspect of emotional autonomy.

The lack of emotional autonomy needs to be optimally developed. Pace, & Zapulla, (2010) explain that low rate of emotional autonomy will influence to creation of negative minds such as depression. Depression is predicted as a trigger which initiates someone to have the idea of suicide to men or women. Even though he explains that emotional autonomy has nothing to do with the idea of suicide, however, both remains related and could be the part of negative impact.

The empirical studies that have been mentioned previously have explained the problems and conditions of adolescent emotional autonomy recently. Emotional autonomy that involves the ability of adolescents to break away from dependence on the emotions of parents is a very important developmental task. Although emotional autonomy can develop by age, for adolescents who live in boarding schools, emotional autonomy needs to be developed from the beginning he entered the boarding school. In addition to environmental demands, based on several empirical studies, it has been mentioned that the emotional autonomy of adolescents in Islamic boarding school (*pesantren*) still tends to be unstable and lower than adolescents who live together with parents at home.

Seeing these conditions, it is necessary to provide a program that is intended to help develop emotional autonomy of adolescents. A program that can train students not to be dependent and able to deal with social problems that happen to them personally. Sociodrama, in this case, is considered as the right program to realize this purpose.

Sociodrama technique is chosen because of the consideration that it has several objectives to learn how to divide responsibilities, learn to make decisions in group situations, and dramatize behavior and appreciation of the role it plays. The purpose of this sociodrama is to match the aspects of emotional autonomy that need to be developed.

The application of sociodrama program to increase adolescent emotional autonomy is designed in such a way as to be able to improve all aspects of emotional autonomy and its criteria. Increasing emotional autonomy can be characterized by 4 (four) aspects of emotional autonomy that are de-idealized, parent as people, non-dependency, and individualities. Besides, it is marked by the criteria of emotional independence that is being able to take the initiative, being able to be confident in overcoming problems, being able to do activities without the help of others, and being able to respect others sincerely.

The study uses literature review method by reviewing books, journals, related research, and other documents about emotional autonomy and sociodrama technique. References used are limited to publications in recent 10 years.

2. RESULTS AND DISCUSSION

As a way to develop emotional autonomy optimally, there has to be a holistic program. A program which covers a change in way of cognitive, affective, and deeds. This program is hoped to maintain the adolescent to be more independent emotionally. Yusuf (2016) says that the strategy of counseling as an intervention act towards emotional autonomy is conducted through basic service. It leads the tutor to motivate students/adolescents and also encourage them to fully engage in activities. This basic service will help the students in supporting their autonomy and emotions (Ruzek, et.al, 2016; Cassidy, et.al., 2016). Also, alternative effort to improve autonomy could be conducted through group activity (Anomsari, 2013). Varying techniques could be

used to this issue and sociodrama is one of them. Sociodrama could be functioned to develop emotional autonomy. As it previously tested by Elviana (2017), sociodrama technique can create characters of independent and responsible for the process of civics' learning. Even though it was tested to the process of learning, we could assume that the situation is quite common with the situation of counseling service. Based on previous research, an effort to develop emotional autonomy of adolescent could be conducted by sociodrama technique. Sociodrama dramatizes the social problems to the level of conflict in social life (Winkel, 2004). Sociodrama is a technique of education which covers intuitive, affective, cognitive, and kinesthetic (Sternberg & Garcia, 2000). Sociodrama is a kind of role-play activity and creative drama. They have more similarities than the difference. The point of sociodrama technique is the necessity and natural ability of someone to learn with all bodies, minds, and intuition. Meanwhile, the creative drama has spontaneity and creativity as its basic goal, and role-play activity has sociological problem-solving as its basic goal. Sociodrama has a mutual interest in its significance.

Sociodrama technique raises the problems in social life to the level of conflict in social life (Winkel, 2004). The implementation of this technique involves students to play the role of certain figures. They do not need to memorize the script to play with or to prepare it. Students just need to read the main point of the scenario and what it says. To this point, students are aimed to raise their sense of acting. As students play the role, they will experience a sense of real story. To this moment, they will learn to fully engage in every vital content in the storyline and put these lessons into real life.

According to Sudjana (2005) cited by Latipah (2018), sociodrama has varying goals, (a) students able to understand and fully engage in any social problems in society; (b) students able to have sympathy on others; (c) students able to know how to distribute responsibility; (d) students able to make decision in group and (e) students able to dramatize their behavior and internalize the role they play.

The successful implementation of sociodrama technique could be achieved through proposing good titles to play with. This is to encourage students to be fully engaged and play the role well. Beforehand, the tutor has to explain the main points of scenario then choose a group of students who will play the role. Tutor and students need to set up the background of the place collectively. Students who do not participate in drama will have to listen and follow every dialogues, deeds, and decision made by actors. As the drama finishes, the tutor will have to set up a group discussion to implement the values of drama they have played.

Intervention through sociodrama technique is chosen due to its goals in helping students to learn how to distribute responsibility, decision making, and dramatize behavior and internalize the role they play. The goal of sociodrama has met the needs of emotional autonomy aspect which need to be developed.

The implementation of sociodrama to develop emotional autonomy of adolescent is set to improve the whole aspects of emotional autonomy and its criteria. The improvement of emotional autonomy has four indicators; de-idealized, parent as people, non-dependency, and individuation. Besides, the improvement of emotional autonomy will equip students with

self-confidence, eagerness to initiate, ability to deal with challenges independently, and the ability to respect others sincerely. The use of sociodrama technique is hoped to help students in developing their emotional autonomy.

The issue of emotional autonomy could be seen as someone's ability to deal with obstacles/problems/frustration in a positive manner. The ability is related to the whole goals of sociodrama. Therefore, sociodrama technique is seen as an alternative solution to develop emotional autonomy of adolescent.

3. CONCLUSION

Every adolescent needs to develop emotional autonomy. It is a vital part of the development task of human. Emotional autonomy is a part of psychosocial-individual development which is related to the social-individual relationship. Emotional autonomy could be developed through intervention. Besides, the intervention requires the capability to engage the aspect of social-individual. Therefore, sociodrama is seen as an intervention technique which capables to engage whole members in the group to collectively deal with a social issue.

4. REFERENCES

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