

# The Effect of Emotional Intelligence Education on the Prevention of Adolescent Delinquency in Indonesia

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## Abstract

**Objective:** The research objective was to determine the differences in the emotional intelligence level of vocational school (VHS) students before and after being given education on adolescent delinquency prevention in Gowa, South Sulawesi Province, and Gorontalo, Gorontalo Province. **Method:** Pre Experiment research method with Two Group Pre Test and Post Test Control Design. Sampling with purposive sampling with a total number of respondents 110 people. Data collection used a questionnaire to measure emotional intelligence and identify the form of adolescent delinquency using a Likert scale, data analysis using Wilcoxon analysis to see the level of emotional intelligence before education, and Mann-Whitney analysis test, after education. **Result:** The results showed that there were differences before and after education in VHS Gowa students, but there was no difference in emotional intelligence before and after education on VHS Gorontalo students, there was no difference in Emotional Intelligence between the intervention and control groups before and after education and there was no difference. student delinquency both in the intervention group and control group before and after emotional intelligence education. **Conclusion:** The recommendations that can be given are the importance of parental supervision of students, especially in choosing friends to do activities outside the home, and cross-sectoral cooperation is needed in promotive and preventive efforts supervision and control of all forms of adolescent or student delinquency.

**Keywords:** Education; Emotional Intelligence; Adolescent Delinquency

## Introduction

Adolescence (Adolescence) is a period where there is a transition from childhood to adulthood, usually between 13-20 years.<sup>1</sup>

Many teenagers are unable to manage their emotions effectively. Adolescents who are less able to regulate their emotions can trigger problems such as adolescent delinquency. Emotional conditions that are less stable and always on fire cause adolescents to

commit acts of delinquency. This can be influenced by negative frustration, impaired observation and response, impaired thinking and intelligence, emotional and feeling disorders.<sup>3</sup>

Adolescent delinquency is the result of a very unstable mental upheaval where adolescent delinquency leads to deviant behavior.<sup>3</sup> A national survey in Indonesia found that the prevalence rate of deviant behavior at the VHS level during the past year was 2.4%.<sup>4</sup> Youth Tobacco global survey data conducted in 50 schools showed the prevalence of students who had smoked at 33%. The previous research<sup>5</sup> found that 37% of 70 million teenagers in Indonesia were smokers. Data from the Ministry of Health shows that the number

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of adolescents consuming alcohol in Indonesia, based on the results of research conducted by GENAM (the National Anti-Alcohol Act), has jumped drastically to reach 14.4 million people (23%) of the total number of teenagers in Indonesia.<sup>6</sup>

Based on preliminary study research conducted by researchers in June 2019, observations and interviews were conducted with several guidance and counseling teachers at VHS in Gowa, saying that based on the counseling guidance notebook for 2 semesters, it was found that male and female students were approximately 17% of students did adolescent delinquency behavior. Data obtained from the Gorontalo Regional Police Resort found that there were 18 criminal cases found by students in the Gorontalo area for the period 2017 to 2019 consisting of 4 cases of theft, 1 case of regular persecution, 8 cases of serious maltreatment, 1 case of murder and 4 cases of using sharp weapons.

One aspect that stands out during this period of adolescence is the emotional aspect. Emotion is the body's reaction in response to a situation or event that occurs in the environment, emotion is a state caused by a certain stimulus or situation that causes behavior to occur in adolescents, during adolescence students are often irritable, irritable and their emotions easily explode (grumble, speak loudly and criticize) and do not try to control feelings and have no concern.<sup>7</sup>

From some of the data and cases above related to emotional control and adolescent delinquency, it shows that this factor needs serious attention from the government and related agencies because its impact can affect the future of adolescents as the next generation of the nation and state, therefore raising awareness, insight, and knowledge to families, communities, and teachers as educators in the school environment, education and collaboration are needed, especially through mental health counseling to increase the intelligence of adolescents through monitoring, guidance and counseling both from parents, schools and from legal

institutions such as the police, The National Narcotics Agency, the Indonesian Child Protection Commission and related agencies both cross-sectorally and across programs in producing the next generation who are physically and mentally healthy, especially teenagers.

## Method

This research is a Pre Experiment Two Group Pre Test-Post Test Design.<sup>8</sup> The sample size used was 62 people using the formula for unpaired categorical analytic research.<sup>9</sup> The sampling technique was carried out by using purposive sampling, because of the researcher's consideration that research was carried out during the Covid-19 pandemic, so researchers selected samples by paying attention to inclusion criteria and health protocols, and equipped with screening (early detection) by digging up information on the record data about students who have problems or who have committed deviant behavior or delinquency (Delicacy). When the researchers took to the field in determining the sample, the research team was still constrained by the conditions of the Covid-19 pandemic so that the research subjects obtained for the city of Gorontalo were 55 respondents divided into the intervention group of 24 people and control as many as 31 people. While the research subjects in Gowa were 55 people who were divided into the intervention group 31 people and the control group 24 people so that the total number of respondents for both locations was 110 people, determining the size of the sample.

The data collection tool in this study used a questionnaire guideline for the emotional intelligence scale adopted by researchers based on the five aspects of emotional intelligence.<sup>10</sup> So that this instrument is a standard instrument, which does not need to be tested for validity and reliability. These aspects include self-awareness, self-regulation, motivation, empathy, and social skills. For the measurement of adolescent delinquency using research instruments adapted from existing instruments.<sup>11</sup>

### Results

The inferential analysis had been performed on the data collected and the results explain detailed below:

**Table 1. Comparison of Emotional Intelligence After Education Between Intervention and Control Groups. (N=110)**

Emotional Intelligence	n	Mean Rank	Z	p
Gowa				
Intervention group	31	25.45	-1.534	0.125*
Control group	24	31.29		
Gorontalo				
Intervention group	24	29.44	-1.302	0.193*
Control group	31	26.89		

Table 1 shows that the results of the emotional intelligence statistical test for VHS students in Gowa using the Mann-Whitney U test obtained a value of  $p = 0.125$  ( $p > 0.05$ ) indicating that there was no difference in emotional intelligence between the intervention group and the control group after intelligence education was carried out. emotions. The same thing was found in VHS students in Gorontalo, the obtained value of  $p = 0.193$  ( $p > 0.05$ ) indicates that there is no difference in emotional intelligence between the intervention group and the control group after emotional intelligence education.

**Table 2. Comparison of adolescent delinquency after education between intervention and control groups. (N=110)**

Adolescent delinquency	n	Mean Rank	Z	p
Gowa				
Intervention group	31	26.50	-1.553	0.120*
Control group	24	29.16		
Gorontalo				
Intervention group	24	28.82	-0.675	0.500*
Control group	31	26.94		

Table 2 shows that the results of the adolescent delinquency statistical test for VHS students in Gowa using the Mann-Whitney U test obtained a value of  $p=0.120$  ( $p>0.05$ ) indicating that there was no difference in adolescent delinquency between the intervention group and the control group after intelligence education was carried out. emotions. The same thing was found in VHS students in Gorontalo, the obtained value of

$p=0.500$  ( $p>0.05$ ) showed that there was no difference in adolescent delinquency between the intervention group and the control group after emotional intelligence education.

### Discussion

Comparison of emotional intelligence before and after education in VHS students in Gorontalo. From the results of the analysis with the Wilcoxon test, it was obtained that the value of  $p=0.414$ , or the value of  $p>0.05$ , means that there is no difference in emotional intelligence before and after education in VHS students in Gorontalo. Education is all efforts that are planned to influence other people, be they individuals, groups, or communities so that they do what is expected by education actors.<sup>12</sup> The goal of mental health education as education for students or adolescents is to improve the emotional intelligence of adolescents to carry out delinquency acts (delinquency), although education has been carried out, the results of the study show that there is no difference or effect on adolescent delinquency in the city of Gorontalo. Several factors can influence the occurrence both internally and externally.<sup>13</sup>

If it is related to the results of the study where 89.1% of respondents were female, this shows the identity of someone who plays an important role as an internal factor of the adolescent himself in knowing himself. In Erikson's theory of development, a teenager at the stage of identity will fight the uncertainty of their role and will try to present a different figure in each different context. Teens will feel aware of their inconsistencies and will ask themselves who I am, and what other people's views on them.<sup>14</sup>

High emotional intelligence in adolescents can consider carefully in determining behavior.<sup>10</sup> The position of the child in the family also gives the meaning of identity to adolescents where 36.4% of students were found to be the eldest child in the family. The eldest son has a great responsibility towards his younger siblings and can provide a good example in behavior so that the position of the eldest son has high emotional intelligence and is more mature in making decisions, it is better not to commit deviant behavior.

Comparison of emotional intelligence before and after education in VHSs Gowa students. From the Wilcoxon test analysis, it was found that  $p\text{-value} = 0.003$ , or  $p\text{-value} < 0.05$ , it can be concluded that there is no difference in emotional intelligence before and after education in VHSs students in Gowa. Intelligence known as EQ (Emotional Quotient) is a person's ability to accept, assess, manage and control the emotions of himself and others around him.<sup>15</sup> A study revealed that emotional intelligence is twice as important as intellectual intelligence in contributing to success someone.<sup>16</sup>

Mental health education given to students was able to increase students' emotional intelligence where 73.7% had moderate emotional intelligence. Students show the ability to recognize self-emotion, the ability to manage emotions, even though they are angry with others and the ability to motivate themselves, encourage themselves to do something good, have high hopes and optimism in doing activities, and can recognize people's emotions. In developing interpersonal relationships, this was obtained after the researcher carried out exercises with progressive relaxation exercises as an effort to reduce the level of tension and minimize stressors experienced by students before participating in training or education.

Comparison of emotional intelligence after education between the intervention and control groups in VHS students in Gowa and Gorontalo. The results of the emotional intelligence statistical test for VHS students in Gowa using the Mann-Whitney U test obtained a value of  $p = 0.125$  ( $p > 0.05$ ) indicating that there was no difference in emotional intelligence between the intervention group and the control group. The same thing was found in VHSs students, the value of  $p = 0.193$  or  $p > 0.05$  indicated that there was no difference between the intervention group and the control group after education.

Emotional intelligence can be said as a psychological ability that can be possessed by individuals. Different levels of individuals stand out and there are also low levels of intelligence. The results of statistical tests from the two locations (Gowa and Gorontalo) show that there is no difference before and after education. The purpose of emotional intelligence education is given to students to provide enlightenment to open insights and increase knowledge and skills in managing emotions.

Students can grow and develop into mentally healthy and productive individuals who can affect the level of intellectual intelligence in achieving success in the future. Adolescents with high levels of emotional intelligence can control their emotions.<sup>10</sup>

Comparison of adolescent delinquency before and after emotional intelligence education on students of VHS Gorontalo. To see the comparison of adolescent delinquency in Gorontalo before education was carried out, it was not much different for students in the Gowa. The data shows that there are 46 people (93.9%) who do not have delinquency but after education, there are still 3 people (6.1%) who still show delinquency. From the results of statistical tests, it was obtained that the test value was  $p = 0,000$  ( $p < 0.05$ ), which can be concluded that there was a difference before and after education was carried out. If we look at the data on the characteristics of respondents where Gorontalo is dominated by 49 female students (89.1%), then it is supported by data on the position of students in the family (36.4%) are the eldest children.

Researchers argue that adolescent delinquency can be controlled if students find a positive self-identity accompanied by strong self-control from the individual, on the other hand, students who have a negative self-identity and low self-control are the causes of rampant adolescent delinquency, and pay less attention to ways appropriate to behave in certain situations.<sup>17</sup> From the results of the researcher's interview with the homeroom teacher that Gorontalo is a religious city where students often carry out religious activities through intra-school student organizations so that students' delinquency can be monitored and controlled. The highest adolescent delinquency data in Gorontalo students in the first position is often lying to parents and teachers (44.3%) besides playing cellphones while studying (48.3%) and often fighting (42.6%). This student delinquency is still a form of delinquency in adolescents, not including delinquency that is harmful or harmful to others such as stealing, pickpocketing, or stealing.<sup>11</sup>

As it is known that adolescents have unique emotional characteristics, adolescents tend to be sensitive to external stimuli and tend to show excessive responses.<sup>18</sup> The task of adolescent development is to

leave childish attitudes and behaviors to achieve the ability to behave and behave in an adult manner, the characteristics of adolescent delinquency are present-oriented, have fun, and are satisfied today, they do not want to prepare life provisions for tomorrow, no can plan and most of them are emotionally disturbed.<sup>19</sup>

Comparison of adolescent delinquency before and after emotional intelligence education in students of VHSs in Gowa. For Gowa, in general, adolescents have delinquency before education is carried out, this is evidenced by the data obtained by 44 people (83.4%) students who are still naughty but after education, there are still 9 people (17.0%) who still have delinquency records. The Wilcoxon test results obtained  $p\text{-value} = 0.00$  ( $p < 0.05$ ). After education is carried out accompanied by emotional management exercises, it can affect changes in students' thinking patterns, attitudes, and behavior.

One of the factors that can form emotional intelligence is if the individual can recognize his emotional intelligence area such as being able to motivate himself to do something good and useful, have high hopes and optimism so that someone has the enthusiasm to carry out an activity.<sup>10</sup> This is also supported by the existence of an adequate support system from the principal and homeroom teacher who actively accompanies students during the educational process and emotional management exercises.

Comparison of adolescent delinquency after emotional intelligence education between the intervention group and the control group. Adolescence is a transitional period between childhood and adulthood.<sup>14</sup> The task of adolescent development is to leave childish behavior and strive to achieve the ability to behave and behave in an adult manner.<sup>20</sup> Adolescents have unique characteristics that tend to show sensitivity to external stimuli and tend to show exaggerated responses, they are easily irritated, crybaby, but are also quick to feel happy and explosive, control over themselves is more difficult, tend to get angry easily in fewer ways natural.

The highest form of adolescent delinquency in VHS students in both Gowa and Gorontalo has the same form of delinquency. For example, the most prominent delinquency is lying, playing cellphones while studying,

and fighting with friends. From the results of statistical tests, it shows that there is no difference in adolescent delinquency between the intervention group and the control group after education ( $p > 0.5$ ) after education, but several factors play an important role in deviant behavior in adolescent delinquency.

Family is one consistent cause of naughty adolescents (Delicacy). Some family factors include the absence of communication between families, disputes between families, wrong education or parenting from parents, over-indulging children, lack of religious education, rejection of children's existence, harsh but inconsistent discipline.<sup>14</sup>

However, it is emphasized that, in addition to the factors mentioned above, predisposing factors are very influential on the occurrence of adolescent delinquency.<sup>21</sup> The occurrence of adolescent delinquency is a child born to a family that is less prosperous or mentally disturbed, a sense of rejection from the family, lack of parental supervision can lead adolescents into delinquent behavior.

The direct impact of adolescent delinquency is the existence of legal acceptance or sanctions if adolescents commit acts of violating existing laws, rules, and norms. Besides, the impact of adolescent delinquency can reduce public trust in deviant behavior and the involvement of adolescent delinquency can reduce academic achievement which can hinder the success and productivity of future adolescents. Therefore, to overcome or prevent adolescents from falling into delinquent behavior or other forms of irregularities, early religious training is needed, providing exemplary examples to adolescents, choosing the right environment, the need for intensive parental supervision, creating a harmonious family by giving love and attention from parents and a place to confide in children.<sup>22</sup>

The school environment is an external factor for individuals or students who play an important role in preventing adolescent delinquency in guiding, educating, directing, and facilitating students while in the school environment in the form of guidance and counseling for students with problems. The school needs to control and supervise extracurricular activities

carried out by students and direct them to positive and useful activities according to the needs and interests of students. Emotional intelligence still needs to be trained, managed, and developed intensively because emotional intelligence has a fairly close continuity with the quality of life and healthy mental development.

## Conclusion

There are differences in emotional intelligence before and after education in students of VHSs in Gowa. There is no difference in emotional intelligence before and after education for VHS students in Gorontalo. There was no difference in emotional intelligence between the intervention and control groups before and after education for both students of Gowa and Gorontalo. There are differences in adolescent delinquency before and after education for VHS students in Gowa and Gorontalo. There was no difference between the intervention and control groups before and after education for students of VHSs in Gowa and Gorontalo. The recommendations that can be given are the importance of parental supervision of students, especially in choosing friends to do activities outside the home, and cross-sectoral cooperation is needed in promotive and preventive efforts supervision and control of all forms of adolescent or student delinquency

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