

Emotional Intelligence Training for Children in Conflict with the Law at Social Home M

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Abstract

Children who commit crimes or who are commonly referred to as children in conflict with the law tend to accept invitations or orders when they violate the law, the children in conflict with the law are also unable to recognize, feel, and control their emotions when they violate the law. In conflict with the law lack of knowledge about emotions can encourage them to do destructive things. The purpose of this study is to see whether emotional intelligence training can improve the understanding of the children in conflict with the law and whether the children in conflict with the law can recognize and manage their emotions so that they can intelligently use their emotions in everyday life. This study involved 17 children facing the law who were in the M social institution. The pretest and posttest results were calculated using the Wilcoxon signed rank test technique. The results showed the effectiveness of emotional intelligence training in children facing the law.

Keywords : children in conflict with the law, emotional intelligence, juvenile delinquency.

1. Preliminary

Today, the problems of teenagers in Indonesia are quite diverse, one of which is quite a concern is children who commit criminal acts or commonly called The Children in Conflict with The Law. During 2011-2017 there were a total of 9,266 cases involving children in conflict with the law. The highest number occurred in 2014 which reached 2,208 cases. The second highest was in 2013 with 1,428 cases. Meanwhile, the third highest number was 1,413 cases in 2012. In addition, some children acted as perpetrators of these cases. It was recorded that in 2017 there were 116 cases of children as perpetrators of sexual violence. Meanwhile, there were 134 cases of children who were victims of sexual violence (Setyawan, 2017). KPAI also noted that the children in conflict with the law cases had the highest complaint rank until May 2018. Of the 1885 complaints received, 504 of them (27% of the total cases) were children in conflict with the law cases (Primastika, 2018).

The increase in the number of children in conflict with the law cases has the consequence of increasing the number of children in conflict with the law in child social rehabilitation centers as partners of law enforcers. This social institution in Cipayung is one of the social rehabilitation institutions that is used as a reference for children in conflict with the law care during the legal process. The children in conflict with the law will carry out their daily activities there with some regulations and restrictions on freedom. This social institution has a Rumah Antara (RA), a dormitory, and a place to hone the skills of children in conflict with the law such as workshops, making crafts, servicing electronic equipment, and others. Rumah Antara is a sterilization house for children who are brought in from court decisions and referrals. Rumah Antara was formed to

carry out physical healing, observe behavior patterns and provide social therapy to children in conflict with the law, both court decisions, and temporary referrals to wait for the legal process to take place.

The condition of children in conflict with the law in this social institution generally comes from low economic and educational backgrounds. As a result, the motivation to fulfill economic needs is the trigger for the emergence of criminal cases that they commit. The lack of family attention also causes a lack of supervision of children in conflict with the law's behavior. This is also supported by the condition of the children in conflict with the law who are on average in their teens where adolescence is a developmental phase between childhood and adulthood.

Adolescence is also considered a time of heightened emotional tension, as a result of physical and glandular changes. The cause of heightened emotions in adolescents is generally caused by the social environment. Emotion is a distinctive feeling and thought a biological and psychological state, and a series of tendencies to act (Goleman, 2009). Emotion is a reaction to stimuli from outside and within the individual, for example, happy emotions encourage changes in one's mood, so that physiologically it looks like laughing, and sad emotions encourage someone to behave in tears.

Adolescents experience instability from time to time as a consequence of efforts to adjust to new behavior patterns and new social expectations (Hurlock, 2011). This is directly related to the emotional state felt at the age of adolescence to determine how adolescents will act on the stimuli they receive. The unstable emotional state of adolescents makes them vulnerable to various behavioral deviations, such as running away from home, fighting, and theft.

The children in conflict with the law tend to accept invitations or orders when they violate the law, the children in conflict with the law are also unable to recognize, feel, and control their emotions when they violate the law. Children in conflict with the law lack of knowledge about emotions can encourage them to do things that are destructive or harmful without solving their real problems. If this situation is allowed to continue, children in conflict with the law may experience antisocial personality disorder. These problems cause children in conflict with the law who are still in their teens to be unable to use their emotions wisely so it is necessary to conduct emotional intelligence training. According to Goleman (2009), emotional intelligence is the ability that a person has in motivating himself, resilience in the face of failure, control emotions, delay gratification, and regulate mental states. With emotional intelligence, a person can put his emotions in the right portion, sort out satisfaction and regulate moods.

By increasing emotional intelligence, the children in conflict with the law are expected to be able to understand, recognize and manage their emotions intelligently in dealing with various situations that occur in their daily lives of the children in conflict with the law.

2. Method research

This study uses a quasi-experimental method (quasi-experimental). The research design is a one-group pretest-posttest design or also known as a before-after design. Participants in this study involved 17 children in conflict with the law who were in Rumah Antara. The sampling technique is based on a non-probability sampling method, which is a sampling technique that does not provide equal opportunities or opportunities for each element or member of the population to be selected as a sample. Participants in this study were taken based on purposive sampling. The sample criteria in this study are children facing the law who have just entered a social institution placed in Rumah Antara and are undergoing legal proceedings, male, with an age range of 12 to 17 years.

The children in conflict with the law who are participants in this study will be given emotional intelligence training based on aspects of emotional intelligence according to Goleman (2009), namely recognizing one's emotions (self-awareness), managing emotions, motivating

oneself, recognizing other people's emotions (empathy), and build relationships. This training consists of 4 sessions of 90-100 minutes each.

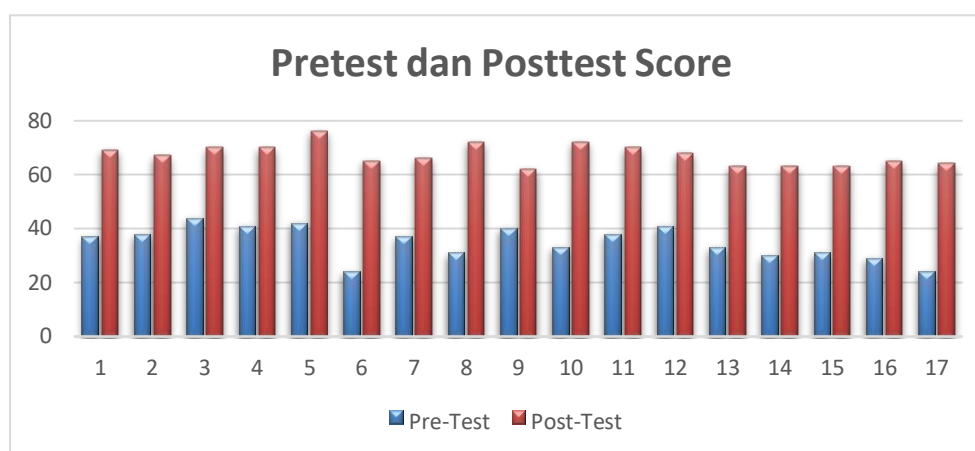
To measure the effectiveness of this training, researchers used evaluation of learning outcomes in the form of pre-test and post-test. The measuring instrument used for pre-test and post-test is based on aspects of emotional intelligence according to Goleman (2009). Each aspect consists of several statements with answer choices ranging from 1-4 ranging from Strongly Appropriate to Strongly Disagree. This emotional intelligence scale was adapted from the emotional intelligence scale compiled by Wibowo (2013) with reliability of 0.643 based on Cronbach's alpha.

The data analysis technique used in this study was the non-parametric Wilcoxon signed rank test. This test was conducted to adjust the hypothesis, namely to prove whether there was a statistically significant difference in the pre-test and post-test scores.

3. Result and discussion

3.1. Result

The learning outcomes before the intervention was carried out (pre-test) and after the intervention was carried out (post-test) for the emotional intelligence of the trainees can be described as follows:



Picture 1. The results of the emotional intelligence questionnaire pre-test and post-test

Based on the picture above, we can see that there is an increase in the learning outcomes of all training participants. The examiner also conducted a test to see if there was a difference in the level of emotional intelligence of ABH before and after the intervention, while the test used the SPSS 18.0 for the windows program and the following are the results of the test.

Descriptive Statistics

	N	Mean	Standard Deviation	Minimum	Maximum
<i>Pre-Test</i>	17	34.8824	6.10207	24.00	44.00
<i>Post-Test</i>	17	67.3529	3.96770	62.00	76.00

Table 1. Descriptive Statistics

Test Statistics

	Posttest-Pretest
Z	-3.626 ^a
Asymp. 2. (2-tailed)	.000

Table 2. Test Statistics

Based on the different test tables above, shows the mean, standard deviation, and minimum and maximum values of each data group (pretest and post-test). It appears that the mean or average posttest value is 67.3529, which is greater than the pretest value, which is 34.8824. Furthermore, based on the calculation results of the Wilcoxon signed rank test, the Z value obtained is -3.626 with a p-value (Asymp. Sig 2 tailed) of 0.000 which is less than the critical research limit of 0.05 so it can be seen that there is a significant difference between the results of the pretest and posttest.

3.2. Discussion

This general problem that occurs in Social Home M is caused by several conditions. Such as the situation and condition of the house, needs, school, and the environment where the children in conflict with the law make friends. The surrounding environment is very influential on the behavior of teenagers today.

In this case, on average, the children in conflict with the law violate the law caused of the formation of behavior in the children in conflict with the law environment. According to Skinner (Feist & Feist, 2011), the formation of behavior (learning) occurs through a conditioning process. The existence of various conditions triggers the subject to violating the law without knowing his emotions. Subjects commit acts of violence against others because they see people around the subject doing the same thing. Management of emotions that are not optimal and the lack of awareness of the subject make the subject commit acts of violence without seeing from the side of the victim. Subjects do not have a sense of empathy for victims who experience violence perpetrated by children.

Children in conflict with the law lack of knowledge about emotions can encourage them to do things that are destructive or harmful without solving their real problems. If this situation is allowed to continue, children in conflict with the law may experience antisocial personality disorder. Therefore, the psychological intervention given is emotional intelligence training based on aspects of emotional intelligence according to Goleman (2009), namely recognizing one's emotions (self-awareness), managing emotions, motivating oneself, recognizing other people's emotions (empathy), and building relationship.

Based on the learning outcomes after the intervention activities were implemented (post-test), it was seen that almost all of the training participants experienced behavioral changes in a positive direction. The training participants began to show the behavior of understanding each other's feelings, knowing when they felt emotions and how to overcome negative emotions, and being active in learning and communicating both verbally and non-verbally well.

Some of the things that support the success of intervention activities are:

- a. The trainees felt that the material presented was very related to their daily life, easy to understand, and also implemented. This makes it easy for participants to receive training materials.
- b. The training materials in the form of film screenings and psychodrama were carried out directly by the trainees. This allows participants to understand and feel firsthand their emotional feelings and how to deal with negative emotions.
- c. The training materials in the form of group discussions and games conducted by the participants made the trainees understand each other and could build good relations.

The success of this emotional intelligence training is also to previous training conducted by Aprilia & Indrajati (2014) which showed that there was a negative relationship between emotional intelligence and brawling behavior in teenage boys at SMK 'B' Jakarta who was involved in brawls. From the results of the data analysis, it means that if emotional intelligence is high, the behavior of brawls in adolescents will tend to be low. Vice versa, if emotional intelligence is low, the behavior of brawls in adolescents will tend to be high. The results of this study are also in line with research conducted by Castillo, Salguero, Berrocal, & Balluerka (2013) on adolescents in Spain which revealed that if adolescents who have good emotional intelligence will make person's level of delinquency behavior low, and vice versa. In addition, emotional intelligence training is very effective and can be used to overcome aggressive behavior and foster empathy in adolescents. Pregiwatiningsih (2012) also said that emotional intelligence training had a significant effect on reducing aggressive behavior in adolescents.

During the implementation of the training, the examiner did not experience any significant difficulties. Participants were quite cooperative and enthusiastic about participating in this training activity. It's just that the condition of the room is quite cramped and hot without good air circulation, making participants unfocused and easily tired. Nine participants were forced to resign because their legal cases had been completed and they had to return to their respective homes.

4. Conclusion and suggestion

4.1. Conclusion

This emotional intelligence training can help improve the ability of the children in conflict with the law in understanding, recognize, and manage their emotions intelligently in dealing with various situations that occur in their daily lives of the children in conflict with the law. The results of this training are not immediately visible from the behavior of the participants after one week the participants were given this emotional intelligence training. However, they showed positive developments so they were rewarded for being demoted to the dormitory. Having almost the same background makes these children in conflict with the law quick to understand each other.

4.2. Suggestion

Several suggestions can be made regarding the results of this study. First, the trainees are expected to be able to maintain the changes that have been made and always apply emotional management when the trainees feel negative emotions. Second, it is hoped that future researchers will be able to further observe the behavior of the children in conflict with the law after this emotional intelligence training is carried out to find out whether this training can be effectively applied in daily life. Third, future researchers are expected to be able to expand the scope of research to

students who often do not attend school without information, leave class without permission, bully friends, and often take part in brawls between schools to be given this emotional intelligence training.

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