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## Teacher's Effort in Guiding Emotion of Students

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### Abstract

Teachers are expected to guide students to achieve optimal development through teaching-learning process especially to students who face difficulties at school; for instance, unstabilize their emotion. Because of this unstable emotion, it is impacted to relationship harmony between teacher and the students itself. The goal of this article to discuss teachers' effort in guiding emotion of students in the scope of: teenager and their developmental duties, emotional development and youngster' emotional maturity, teacher/parent efforts in fostering adolescent development.

**Keywords:** Teacher, Emotion, Students

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## Introduction

High school students are categorized as adolescent development in which this step is unique and typically full of turmoil especially emotional turbulence. During this period, various changes occur both hormonal, physical, psychological and social diversity (Jose, 2010). This adolescent development are divided into three processes (early, middle, late) possessed by an individual has to undergo of each of this step has characteristic and developmental tasks; thus, it will advance and expand maturely both physical and psychological development. If this development tasks are not surpassed sufficiently, obstacles and failure will arise in undergoing development step afterward; that is adult phase. Physical and psychological maturity of teenagers are strongly influenced by a healthy family and community environment supporting adolescent growth and development in a positive direction (Jannah, 2017). An environment that does not support development of adolescent emotional maturity will affect their development which leads into negative things.

Teenagers often experience irritability, irritability and emotions tend to explode (grumble, using loud voice and criticize), not trying to control their feelings and have no concerns. As a result, the emotional accumulation is overflowed in the form of mass brawls, hijacking public vehicles, robbery, rape, mugging, kidnapping, theft, burning, cursing, blaspheming, and even killing or committing suicide, as seen in various mass media, especially on television of the teacher/educator/parent does not understand adolescent emotional turmoil, it is probable that the communication that occurs between the parties will be disrupted and further affect the emotional development of adolescents is less controlled (Fatchurahman, 2012). Thus, teachers/ educators/ parents must comprehend about adolescents and the task of development, emotional development and emotional maturity of adolescents, teacher/educator/parent efforts in guiding students' emotions in order to avoid the miscommunication.

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## Method

The type of research used in this research is library research, that is research carried out through collecting data or scientific papers aimed at research objects or collecting data that are of a library nature, or study carried out to solve a problem which is basically based on critical review and depth of relevant library materials. Before conducting a literature review, researchers must first know for certain about the sources from which scientific information will be obtained. The several sources used include; textbooks, scientific journals, statistical references, research results in the form of theses, dissertations, and the internet, as well as other relevant sources (Sanusi, 2016).

## Results and Discussion

### A. Adolescent And Their Development Task

Among literature discussed about adolescent development, there are many understanding and limitation related to teenagers. Despite of founded opinions about it, the viewpoint is similar in which "adolescence is a turbulent period". Because of this turmoil, teacher/educator/parent has to pay special attention.

Teenagers are in a transitional period where they must be able to leave something naturally childish and learn new attitudes to replace the abandoned behavior (Hourlock, 1980). Based on point of view of education, adolescence is categorized in the junior high school (SMP, Madrasah Ibtidaiyah) and Higher Education Schools (SMA, SMK, Maddasah Awaliyah).

Development in adolescence requires a set of things need to be mastered in entering the next stage of development called as adulthood (Ardi Z, 2012). There are several things in various aspects of life possessed, both in the form of development of thought patterns, attitudes and feelings, as well as the will and concrete actions.

In this period, there are development tasks must be passed, Havighurs (Hourlock, 1980) states that development tasks are tasks arise in certain periods of individual life and if successful will lead to happiness and bring success in carrying out developmental tasks at a later stage, and conversely if it fails, it will emerge difficulties in development of the next stage.

An educator (teacher and parent) should recognize and understand the task of adolescent development; consequently, by recognizing and understanding the task of adolescents, it is expected the educators (teachers and parents) are able to direct them appropriately and build good communication between the parties. Havighoust stated task of adolescent development as follows (Hourlock, 1980).

1. Looking for new relationships and more relationships with peers, both men and women

This developmental task is a continuation of the previous developmental task of developing attitudes towards social groups and institutions, but in adolescence, the need to establish relationships with peers is more visible, even sometimes it can cause problems between parents / educators.

2. Looking for social roles as women and men

In adolescence, the influence of peer groups is stronger in adolescents, so that at this time formed small groups that are very closely related called as "click". Teenagers who can form certain "clicks" usually establish groups called "gangs" and usually organized.

3. Accept physical state and use body effectively

In adolescence, there are drastic physical changes and usually occurs in girls, because physically females mature faster than male. Physical growth of boys is slow so that when they are physically mature, men are taller than women.

4. Achieve emotional independence from parents / educators and other adults.

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Traditionally, adolescence is considered to be a "storm and stress" period when emotional tension is high resulted by physical and longitudinal changes. This emotion is usually expressed by grumbling, not wanting to talk or loudly criticizing the people around them.

5. Prepare for a career / economical independence

In this period, they are started to think about future seriously. Teenagers start trying to approach a career with a more practical and realistic attitude adjusting between abilities, time and costs required and the length of the career to be obtained (education), this process is usually conducted by exploratory.

6. Preparing for marriage and family life

Preparation for family life begins with adolescents with the opposite sex often termed as "dating". Dating is considered as entertainment, and the process of socialization and status and if possible to become a life partner later.

7. Obtaining a set of values and ethical systems as a guide for behaving and developing an ideology

Occasionally conflicts occur between adolescent and parent/educators, especially those who are less realistic in viewing the values and ethical system adopted, during the process to achieve set of values and ethical system. On the other side, many teenagers want to sacrifice the standards of values and ethical systems obtained from parents / educators in order to get attention or desire / social support from their friends (Mappiare, 1982).

Considering complexity and heavy burden of this developmental tasks for adolescent, teenagers need guidance and direction to take appropriate steps according to their conditions leading to perform the duties extraordinary (Putro, 2017).

B. Development and Maturity of Adolescent's Emotion

Emotional aspect is one of predominate aspects in adolescent development. Keith Oatley & Jennifer M. Jenkins (1996) said "emotion is a state of readiness for action, setting priorities and prompting plans" (Jenkins, 1996). Daniel Goleman revealed that emotion is every activity of turbulent thought, feeling, lust, every mental activity that is great or overflowing (Goleman, 1997). Another opinion from Campos (2004) & Saarni (2006) stated emotions are feelings or affections that arise when a person is in a state or interaction that is considered important by him, especially relating to his existence (Santrock, 2007). Furthermore, emotions are also interpreted as the body's reaction in response to situations or events that occur in the environment (Fatchurahman, 2012). Emotion is a condition caused by a certain stimulus or situation that causes a change in behavior in adolescents. Emotions are represented by behaviors that express comfort and discomfort with the situation or interaction that is being experienced. To conclude, emotions can be interpreted as the readiness of individuals in dealing with situations that can be born in the form of actions or expressions.

As the matter of fact, we often encounter is the overflowing and changing emotions of teenagers. For example, when a teenager unable to obtain things that he want, he tends to express it in inappropriate behavior, such as slamming a door, punching a wall or silent mode. This emotions can be controlled and parents/educators able to comprehend it by recognize teenage emotional patterns. If the emotional patterns have developed well, then parents/educators automatically can develop this emotion for preferable development.

The general pattern of adolescent emotions according to Hurlock (1980) is almost the same, the difference lies in the stimuli evoke emotions and degrees and especially in controlling the exercise of individuals over their emotional expressions. In general, emotional patterns include anger, jealousy, fear, joy, jealousy, sadness, curiosity, and affection. For instance, sometimes teenagers does not express anger by exploding the emotion, but by grumbling or working odd jobs to earn money because of disappointment over parents/educators who cannot fulfill the desire to obtain their yearning (Hourlock, 1980). Teenagers expressing their emotions in more acceptable ways can be called as emotionally mature. Emotional maturity is said as an individual's ability adjusting into environmental situations including condition of own feelings, capability to control emotions and their emotions in certain social situations; thus, they can be accepted by the community environment (Susilowati, 2013).

By the time individual emotional maturity increases, negative emotions is automatically decrease. Forms of positive emotions can be in express of affection, love, and love will develop for the better. The development of positive forms of emotion allows individuals adjusting themselves to their environment by receiving and sharing affection for personal and others. To reach the maturity of the transition, adolescents must learn to obtain information about plan-settlement causing emotional reactions (Susilowati, 2013).

Goleman (1997) suggested five important steps in developing children's emotions that might be modified for adolescent emotional development (Goleman, 1997), that are:

1) emotion awareness, 2) recognize emotions as opportunities for intimacy and teaching, 3) listen empathetically and affirm feelings of adolescent, 4) support them by labelling emotions with wording, 5) determine boundaries while help them solving their own problems.

The detailed description of these steps will be explained as follows:

#### 1) Emotion Awareness

Parents/educators must realize adolescents have emotions and because of this reason parents/ educators must recognize their emotions. In return, parents/educators will be able adjusting into this emotions when emerging and they are able to respond. With response from parents/educators, the teenager will gradually become aware of their emotions and they manage transferring their previous experiences if the emotions explode.

On the other hand, parents/educators have emotions occasionally out of control towards the adolescent like rebuke by hitting, cursing, swearing, or cursing. If the actions of adolescents are less pleasing, then express these emotions in a way less damaging relation between parent/educator and adolescents. If a parent/educator requires to respond to anger when they express their emotions; then, they obligate to voice their emotions in a respectful way. By inviting the adolescent to discuss and exchange ideas, parents/educators are able to guide their emotional patterns resulted the advanced emotional development.

Remarkably, by means of comprehending emotion awareness, the appropriate expression of anger by parents/educators is in the form of providing detailed comments reason why parents/educators forbid teenagers to do certain thing. If the discussion unable to subsided, parents/educators are supposed to divert their attention and they continue to determine clearly by what means fostering the emotions.

#### 2) Recognize emotions as opportunities for intimacy and teaching

Expression of adolescent emotions is an opportunity to establish intimacy between parents/educators with the adolescents precedently in the occurrence of negative emotions indirectly parents/educators gain a moment teaching the concept to them. Assuming that parents/educators identify expression of the negative emotions, they intend challenging to establish the intimacy and concurrently it develops as opportunity to teach them like exploring their feelings. Parents/educators literally have trained listening skills to adolescent in such way they have opportunity to solve their problems by asking questions and eventually parents/educators capable to motivate adolescents to reduce their negative emotional expressions.

#### 3) Listen empathetically and affirm feelings of adolescent

Empathetic listening implies listener using eyes, ears, and mind to observe physical movements including movements of the hands, body, or eye gaze and emotional speech presented.

Through physical movements, teens use imagination to see situations from their point of view. Usually drawn on their own words to redefine events or expressions over criticizing or laughing. In case that adolescents imagined or expressed, parents/educators should be able to respond with empathy wholeheartedly, they can sense their feeling. Similarly parent/educator frequently asked by adolescents listening to their stories or experiences encountered outside the home, they should listen with empathy, avoid to interrupt the conversations, and avert to perform elementary response replying only a yes or no.

Parents/educators empathically listened to the communication will attentively observe the expression during the story anecdote. Feedback is not limited to words only but it can be reinforced with gentle touch or smile.

#### 4) Support them by labelling emotions with wording

One of easiest and meaningful process for teens is to labelling expressed emotions. Through the medium of labelling expressed emotion, it can support this adolescent to reverse unknown, scary, and uncomfortable feeling to be formulated and natural phenomenon in daily life. In case that the emotion has not subsided, parents/educators should discover alternative wording for labelling this emotion. This emotion labelling approach performed by parents/educator is expected

to compare vocabulary used in developing their emotion. The more teens precisely express their feeling through words, the more they improve showing how they feel.

5) Determine boundaries while help them solving their own problems

Principally, there are five stages required to be exceeded in solving a problem: a) setting boundaries, b) setting goals, c) thinking of possible solutions, d) evaluating advocated solutions based on values, and e) supporting adolescents designated a solution. In the course of problem solving, this stages appear to be complicated to adolescent yet the teenagers eventually master this processes deliberately work on it through relaxing and playful mode.

To determine the limits of behavior that is allowed or not, parents/educators are asked to determine this based on the rules and values that can be accepted by adolescents. So what is needed is boundaries and what is permitted, so that adolescents can learn these things.

If alternative solutions are obtained, then support teenagers to evaluate these alternatives based on the values shared by family, religion; finally, they can choose the right solution for the problem they are facing. In case of emotions of adolescents have developed appropriately, the development of adolescent emotions has been formed consequently coaching by parents/educators has succeeded.

Teenagers who are having mature emotion when they are no longer explosive in expressing their emotions in adolescence step, able to remain for the right moment expressing their emotion being accepted by others. If they can assess situation critically before acting emotionally, then this teenager can control the stimulation that can arouse adolescent emotions.

Teenagers can reach this level of emotional maturity by discussing personal problems with others, or learning to use emotional catharsis (discussing emotions either by writing a diary or discussing with others) to channel their emotions (Hourlock, 1980). The characteristics of individuals having emotional maturity are as follows (Dian, 2013).

1. Objectively accept the situation of himself and others.
2. Generally not impulsive, can regulate the mind in providing stimulus responses.
3. Can control emotions and emotional expressions well even in a state of anger and anger visible presented.
4. Can think objectively so that they are patient, understanding and have good tolerance.
5. Being responsible, independent, not frustrated and able to deal with problems with understanding.

In addition, Jersild explained the characteristics of individuals who have emotional maturity:

1. Complete personal acceptance. Individuals who have emotional maturity can accept physical and psychological conditions both personally and socially.
2. The ability to control emotions. In individuals, the urge appears to do something that is contrary to the values that apply can be controlled and organized in a good direction.
3. Objective. Individuals will view events not only from a personal point of view but also based on others.

Based on explanation above, it can be concluded that the characteristics of individuals who have emotional maturity are non-impulsive, being responsible, having emotion control, completely having personal acceptance, and think objectively. Adolescents having emotionally maturity acquire and able to provide emotional responses in life's challenges either light or complex problems and able to resolve them, able to control emotional overflow and be able to anticipate critically (Lestari, 2018).

### C. Teachers and Parents Effort in Guiding Emotional Development Adolescent

The success of adolescents in fulfilling their developmental tasks is inseparable in what way parent presenting and directing the tasks of development to their children. Teenagers as family members with their role as children have a close relationship with parents. Since infancy, parents have a very big role in educating and raising them (Dian, 2013).

The formation of emotional maturity cannot be separated from the role of parents, because parents are the first people who have a role in regulating and educating a teenager to obtain good emotional maturity (Lestari, 2018). Therefore, parents as the smallest unit are very influential on the emotional development of adolescents. The positive relationship occurring between mother and father will have a positive effect on caregiving further influencing the process of socialization between parents and adolescents ultimately providing color in emotional development of adolescents. Emotional maturity can be obtained through affection. Using affection, they will feel comfortable and being distant

from negative behaviors. Conversely, emotional immaturity occurs when parents behave indifferently and force their will. This will make teens feel depressed and irritable (Lestari, 2018)

Parental understanding related to their knowledge, beliefs and values embraced also about the role of parenthood, as well as the ways parents perceive, manage, comprehension of their behavior and beliefs towards adolescents will influence their emotional development. Therefore, it is important for parents to be aware in fostering the emotional development of adolescents to believe as individuals grow interacting with other people (Susilowati, 2013). There are two variations in dealing with others: 1) continuity and stability in relationships, 2) discontinuity and relationship changes.

In short, in fostering the emotional development of adolescents need to observe and keep tabs on adolescent relationships with other, maintain continuity and stability and decide continuity of the relationship that expected having a change need to be fostered and formed repeatedly by parents.

Educators in schools / places of learning as the second environment of adolescents likewise need to have a care to 1) continuity and stability in relationships, 2) discontinuity and relationship changing. The teacher as a professional position appears in the role of a job requiring competencies obligated to exceed professional standards. From the overall description above, the competencies that must be possessed by teachers to achieve professional achievement can be grouped into personal competencies, educational competencies, and social competencies (Noah, 2009; D. A. Putri, Yendi, Taufik, & Yuca, 2019; M. L. Putri, Taufik, Yendi, & Yuca, 2019).

An educator must have good social competence, a teacher must be able to develop relationships with the school environment and education community, especially for teachers in establishing intimacy and relations with students in order to recognize needed aspects developed by students. By observing adolescent behavior needed to be developed, it is hoped that the emotional development of adolescents will develop properly.

## Conclusion

Adolescence is a unique and distinctive and full of turmoil, especially emotions. If educators/parents do not understand the emotional turmoil of adolescents, the communication probably occurs between parents/educators will be disrupted and it is likely the development of adolescent emotional development less controlled. Teenager is a period requiring full attention both from parents/educators, teachers, friends and people around them

Adolescence is a period of individual development stretching from adolescence to adulthood. At this time, there are some developmental tasks obliged for awareness for instance achieving emotional independence from parents/educators and other adults.

Emotion is individual readiness in dealing situation occurred in the form of actions or expressions. Thus, the emotions of adolescents can be controlled and parents/educators can understand and more advantageously for parents/educators to be familiar with emotional patterns of adolescents. Emotional patterns include anger, jealousy, fear, jealousy, joy, sadness, curiosity, and affection.

Adolescents said to have mature emotions, if they are able to assess the situation christically before acting emotionally thus able to control the stimulation arousing emotion.

The positive relationship between mother and father have a positive effect on the emotional development of adolescents. Parents/educators believe as individuals grow, they get in touch with other people. There are two variations in dealing with others: 1) continuity and stability in relationships, 2) discontinuity and relationship changes. Therefore, parents/educators should be alert of this two variations of adolescents in dealing with others.

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