

CONTROL OF YOUTH EMOTIONS AND STRESS FACING PUBERTAS

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ABSTRACT

One of the characteristics that marks entering adolescence is puberty, at which time adolescent emotions are often high and emotional control is needed. This study tried to determine the relationship between emotional control and stress in facing puberty in grade VII students. The population in this study was 360 students with a sample size based on krejcie Morgan as many as 187 students. Sampling was done using proportionate stratified random sampling technique. The data collection instrument used a Likert scale. The results of data analysis obtained the correlation coefficient (r) between emotional control and stress facing puberty of -0.539 with $P < 0.05$, so it can be concluded that there is a relationship between emotional control and stress facing puberty in grade VII students at SMP Negeri 23 Bekasi. With a negative relationship direction, this means that the better emotional control, the lower the stress in facing puberty.

Keywords: Emotion, Job Stress & Puberty.

PRELIMINARY

Today's adolescents grow up in a fast-paced world, resulting in feelings of boredom, tension, anger, and even stress. Stress is caused by the body's instinct to protect it from emotional, physical or extreme situations (Mahsun, 2004:6). In adolescence, there is a period where emotional tension increases because the individual is under social pressure and new conditions, which are termed stress and demand good adjustment from the adolescent concerned (Hal in Mappiare, 1982:32). Adolescence generally begins with puberty, which is a period in the range of development when children change from asexual beings to sexual beings.

Santock (2002:7) states that the age of puberty in women occurs on average two years earlier, namely at the age of 10.5 years than in men, namely 12.5 years. However, not all individuals, both men and women, experience it earlier or later. The existence of this difference is a very difficult period even though this period is very short because it is experienced by individuals for only two to four years (Mappiare, 1982:28). In this period, adolescents experience changes in the hormone work system in the body. This has an impact on both physical and psychological form.

The criteria often used to determine the onset of puberty are primary sex characteristics, namely first menstruation (menarche) in women and wet dreams (nocturnal emission) in men. In addition, there was also a change in secondary sex characteristics, namely signs that distinguished men and women that were visible from the outside, such as changes in voice, protruding breasts, growth of hair in the genital area, and others. (Hurlock, 1997:192). The physical state of adolescents undergoing changes creates a heightened emotional state and this is a characteristic of early puberty. If the emotions that occur during puberty have reached their peak level, adolescents will tend to act aggressively either through verbal or non-verbal

behavior. This aggressive behavior creates a stressful and vulnerable period for adolescents. Because it requires the ability of adolescents to control their emotions in order to give a better response to those caused by emotional stress.

Controlling emotions does not mean suppressing the emotions that can accompany stress but being able to put emotions into proper behavior without suppressing anything. Adolescents who are able to control their emotions well will get a pleasant assessment, while adolescents who are less able to control their emotions well will get an unpleasant assessment. Unfavorable judgments will lead to feelings of inferiority, frustration, depression and stress which can lead to personal and social adjustments (Hurlock, 1993:231).

THEORETICAL BASIS

Emotion Control

According to Goleman (2001:411) emotion refers to a particular feeling and thought, a biological and psychological state, and a series of tendencies to act. Emotion can also be defined as a state that is stimulated by the organism, including changes that are based on a profound nature and changes in behavior (Chaplin, 2002:163). These changes can be seen from facial expressions, gestures, and actions. The emotional state experienced by individuals is a complex reaction that shows the cognitive characteristics of physiological reactions and behavioral factors which are important components of emotion. This is in accordance with the opinion of Carison (1992:23) which states that emotions are innate and also obtained from human experience in responding to something that involves cognitive, physiological and behavioral factors. From this it is clear that emotions play an important role in human life, because it is necessary to control emotions.

Emotional control can be interpreted as an attempt on the part of the individual to regulate and control the emotions of themselves or others (Chaplin, 2002:165). Meanwhile, Wolman (1998:110) defines emotional control as an effort made by individuals to direct their emotions. The most popular concept of emotional control focuses on suppressing visible reactions to stimuli that cause emotions. Meanwhile, based on scientific concepts, emotional control means directing emotional energy to channels of expression that are useful and socially acceptable. Goleman (2001:41) suggests that emotional control does not only mean reducing pressure or holding back emotional turmoil and shifting moods through positive activities.

Thus, it can be concluded that emotional control is an individual effort to control and direct the energy that appears, whether it is pleasant or unpleasant, so that it can be channeled through useful and socially acceptable expressions and is able to divert emotions well. According to Goleman (2001:130) there are five emotional skills that individuals must have in relation to emotional control, namely:

1. Self-Control.

That is to keep destructive emotions and impulses under control and individuals who have self-control have the ability to:

- a. Manages well the feelings and emotions that press on them.
- b. Remain steadfast, positive and not manly even in the toughest of situations.
- c. Think clearly and stay focused even when under pressure.

2. Can be trusted.

Namely, being able to show integrity and being responsible in managing themselves and individuals who have a trustworthy nature have the ability to:

- a. Act ethically and never embarrass others.
- b. Build trust through self-reliance and authenticity.

- c. Admit one's own mistakes and dare to rebuke other people's unethical actions.
 - d. Stick to firm principles even if the result is being disliked.
3. Prudence (earnest nature).
That is to show dependability and responsibility in fulfilling obligations and individuals who have real nature have the ability to:
- a. Keep commitments and keep promises.
 - b. Taking responsibility alone for fighting for their individual goals.
 - c. Organized and careful at work.
4. Adaptability.
That is to be open to new ideas and approaches and to be flexible in responding to changes and challenges, and individuals who have an adaptability within themselves have the ability to:
- a. Skilled in handling diverse needs, shifting priorities and rapid changes.
 - b. Flexible in looking at the situation.
5. Innovation.
That is to be open to new approaches and flexible in dealing with changes and individuals who have skills in innovation have the ability to:
- a. Always looking for new ideas from various sources.
 - b. Putting the original solution in solving problems.
 - c. Creating new ideas.

Stress Overcoming Puberty

In life, humans are never free from stress. Stress can be interpreted as a reaction that is felt by humans when under pressure from outside or by something that cannot be touched, in the form of a lack or excess of stimulation which can cause prolonged boredom (Noi and Smith in Subekti, 1997:379). In other words, under stressful conditions, the body immediately adjusts itself to the pressure that comes by changing the systems in the body to cope with it. And stress that exceeds the limit of ability or exceeds individual endurance can result in psychological and physical disorders.

Suprapti Slamet (2003:35) states that stress is a condition in which the burden that a person feels is not commensurate with the ability to cope with that burden. At puberty, adolescents will face changes in physical, psychological and hormonal forms.

This situation certainly requires adolescents to be able to adjust well, and any problems that require adjustment from individuals will cause stress.

Because humans are holistic beings who are a unity between spiritual and material, spirit with body, soul and body, when infected by stress will spread to aspects of themselves so that the symptoms of stress will be involved. Braham and Hardjana (Subekti, 1997: 384 - 385) explain the symptoms that exist in each aspect, namely:

1. Physical aspects.
Physical symptoms include difficulty sleeping, dizziness, abdominal pain, muscle tension, cold sweat, change in appetite, loss of desire, skin problems and work disorders.
2. Emotional Aspects.
Emotional symptoms include: moral, sensitive, restless, depressed, nervous and aggressive.
3. Intellectual Aspects.
Symptoms related to intellectual aspects include: forgetfulness, decreased memory, frequent daydreaming, loss of humor and frequent mistakes.
4. Interpersonal Aspects.

Symptoms related to interpersonal aspects include: easy breaking promises, easy blaming of others, indifference to others, loss of trust in others, and pleasure to find fault with others.

From the explanation above it can be concluded that the stress experienced by an individual is actually an assumption about a situation that gives pressure or demands so that it is felt to be a threat to the welfare of his life, an individual who is under pressure or stress will show a regressive reaction in carrying out an activity or even become aggressive. Emotional factors that usually accompany stress can be controlled, namely by expressing emotions in socially acceptable forms by carrying out certain actions in the form of verbal and nonverbal expressions (Atwater, 1983:88-90).

Emotions play a big role in causing a behavior to cause emotional control to be something that is considered important, therefore it is important for individuals who are facing puberty to be able to control their emotions, where at puberty individual emotions often increase besides that there is a difference in the onset of puberty generate emotions and to overcome them the individual must learn how to deal with the reactions that usually accompany these emotions. Achieving emotional control is very important if individuals want to be accepted in their social group because uncontrolled emotions will not be accepted.

DISCUSSION

There is a significant relationship between emotional control and stress facing puberty, indicating that emotional control can affect adolescent puberty. This means that emotions play a big role in causing behavior to cause emotional control to be an important thing, therefore it is important for adolescents who are stressed facing puberty to be able to control their emotions, where at puberty their emotions often increase.

CONCLUSION

Based on the results of the analysis that has been done, the result is that it is true. "There is a relationship between emotional control and stress facing puberty with a negative relationship direction. This means that the better emotional control, the lower the stress level in facing puberty.

SUGGESTION

Based on the results of the research and discussion above, it can be suggested that students who are facing the stress of puberty are encouraged to continue to increase knowledge about puberty and maintain existing knowledge to younger students. And it is important for parents to provide knowledge about puberty as a preparation for children to enter adolescence.

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