

Analysis of emotional maturity, family harmony and aggressive behavior in students

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Abstract

This study aims to see how (1) the level of emotional maturity, (2) the level of family harmony, and (3) the level of student aggressive behavior. This type of research is descriptive quantitative research with the object of research being SMA. The sample of this study consisted of 30 high school students. The instrument used in this study was the Likert scale model, and the instrument used had been tested for validity and reliability. The results showed that: (1) overall emotional maturity was in the high category with a percentage of 80%, (2) overall family harmony was in the good category with a percentage of 57%, and (3) overall aggressive behavior was at the high category with a percentage of 57%.

Keywords: Emotional maturity, family harmony, aggressive behavior

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Introduction

Adolescence is a period in the life process, where the individual has moved from his childhood and started his steps in entering adulthood. This period can also be interpreted as a transition period from childhood to adulthood. Individuals begin to experience more challenges in developing than before. One form of development is experienced by an individual in the development of his own behavior, and it is himself who will decide whether or not an individual's behavior is good. In this study, researchers will discuss one form of bad behavior, namely aggressive behavior.

According to Elida Prayitno (2006), negative behavior is not included in the characteristics of normal adolescent development, adolescents who develop will show positive behaviors. Brigham (2007) reveals that aggressiveness is often used by humans as a way to express feelings and solve life problems they are experiencing. Then, Berkowitz also revealed that aggressiveness is any form of behavior that is intended to hurt someone both physically and mentally (Sarwono, 2009). Furthermore, Moore and Fine also revealed that aggressive behavior is violent behavior physically or verbally against other individuals or certain objects. So it can be concluded that aggressive behavior is a form of behavior that can hurt others to maintain life, and aggressive behavior itself comes from the disruption of the individual's cognitive processes.

This aggressive behavior can be caused by various factors, such as lack of attention from parents, feeling depression, bad associations, and the negative effects of violence presented by the mass media. The impact of aggressive behavior can be seen from the impact received by the victim and the perpetrator of the aggressive behavior itself. Examples of the impact experienced by victims of aggressive behavior are the emergence of fear, withdrawal, and so on from the victim after the incident, then the impact on perpetrators of aggressive behavior is being ostracized from the social environment, the emergence of physical and psychological pain.

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Averill (M. Nisfiannoor & Eka, 2005) classifies aggressive behavior in three forms, namely: (1) direct aggressiveness, i.e. someone immediately appreciates aggressive behavior to people who cause aggression, for example fighting, attacking, hitting, and so on, (2) aggressiveness indirect, i.e. someone indirectly acts aggressively, for example destroying other people's belongings and so on, and (3) displaced aggression, where someone is aggressive but not towards someone but to objects around him as a target replacement. This transferred aggressiveness is divided into two parts, (1) aggressiveness towards non-human objects, and (2) aggressiveness towards a person.

Research that has been conducted in the United States shows that there are about 5-10% of school-age children behave aggressively (Setyawan, 2015). When viewed from BPS data, which is processed by the Ministry of Health's Data and Information Center, it is known that the estimated number of children in Indonesia in 2018 is 33% of the total estimated population of around 88,312,971 (age 0-18 years), the distribution is almost evenly distributed in the age range 0 -2 years to 12-14 years which is about 16% and 15-18 years old dominates about 20% of children's age, while based on gender, that is 49% female and 59%, male. Then from the results of research conducted by the Indonesian Child Protection Commission (KPAI), it is also proven that in the last 7 years, the number of cases of child abuse has reached 26,954 cases. The highest cases are cases of children in conflict with the law, both as perpetrators and victims, which reached 9,266 cases (David Setyawan, 2018).

According to Faturachman (2012), the factors that cause aggressive behavior are (1) provocation, this aggressive often occurs as an attempt to retaliate from aggressiveness, this is done with the premise that the best way to defend is to attack. (2) Aversive condition, an unpleasant state that a person wants to avoid. (3) Aggressive cues, stimuli associated with the source of frustration that causes aggression. (4) the presence of other people, especially people who are thought to have the potential to foster aggressive behavior, and (5) individual characteristics.

The high level of aggressive behavior is considered a normal phenomenon but is very disturbing and detrimental, therefore special attention is needed to deal with problems in adolescents. Adolescence is known as a time full of problems. The difficulties faced by adolescents can affect their developmental tasks, adolescents also have developmental tasks that must be carried out towards the maturity process (Sarwono, 2009). The beginning of adolescence lasts approximately from 13 years-16 years/17 years, and the end of adolescence starts from 16 years/17 years-18 years, which is the legal age of maturity. Thus it is concluded that high school students are from early adolescence to late adolescence. At this time it is unavoidable that the behavior of some teenagers is uncertain in seeking position and identity. In the adolescent transition period, it tends to have a psychological impact in addition to a physiological impact. Their behavior tends to think short and wants to immediately solve various life problems (Hurlock, 2009). During adolescence, there are many changes that occur both physically, emotionally, and socially. Judging from age, adolescents should have good emotional intelligence compared to when they were children in terms of problem-solving (Alwison, 2006).

There are so many incidents that occur as a manifestation of aggressive behavior, both verbally (words) and non-verbally (action). Currently, various manifestations of aggressive behavior can be found in almost every mass media even in life, such as 1) insulting, 2) swearing, 3) robbery, 4) murder, 5) rioting, and all kinds of behavior. crime and violence are manifestations of aggressive behavior (Susantyo, 2011). Adolescents have traits that tend to be more aggressive, emotionally unstable, and unable to hold back their lust. Meichati (1990) revealed that emotions have a big role in individuals determining their behavior patterns. The result of an overflowing emotional state can result in things that are destructive or negative. Conversely, a stable emotional state allows the individual to behave positively and not easily influenced and provoked to behave outside his control and consciousness. Several studies strengthen the relationship between emotional maturity and aggressiveness, among others, Jannah (2010) explained that aggressive behavior is influenced by several factors, one of which

is emotional maturity, adolescents who are not yet stable and immature can more easily appear aggressive behavior than those who are emotionally mature.

According to Surya (2003), individuals need basic emotions to get survival because emotions contribute to the stability of their entire life. In line with that, Sobur (2011) also explains that emotion is a person's tendency to have a distinctive feeling when dealing with certain objects in their environment. Emotions give color to life and make it full of meaning. Matsumoto (2008) explains that emotional expression is very important in communication and plays an important role in social interaction. Emotions consist of very diverse types, namely joy, sadness, joy, love, hate, anger, fear, anxiety and each of them can be experienced by a person on different levels, from the mild to the most extreme. They can be categorized as positive such as pleasure, joy, love, and negative such as hate, anger, fear, excessive anxiety. Almost all people seek positive emotional feelings and try to reject negative feelings (Hardy & Heyes, 1985).

The emotions of early adolescence are negative and temperamental (irritable/angry, or easily sad/depressed), while late teens can control and control their emotions. A conducive environment is characterized by harmonious relationships, mutual trust in each other, mutual respect, and full responsibility. Conversely, if a person does not understand his role and does not get attention, love, and affection from parents or recognition from peers and those around him, they tend to experience anxiety, feelings of depression, and emotional discomfort (Yusuf, 2009). Fatimah (2008) divides the emotional characteristics of adolescents aged 12-15 years, namely: (1) adolescents tend to be moody due to biological changes and sexual maturity because of their confusion in dealing with adults. (2) Behaving rudely to cover up deficiencies in self-confidence. (3) Anger outbursts often occur in adolescents as a result of a combination of psychological tension, biological instability, and exhaustion due to overwork or improper diet or insufficient sleep, and (4) tend to behave intolerantly towards others with justifying his own opinion in the sense of not accepting criticism or input from others.

Individual emotional maturity is seen from the ability to control or control emotions and be able to think carefully when involved in a problem and see the problem objectively. Emotional maturity is useful for controlling oneself when faced with situations that trigger excessive emotional reactions so that individuals who have emotional maturity will find it easier to deal with conflicts in their lives (Ghofiniyah & Setiowati, 2018). Each individual has a different character. We all know certain people who are considered emotional easily because they feel or express their emotions as a reaction to people or events they encounter (Albin, 2000). Emotionally mature individuals will be able to hold, control, and control their emotions appropriately, according to existing situations and conditions and not blow up their emotions in front of many people. Emotionally mature individuals can be accepted by the environment because they can control and hold their emotions appropriately, are more stable in dealing with conflicts that exist within themselves and their environment.

At their age, adolescents are required to be able to control and control their feelings in the process of development towards emotional maturity. This does not mean that a teenager must control all the emotional turmoil that arises but can understand and control his emotions. Individuals with a high level of emotional maturity, can reduce the impulse of aggression and control their emotions, are good at reading the feelings of others, and can maintain good relations with the environment around them.

Another factor that influences adolescent aggressive behavior is family harmony. Family harmony has an important role in a person's growth and development. Marmin (2013) explains that a child or teenager who is raised in a family social environment that is not good or family disharmony has a greater risk of experiencing personality disorders, such as antisocial personality and deviant behavior, compared to children who are raised in a healthy or harmonious family. Tambunan (2001) argues that one of the factors that cause aggressive behavior is the family factor. Households filled with violence (either between parents or their children) have an impact on children. When they grow up to be teenagers, children learn that violence is a part of themselves, so it is natural for children to do violence

as well. On the other hand, parents who protect their children too much when they are teenagers will grow up as individuals who are not independent and do not dare to develop their unique identity.

Harmonious families can reduce aggressive behavior. This statement is supported by research by Hariz (2013) which reveals that adolescents who have positive perceptions of family harmony tend not to engage in aggressive behavior, compared to adolescents who have negative perceptions of family harmony. Then Bloodim (2015) also explained that a harmonious family is a family that lives in an atmosphere of mutual understanding and tolerance by accepting each other's strengths and weaknesses.

Method

This study uses a quantitative approach with descriptive methods, descriptive research is research that describes systematically, actually, and accurately the facts and characteristics of a particular population, or tries to describe the phenomenon to be studied in detail (Yusuf, 2013). The sample in this study consisted of 30 students of SMA N 13 Padang. The data collection technique used is an instrument (questionnaire) using a Likert scale model.

Results and Discussion

Students' Emotional Maturity Level

The data obtained from the distribution of the emotional maturity instrument overall respondents amounted to 30 students, can be seen in the following table:

Table 1. Distribution of Frequency and Percentage (%) Variables of Emotional Maturity (X1)

Interval	Category	f	%
≥ 194	ST	2	7
157-193	T	24	80
120-156	S	4	13
83-119	R	0	0
≤ 82	SR	0	0
Total		30	100

Source: Research Processed Data 2021

From Table 1 it is known that 4 students have moderate emotional maturity with a percentage of 13%, 24 students are in the high category with a percentage of 80% which means that overall students' emotional maturity is good, and 2 other students are in the high category. very high category with a percentage of 7% which means that the emotional maturity of students is very good from the others.

Level of Student Family Harmony

The data obtained from the results of the distribution of family harmony instruments as a whole respondent amounted to 30 students, can be seen in the following table:

Table 2. Distribution of Frequency and Percentage (%) of Family Harmony Variables (X2)

Interval	Category	f	%
≥ 179	SB	8	27
145-178	B	17	57
111-144	CB	3	10
77-110	KB	2	7
≤ 76	TB	0	0
Total		30	100

Source: Research Processed Data 2021

From Table 2 it is known that 2 students have poor family harmony with a percentage of 7%, 3 students have a fairly good family harmony with a percentage of 10%, 17 students have good family harmony with a percentage of 57%, and 8 students have very good family harmony with a percentage of 27%. So it can be concluded that overall the family harmony of 30 students is in a good category.

Level of Student Aggressive Behavior

The data obtained from the results of the distribution of the aggressive behavior instrument overall respondents amounted to 30 students, can be seen in the following table:

Table 3. Distribution of Frequency and Percentage (%) Aggressive Behavior Variable (Y)

Interval	Category	f	%
≥ 184	ST	7	23
149-183	T	17	57
114-148	S	5	17
79-113	R	1	3
≤ 78	SR	0	0
Total		30	100

Source: Research Processed Data 2021

From Table 3 it is known that 1 student is in the low category with a percentage of 3% which means that 1 student has good behavior, 5 students are in the medium category with a percentage of 17% which means that 5 students can control their behavior. Accordingly, 17 students are in the high category with a percentage of 57%, and 7 students are in the very high category with a percentage of 23%. So that it can be concluded that, overall students' aggressive behavior is in the high category, which means that student's behavior is not good.

Implications in Guidance and Counseling Services

The results of the study prove that for the variables of emotional maturity and family harmony, students are in a good position but still need guidance and direction from the BK teacher to be able to maintain and improve them. In the aggressive behavior variable, it can be seen that there is a lack of awareness and control of behavior in students, this proves that students need direction and guidance from the BK teacher to minimize and eliminate aggressive behavior to be accepted by their environment. Counseling teachers can provide several counseling services such as classical services, individual counseling, group counseling with topics that suit the needs of students. Before providing services, BK teachers need to make plans that are arranged in a systematic, organized, and well-coordinated manner within a certain period. The design must also be following what is needed by students so that the objectives of the service can be achieved optimally.

Conclusion

Conditions of Emotional Maturity of students are in a good category, students have been able to control their emotions independently and BK teachers can provide guidance on how to maintain and improve emotional maturity. The condition of student family harmony has also been in a good position which proves that overall students are in a harmonious family, although there are still some students who need guidance and counseling services from BK teachers. Indirectly, BK teachers have the responsibility to find out and guide students who have problems with this family harmony variable.

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