

## THE EMOTIONAL STABILITY OF THE CHILD'S DEVELOPMENT IN THE TRANSITION PERIOD DURING ADOLESCENCE IS BASED ON THE ISLAMIC-EDUCATION PSYCHOLOGICAL VIEWS

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### ABSTRACT

*Many children are started to grow into teenagers, but child's emotional stability is still unstable due to several internal and external factors. Emotional stability affects the quality of learning to which a child is about to grow into a teenager. This research aims to solve the emotional ability of child development during the teenager transition period. This research design is qualitative research focused on a systematic literature review by examining scientific articles and manuscripts from the literature that are relevant to the problems raised in this research. The data sources are divided into two kinds, primary and secondary sources. The primary data are books used as main sources concerning the study of child development during Adolescence. Meanwhile, the secondary data are scientific research considered relevant to this study. The analysis method is descriptive analysis to determine the emotional stability of the child's development during teenager transition in the Islamic views. The research result shows that intervention from parents and teachers in the stability and the process during transition periods is needed to improve the quality of a child's learning. The intervention of the emotional stability in children during this transition period with a humanistic approach.*

### ABSTRAK

Banyak anak yang mulai tumbuh menjadi remaja, namun kestabilan emosi anak masih labil karena beberapa faktor internal dan eksternal. Kestabilan emosi mempengaruhi kualitas pembelajaran yang akan dilakukan seorang anak untuk tumbuh menjadi remaja. Penelitian ini bertujuan untuk mengetahui perkembangan kemampuan emosional anak pada masa transisi remaja. Desain penelitian ini adalah penelitian kualitatif yang berfokus pada tinjauan pustaka yang sistematis dengan menelaah artikel ilmiah dan manuskrip dari literatur yang relevan dengan masalah yang diangkat dalam penelitian ini. Sumber data dibedakan menjadi dua macam, yaitu sumber primer dan sumber sekunder. Data primer berupa buku-buku yang digunakan sebagai sumber utama mengenai kajian perkembangan anak pada masa remaja. Sedangkan data sekunder adalah penelitian ilmiah yang dianggap relevan dengan penelitian ini. Metode analisis yang digunakan adalah analisis deskriptif untuk mengetahui kestabilan emosi perkembangan anak pada masa transisi remaja dalam pandangan Islam. Hasil penelitian menunjukkan bahwa intervensi dari orang tua dan guru dalam stabilitas dan proses selama masa transisi diperlukan untuk meningkatkan kualitas belajar anak. Intervensi kestabilan emosi pada anak pada masa transisi ini dengan pendekatan humanistik.

## 1. INTRODUCTION

Junior High School students psychologically are in the period of middle adolescent development, in the range of 15 to 18 years old (Fajri, 2017). During this period, students show a reaction and emotional expression that tend to be an unstable and relatively unclear tendency for requests and a talk to be done. In Adolescence, teenagers experience emotional development, which reaches the emotional peak, the highest emotional development. Therefore, teenagers must have concern from their parents, teacher assistance, and reasonable circumstances to control their emotions (Zola, 2017). Adolescents whose self-concept is well-developed will grow confident, brave, and eager to learn, have self-belief, be active in learning, become independent individuals, and have a good insight toward their selves (Gunarsa, 2008). This research shows that adolescents appreciate who they are and what distinguishes them from other teenagers. Teenagers need a long time to understand who they are (Ranny, Rize Azizi A.M, Ervina Rianti, and Nurva Novita 2017).

Toward Adolescence, psychologists also do not agree on how prolonged Adolescence is. They decided to determine the onset of Adolescence, it started with an agitation which is signed by the first menstruation for girls and wet dreams for boys. These conditions differ from one to another, and some begin at 12 years old while others start at 13 to 15 years old. In line with physical and psychological development, religious teachings teenagers are influenced. It means that the appreciation of teenagers toward spiritual teachings and religious acts widely relates to these developmental factors.

Spiritual development in adults is signed by how they think critically, are positive, open-minded, mature, and tolerant. However, being mature is not measurement and guarantees solid religious awareness, and the personality remains immature. Age-based on the calendar or age of someone (mature) is not necessarily in line with the maturity of his character, mental, and the stability of religious awareness. Many people have passed the age of 25, which means they have matured according to calendar age, but the spiritual life shows immature. The teenagers under 23 years old have religious awareness that is adequately mature. The achievement of solid religious understanding in people depends on their intelligence, the maturity of their feeling, motivational life, life experience, and social-cultural condition.

Teenagers who are aware of how they are will have an assessment of their selves, whether what they are doing is good or bad, capable or less capable. Self-concept is one of the personalities that need to be developed. According to Gunarsa (2008), teenagers whose self-concept is well-developed will grow confident, brave, eager to learn, have self-confidence, be active in learning, become independent individuals, and have a good view of themselves. God creates every individual with specific traits. No individuals are born identical, even if they are twins. The important thing is that teenagers can know and evade what brings them to depravity (Ermayani, 2015).

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Adolescents certainly appreciate who they are and what distinguishes them from other teenagers. They need a long time to understand who they are. According to Puspasari (2007), Adolescents who understand self-concept are teenagers who want to determine who, what, and how they are today. Pemily (in Elida, 2006) said, “self-concept is a complex and dynamic system of someone’s belief regarding themselves, including attitude, feeling, belief, perception, values, and behavior that are considered unique from those.” Moreover, this interests the author to examine the self-concept of teenagers in this article to help them develop their possessed self-concept (Reski, Taufik, & Ifdil, 2017; Thanoesya, Syahniar, & Ifdil, 2016).

Families, especially parents, are expected to provide decent education and care in every period of child development because the family environment is the first school a child encounters to start his life (Ayun, 2016). Development is a thing that people experience biological, physical, and psychological development. According to Santrock (2007:19), child development is categorized as period and age range: birth period, infancy, childhood, and adolescence. The birth period starts with conception to birth, infancy is considered as a baby to 24 months, early childhood from 2 to 6 years old, late childhood from 6 to 11 years old, and adolescence is the transition period from late childhood to approximately 11-12 years old to 18-22 years old. In the next stage, teenagers’ intellectual development will affect their beliefs and religious acts (Nirwana, 2020).

Sigmund Freud’s psychoanalytic theory describes development as something that is usually unconscious (outside consciousness) and colored by emotions. Psychoanalytic theorists emphasize that early experiences with parents significantly shape a child’s personality development. According to Sigmund Freud’s Psychoanalytic Theory, the structure of the human personality consists of three systems: the id, ego, and superego. The three systems are a harmonious organizational unit for people considered mentally healthy, allowing individuals to relate to their environment efficiently and satisfactorily. If these three systems are against one another, the individual will encounter adjustment difficulties. Human behavior is commonly the product of the interaction of these three systems. Based on these, the researcher considers analyzing the stability of emotion on the child’s development during Adolescence. The purpose is to comprehend the emotional stability level of the child’s development during Adolescence in the Islamic educational views.

Menurut Papalia, etc. (2008), “Adolescence is a developmental transition period between childhood and adulthood that generally starts in 12-13 years old to the late teenagers in the early 20s. Adolescence is a time of increasing disparity between the young majority, which is geared to fill adulthood and make it productive, and the minority who will be encountered massive problems.” (Offer, 1987; Offer and Schonert-Reichl, 1992) (in Papalia, dkk, 2008).

According to Sarwono (2007), if it is viewed from medical science and biology, for example, “adolescence is a period when humans have reached the level of maturity in their genitals.” In addition, Muss (in Sarwono, 2007: 8) said that “adolescence comes from *adolescere* (Latin) that means growing to maturity.” It is in line with Yudrik (2012), that said, “adolescence is a period where an individual reaches a level of maturity that begins with the maturation of the physical (sexual) organs so that the individual can produce.”

Also, in line with Muss Piaget (in Hurlock, 2006), psychologically, “Adolescence is the age when individuals integrate with adults, they are no longer under the elderly seniority yet in the same level as them, at least in the integration with society (adults) who have many effective aspects, more or less associated with puberty including marked intellectual changes. A specific intellectual transformation from how teenagers think is allowed then to integrate into adult’ social relationship, in the fact this is the common feature from this developmental period.” Adolescence is also a period when a person searches for his identity in various ways, otherwise, behavior and attitudes, which sometimes cannot be handled and controlled, will lead to something negative (Sopiatin dan Sahrani, 2011).

While according to Salzman (in Yudrik, 2012), “adolescence is a period when there is individual alteration being independent people, the emergence of sexual desire, and the awareness of values and moral issues.” Teenager physical development is characterized by a large proportion of physical growth due to the maturity of other organs. In addition, teenager sexual development is also signed by primary and secondary sexual characteristics (Yusuf dan Nurihsan, 2008).

Based on Tanner (in Hurlock, 2007), the physical appearance of teenagers between 12 and 16 years old is a life period full of events throughout their growth and development. After they went through the rapid development the childhood and the circumstances involved in their growth, Adolescence otherwise determined their behavior and interest.” According to Rumini & Sundari (2004: 53-54), “adolescence is the transition from childhood to adulthood, where people evolve all the function alteration to encounter adulthood.” Witherington in Rumini & Sundari (2004: 54), “adolescence is divided into two stages, early adolescence (12-15 years old) and late adolescence (15-18 years old).”

An emotion can be defined as an intrapersonal condition, a complex feeling state, and a steady-state that is covered by the biological and psychological condition before a behavior happens (Herawati, Mujahidin, & Hamat, 2019), or a motive that controls an individual or personal behavior (Najati, 2005), especially when someone condition in interaction is crucial for him, it is particularly those related to well-being accompanied by physical changes (Damayanti, Sovitriana, Nilawati, & Widayani, 2018). In Islam, emotion is a condition of the human soul in an uneasy state, such as sadness, disappointment, restlessness, sadness, lust, and violating Allah’s

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commands due to the human heart not believing and disobeying Allah (Hasanah, 2014). God gives emotions to humans with the aim that they can experience a happy life. Humans who can control their emotions well will be able to achieve the best life (Wijokongko, 2011).

Adolescence is a period of transition from childhood to adulthood. Adolescence is a period that is often said to be a period full of stress, namely, a period where there is high emotional tension caused by physical and glandular changes (Hurlock, 2004). Adolescence is ended with some characteristics as follows: the rapid physical development has completed (physically matured), the growth of the intelligence is almost complete, the individual development has been grown yet, and social spirit growth is still running (Darajat, 2005). Adolescent in the transition period commonly experiences upheaval changes, either coming from their selves involving physical and psychological alteration or coming from their circumstances triggering changes and treatments. Those issues can cause many gaps in the individual or behavior of teenagers, which is related to their events also parents.

Adolescents with thinking abilities are generally confounded by emotion and commonly disobey the regulations from their parents (Santrock, 2003). Moral action covers three aspects; competency, desire, and custom. These are needed to direct the moral life and form moral maturity. Moreover, the characteristics that adolescents desire most must be considered. It is clear that every parent wants their children to be able whether it is good, care about what is accurate, and do what they believe is true, even though they have to face temptation from within and pressure from outside (Lickona, 2013).

## 2. METHODS

This research design is qualitative research focused on library research by examining the words of Al-Qur'an, books, and manuscripts from the library sources that are relevant to the issues in this research (Efendy, 1989: 192). Data resources are divided into two forms; primary and secondary data. The primary data are books that become the primary manual covering the study of child development during Adolescence. In comparison, the secondary data are books considered relevant to this research topic (Arikunto, 1993: 131). The analysis method is a descriptive analysis used to determine emotional stability in the child's development during Adolescence in the Islamic educational views.

## 3. RESULTS AND DISCUSSION

The results of this study are presented based on research findings by analyzing books and articles that answer this research statement. Adolescence or the period that is full of contradiction as people say that Adolescence is an energetic, heroic, dynamic, critical, and most beautiful period. However, some assume that Adolescence is a period of storm and hurricane, vulnerability and

eccentricity since this period is on the verge of *the best time and the worst time* (it can be the best period, otherwise the worst period) (Susansti, 2018).

In intelligence growth, adolescents can think critically, although some condition is still colored by adequately high emotion. Intelligence growth is affected by many factors, such as internal or external. These include the following elements: heredity, maturity, formation, and interest. A dramatic change also contains several changes like mindset, attitude, behavior, and mental spirituality (Zaini, 2018).

From the emotional side, adolescents are still unstable and unable to control their emotions. It is caused by the ego that dominates them. The emotional issue chained with the adolescent psychological condition is the emotional form directed to less normative things even can fall into immoral actions. On the other hand, a teenager's passionate emotional state is applicable because they can continue to achieve their identity. They direct the development of individuals who can finally guide themselves in dealing with their problems (Fadhilah, 2017).

In social development, they are more concerned with their social engagement than family engagement. It is caused by the emotions of teenagers reaching a peak. Furthermore, religious motivations from their parents are essential for children during their Adolescence, besides religious, and social circumstances. Zakiyah Darajat believes that child's social development is from one to other phases. Therefore, to channel their social role to the positive side, the family and their environment are obliged to explain social norms and values and is emphasized religious things.

The ways to cultivate SQ and EQ are by instilling morality (*Aklaqul Karimah*) and religious values as a whole, in cognitive, affective, and psychomotor. The religious subject is not only for remembering but how the religious teaching is implemented into daily life (Rifa, 2005). Adolescents' cognitive development at this age begins to prepare themselves for adulthood with an adult-like mindset. They start to like the complex issues that challenge their thoughts and begin understanding their abstract and theoretical thoughts (Pohan, 2017).

In social development, teenagers adapt to other groups of people, including dating relationships that previously have not existed yet, and must adapt to the adult outside family and school circumstances. However, the most difficult things are to adapt to the increase of the influence of their peers, social behavior changes, the new social groups, the new values and the selection of the relationship, and the new values in the support and the selection of the leadership (Fauzia, Maslihah, dan Ihsan, 2019).

In moral growth, children think about whether they are good or not, especially for themselves and other people. Adolescents begin to know what the group expects from them and shape their behavior to fit social expectations without being constantly guided, supervised, encouraged, and threatened with punishment as experienced in childhood (Hadi, 2019). Teenagers begin to consider

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all possibilities to solve a problem and take responsibility. However, internal (personal) factors are also the main cause. This factor depends on the family's education, which is further affected by social and moral environmental factors (Arifin, 2009).

In emotional development, Adolescents are said to have reached emotional maturity when they have not "exploded" their emotions in front of others, rather than waiting for a more appropriate time and place to express their emotions in more acceptable ways. They have been able to provide stable emotional reactions, not changing (this is necessary for EQ [emotional intelligence] which must be trained (Hasnahwati dan Djemma, 2020).

Teachers mainly guide and direct the student to have immersive morality (Sutarto dan Sari, 2020). Teacher personalities measure students' effectiveness as learning partners in the classroom (Warsah dan Uyun, 2019). According to the teachers, the obligation to foster students is inadequate, but family and society have the same prominent role. Three educational environments are influenced by the quality of the formation and student's personalities; the circumstances of the family, school, and community (Yaqin, 2016).

The role of the parents also affects the emotional stability in the child's development during Adolescence (Ginanjar, 2013). Especially parent parenting, parents and parenting implemented to children play the leading role in instilling the basic personalities that are evolved characteristics and portray people in adulthood. Every parent has a different parenting style in raising children (Samsudin, 2019). There are three approaches used by parents in raising children: authoritarian, permissive, and democratic. These approaches that have been applied will produce different outputs in social behavior (Lestiwati, 2013). Individual development cannot be separated from various factors, such as heredity and environmental factors, among family, school, and the community (Suryani, 2008).

The role of parents as educators is essentially an effort to answer the children's basic needs in their lives (Munjiat, 2018). The children's needed aspects are the need to love and be loved, the need for security and safety, the need for guidance, and the need to be known and disciplined. Parents can carry out Islamic educational methods in the family are as follows: 1) educating from the exemplary, parents exemplify the great immersive personality in order children following, 2) educating from daily life customs, directing children to carry out good things continuously and sustainably, 3) educating through advice and story, parents supposedly educate and direct children through excellent exemplary directly or indirectly (Herman, 2015).

Through interaction in the family, children gradually develop their ability, thought, and imagination (Jauhari dan Khayyal, 2005). Family circumstances are the cause and existing the juvenile delinquency, a broken-home family, a devastated family by the death of a father and mother,



a family engulfed by conflict, and low family-economic status, are the possible sources to cause juvenile delinquency (Andriyani, 2020).

The efforts to prevent the unexpected situation, as mentioned earlier, are by developing the potential of the children and facilitating them systematically and structurally to accomplish the competency of independency, child prisoner is assisted by counseling so that their life is being directed and the detrimental events do not happen through the assistance (Azizah, 2018). Strengthening character education in the current context is very relevant to overcoming the moral crisis in Indonesia. It has been admitted that society's actual and feared situation seizes the most valuable feature, namely children. This crisis is prevalently called promiscuity (Zubaidi, 2011).

In addition, to understand the symptoms that show how many teenagers fall into multiple problem behaviors, an educator is highly needed to be developed programs that decrease teenage problems. Among these programs are to provide individual intensive attention. A collaborative approach involving multiple agencies across the community. The basic philosophy of the community is the importance of providing programs and services (Diananda, 2019).

The efforts of the prevention in general include: a) Efforts to develop a teenager's personality since he was still in the mother's womb, b) After birth, children need to be nurtured and educated in an atmosphere of stability, joy, and optimism, c) in education in the school environment, school as a delinquency environment as a place for the formation of students plays a vital role in the mental, religious knowledge, and skills of the students (Albanjari, 2018), d) religious approach, students can evaluate their selves and increase their belief that exert the effort and process as optimally as possible (Damayanti et al., 2022).

#### **4. CONCLUSION**

Emotion is an individual's response due to the simulation of internal and external factors. The emotions that individuals commonly feel are the feeling of happiness, sadness, anger, disappointment, and others. Emotions are specific feeling and thought a biological and psychological condition, and the propensity to act. It is expected that an individual has and feels and reacts to emotion. Each individual also needs to be able to control and adjust the emotions that arise at the right level of intensity to achieve a goal. This ability is known as emotion regulation. Appropriate regulation of emotions includes the ability to regulate feelings, physiological reactions, cognitions related to emotions, and reactions associated with emotions.

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