Emotional and Social Character Development during Growth Period

Akmal Hawi[1], Afnibar[2], Suci Nur Utami[3], Muhammad Syaifulloh[4], Hamid Mukhlis[5]

[1]Universitas Islam Negeri Raden Fatah, Palembang, Indonesia.

[2]Universitas Islam Negeri Imam Bonjol, Padang, Indonesia.

[3]Universitas Muhadi Setiabudi, Brebes, Indonesia.

[4]Universitas Muhadi Setiabudi, Brebes, Indonesia.

[5]Universitas Aisyah Pringsewu, Lampung, Indonesia.

E-mail:[1] akmalhawi_uin@radenfatah.ac.id, [2]afnibarkons@uinib.ac.id., [3]sucinurutami@umus.ac.id, [4]msyaifulloh@umus.ac.id

ABSTRACT: It is known that the nature of emotional feeling occurs during infancy, in fact some experts argue that infancy in the womb is already influenced by emotion. However, we often do not understand whether the signs such as crying, laughing, etc. in the early stage of the baby are accompanied or followed by the intensity feeling or not. According to Bridges, children's emotion will develop through experience, even though it is still superficial and changing when the baby's emotions are expressed in the form of anger and fear by crying or trembling. Emotion is affective experience that is accompanied by comprehensive mental adjustment, where mental and physiology conditions are in overflowing condition, it can also be demonstrated with clear and real behavior. Emotion is complex condition of feeling that contains mental, body, and behavioral components related to affect and mood. Affect is an expression as seen by others and affect has vary types to response emotion changes, while mood is a feeling that is widespread, pervasive, constant and subjectively experienced and said by individuals and also seen by others. Emotion is specific feeling and thought; a biological and psychological condition; a range of tendency to act. According to the American College Dictionary, emotion is a conscious affective condition where feelings such as joy, sadness, fear, hate, and love (are distinguished from cognitive condition and conscious desire); and also feelings such as joy, sadness, fear, hate, and love.

KEYWORDS: emotional, social, character development, growth period

I.   INTRODUCTION

When a baby is 8 months old, the baby can begin to show very different things between anger and fear. During growth, the change in emotional expression will become increasingly clear and different. For example, the baby will attack the objects around to express the anger, gradually the baby is able to focus the emotion expression directly on the object that does cause anger. Emotional development in children's growth period is getting smoother in expressing it until adolescence [1]. Not smooth transition of emotional expression happens, because it is affected by exercise and control, and emotional behavior gradually changes. For example, children are screaming with pleasure and as a teenager they will refine their expression. As parent and teacher should be able to realize that this softer expression does not mean that the emotion no longer plays an important role in children's lives, because in fact they still need positive stimulant for further emotional development [2]. As the child gains physical strength and understanding, they will respond in different ways to things, because they consider it first. Eventually, children will reach the ability to adjust their behavior in relation to what happens to him. The more mature, the more clearly children can express their emotion, because their emotion is more easily classified as fear, anger, disgust, and hate, as well as their appreciation of value, desire, ideal, interest and reaction to people, institution, responsibility, point of view and other people's idea [3].

II.   TYPICAL TYPE OF EMOTION AND HOW TO CONTROL
2.1 Fear

According to J.B. Watson through his observation, he said that someone's fear is the result of conditioning. He gave the example of a newborn baby who was not afraid of fire, snake or lion. The type of stimulant that causes fear comes from exercise or previous experience. According to Watson, it is the insecurity factor that plays an important role in bringing fear. Fear appears in infancy (5-6 months), during growth, mental ability of the child will develop, then the fear will increase as well.

The research result of Jersild and Holmes reported by Kinsley in the study of the fear of children aged 7 months, it turns out that children can already show their fear response to animal, the sound of objects falling or the danger of falling, pain or people and things related to painful experience, stranger, foreign object, and foreign situation. Once children respond to fear of a situation, they may be traumatized and during the next period the same response will be repeated though maybe the second experience does not cause any problems [4].

That terrible fear is probably the result of children's imagination. If the distress and anxiety are the product or the outcome of a horrified imagined situation, perhaps the emotional reaction created will be more dangerous than the stimuli that actually cause fear. Talking about situations that can cause fear, many factors can increase the development of fear from certain experiences, such as crash, jet-coaster riding, or can be caused by memories of past behavior (brawl). The development of other fears as the result of teachings received deliberately from their parents, such as children should fear of teacher at school, police, ghost, etc.

Fear at the beginning of childhood has a strong influence on the individual personality development. However, after children grow up, they can gradually suppress the fear, so sometimes it even harmful to the emotional development. Fear can also be caused by hearing terrible experience from other people. The value of fear can also be useful as a preventive action so risk or damage can be avoided [5].

This positive thing can make someone think creatively to look for other ways in order to obtain better ways. Fear can be used by individual to build something constructive. A person can be encouraged to move and to act because of anger, hatred, love, jealousy, and so on, but what is better if the behavior stays within reasonable limits because of the fear. According to the final analysis, fear can act as a guide to the achievement of a conservative life and to the achievement of social policy, as long as the emotional condition can maintain directed behavior spiritually [6].

Control over fear, the elimination of fear to an undesirable level is impossible. However, to help reduce fear as much as possible from children's life is very beneficial, because in certain situations fear must be faced and overcome by every child [7]. Therefore, these efforts are very useful which will help children to be careful, respect the law, regulation, fear of accident, fear of the consequences caused by fire, etc..

Knowledge is a barrier of great fear, because one of the main elements that make a situation to create fear is unknown. If this uncertainty accompanied and persisted, there is a possibility that the fear will remain. Therefore, young people must be helped to develop a sense of appreciation, harmonize their thought, feeling, and real behavior [8].

2.2 Anger

Anger is another type of emotion experienced by children and also adults. Anger is different according to the form of expression on each individual and also from the age factor. In children, anger outburst is used to achieve the desired goal. This is their first discovery to use anger as a mean to fulfill their wishes. If children are not informed or helped in controlling their emotion, they may continue to use that technique throughout their life. In fact, sometimes they will use more negative technique such as attacking. This form of emotional behavior is not corrected from the beginning and later will be difficult to correct. As children learn to imitate and use language, they begin to express their anger in ways that are increasingly less physical. After or during adolescent period, they will express the anger through the use of language such as through satire, laughing, and others. However, they can also express the anger by ditching from school and channeling it in the form of juvenile delinquency [9].

The value of anger is some of the values or benefits provided by anger, because anger can be used as a counterattack as an effort to overcome fear. By using the anger, people can be shocked and raised from their lethargy or laziness.

Control over people's anger is done by diverting the stimulus source of anger. If you want to overcome the anger that is happening to you or want to help others to overcome it, the important thing is to be able to divert attention directed to a stimulus that is very different from the stimulus that will cause emotions. Parents and

teacher actually have a role in giving opportunities to apply this principle every day, by avoiding harsh commands or contempt words in front of children's face that will cause anger but will be more useful with constructive criticism. Likewise, those who want to defuse the anger of others (children or adults), they should understand the background of things that cause their anger. Usually it will be easier to deal with an individual's anger if the motive or reason justify their behavior are known, because people can have strong and accountable reasons for their anger [10].

Therefore, when dealing with children (even older people), after knowing the background, it will be easier to prevent or minimize the causes of anger. Usually an effective way is to give appreciation or praise in helping children to overcome their anger. Reason or consideration often actually provoke more anger, on the contrary pleasant words, although not related to the subject matter, might change the individual from anger condition toward a more positive attitude.

2.3   Affection

Psychologists recommend that children should be treated objectively and not compare one child with other children. Experts in the field of children suggest giving attention to the baby with love, because if the baby receives affection that is pure from others, it can be an important factor of the children emotional development in the future. Baby is helpless, because it requires care, kindness or generosity from others [11]. It turns out that during development into adulthood, compassion from others to bring a sense of security is still needed. Thus, children realize that their presence is indeed liked or desired. Children should have been trained from childhood to feel concerned about the need and welfare of other people. Since they began as a child, they must to be encouraged to form the habit of taking action to please themselves and bring pleasure to others, especially siblings and close relatives. This is where the role of parents is needed to be fair and objective in treating their children. Likewise the role of teachers, they should not show favoritism toward their students [12].

2.4   Sympathy

Sympathy is an emotional expression that is used by individuals in trying to put themselves in the place and experience of others where the last feeling may be pleasure or distress.

The ability to express sympathy does not come naturally, but requires a long training process in social awareness. Usually older children or adults are more able to show their attention and sympathy when they are adults. The words spoken or written become less important than the attitudes and behavior shown by adults who sincerely express their sympathy. The more the experience of sympathizer towards a person who is sympathized, the easier it will be for the sympathizer to give the sympathetic expression with a clearer feeling [13].

The researchers found psychological detail about how emotion prepares the body for each particular type of reaction such as the following.

1)   Anger is characterized by increased heartbeat, increased adrenaline hormone and drain the energy to hit, swear, etc.
2)   Fear is characterized with the frozen body, alert reaction, pale face, and blood feels to flow to the large skeletal muscle, for example the legs to be able to run or the eyes feel alert to observe the surrounding condition.
3)   Happiness is characterized by an increase activity in the center brain that inhibits negative feeling and calm, feelings that cause anxiety.
4)   Love is a feeling of affection and sympathetic pattern that point to a relaxation response, a set of reactions in the whole body that evokes a calming condition and satisfaction to facilitate cooperation.
5)   Surprise is characterized by rising eyebrows in individual eyes. This is a reaction to the possibility of receiving more information or trying to explore what is happening to design the best course of action.
6)   Disgust refers to the attitude of the nose constrict or other expressions of the face of disgust, due to the stimulation of the certain smells or sting smell.
7)   Sadness is characterized by the decrease in energy or spirit of life to do daily activities because of self-adjusting due to a sad loss or great disappointment.

III.   THE FUNCTION OF EMOTION IN LIFE

The effect of fear and anger can cause an individual to get heart palpitation, dry mouth, blood pressure and the work of the digestive system to fluctuate during emotional stimuli. A pleasant emotional condition will help

digestion and unpleasant emotional will interfere the digestion. Emotional disorder can also result speech difficulty. Therefore, prolonged emotional tension can cause people to stutter [14].

Fearfulness or aggression can also be caused by emotional tension or frustration. For example, a student who does not like a teacher, not because of the teacher's personality, but maybe because the student has experienced something uncomfortable in the classroom, for example receiving insult from the teacher. This can make the student absence from the class, and may be followed by more drastic action, namely running away from everything either from the teacher, parents, and others [15].

Religious experience is emotional as well as intellectual, because calm and inner peace will be obtained, also from religious experience student can get a view of life. Difficulties in overcoming emotional and frustration will interfere learning outcome. Factors related with affective individual experience will affect learning outcome.

Only then, children can learn more effectively if encouraged as they should. Once their desire arise because of the excitement or satisfaction from the result of the achievements experienced, they will continue to be motivated. Almost all situations can cause emotional tension, especially if individuals are not familiar with the situation and do not know how to respond. Maybe they will experience a conflict of interest or desire, causing difficulty in controlling emotions. However we want to deal with emotional stress effectively so we must know in advance the cause, thus it can be eliminated or adjusted. In general, teachers in kindergarten know that on the first and second days of school, children will always be nervous because they are faced with new situation, so they must try to adjust themselves to the very different environment [16].

This is where the role of teachers to help their students. Such conditions will remain attached to most young people, if they know they will be haunted as the freshmen when entering college. So they were given an orientation before the lecture about the situation to be faced. Usually success will add excitement to life and will provide emotional stimulation to the next achievement. Conversely failure will break the spirit and passion. Continued failure at school is a major cause of emotional disturbance among young people. Adolescents who run away from home are usually those who fail or are unable to meet the expectation of their parents. Another thing is socialization, if they are not accepted by the environment in which they are, then emotional disturbance will continue to stimulate them [17].

Emotional pressure is also often caused by what is done is not appropriate or even contrary to the interest. Emotional tension that emerged continuously during the work that does not fit the interest is something so common in society, then it will cause emotional conflict within the individual [18].

IV. EMOTIONAL MATURITY

Attitude is a determining factor for behavior. Attitude is a tendency to act in typical ways when receiving certain stimulation.

Attitude is a condition in which there is always a readiness to act. Attitude is the result of accumulation of experiences that affect life in direct activities. Thus, attitude is dynamic influence that shapes individual behavior pattern. For example, children who feel safe staying at home are given the opportunity to express their heart, and children who are protected from emotional tension arises from them, perhaps children is expected to be able to adjust their attitude towards further development better.

We have often heard that adults act childishly. It means that individuals cannot adjust their emotional behavior their level of maturity. Emotional immaturity can be demonstrated through a variety of response patterns, namely by attracting attention, fabricated utterance, strange appearance, rationalization (giving a seemingly good reason for their stupid and undesirable behavior), projection (throwing blame on others for their own weaknesses), and daylight dreaming (rejecting reality) [19].

Reaction of satisfying someone in other forms includes angry behavior, self-identification of a hero or figure, issuing inappropriate criticism to others, and showing jealousy [20].

In general, the behavior of those kind people is inconsistent. Individuals who can overcome the emotional behavior above are usually men or women who have been able to adjust well, and they are usually considered to be competent [21][22]. Generally those types of people are filled with constructive type of activities during the daytime, and at night their time is filled with adequate rest. With regular activities like this, it is hoped that their emotional condition will become more stable. Elizabeth B. Hurlock gives advice in overcoming emotion, that is by spend time in playing or working and understanding that busyness can be physically and emotionally healthy, develop a sense of humor, even laughing at oneself, and crying to help release emotion [23].

V.   CONCLUSION

Emotion arises from stimuli (stimulus), the same stimulus may be able cause emotion that is different and sometimes even opposite. Stimuli can arise from impulse, desire or interest that is blocked, whether caused by the lack of individual ability to fulfill or please. If all desires and interests are not blocked, it can be said that the individual is emotionally stable. The intensity and duration of emotional response is largely determined by the physical and mental conditions of the individual itself, also another factor that is crucial is the stimulus. It can be said that emotion will continue as long as the stimulus is present and the accompanying is still active. Because emotion affects behavior, behavior will continue to be affected as long as the stimulus is active, however emotion is not the only factor that determines behavior. Physical and physiological changes can be influenced by stimuli that cause emotion. Emotion will produce a variety of visceral changes and will affect the tendons in the body. This type of physical change can be easily observed in a person as long as his/her behavior is influenced by emotion, for example in conditions of anger, jealousy, confusion, and others. This is what is usually called the individual framework. Physiologically, changes that occur are not visible from the outside, it usually can be known through examination or diagnostic tests from psychologist. Physiological changes when emotion occurred generally include digestive function, blood flow, reduction of saliva (dry mouth), expulsion of the endocrine gland, etc.

VI.   REFERENCES

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