

The Emotional Development of Late Adolescents and Its Impact on Religious Education

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ABSTRACT

The aim of this research is to look at the emotional development of teenagers and the impact of Islamic religious education because many teenagers today cannot control their emotions when they speak and behave. This research uses a qualitative approach, which is a type of literature study. Sources of information about data collection techniques can be found in relevant literature, such as journals, books, documents and online literature. The results of this research show that emotional development during late adolescence is a process of emotional maturity, which causes teenagers to behave more realistically and not be reckless when making decisions. The emotional patterns of late adolescents are not much different from the emotional patterns of children; however, what differentiates them is the stimulus that causes their emotions to increase. Islamic education has a significant impact on the emotional development of young adolescents.

Keywords: *Emotional Development, Development of Late Adolescents, Emotional Development*

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INTRODUCTION

Emotion is the state of a person or organism at a certain time which is indicated by affective gradations ranging from weak to strong, such as not too disappointed and very disappointed. You can experience various emotions, such as sadness, joy, disappointment, hate, love, and anger. The names given to these emotions will influence the way a teenager thinks and acts about them. Adolescence is the peak of emotionality, which means high emotional development. Teenagers' emotional development shows negative traits because they are very sensitive and reactive to various social or situations. Disappointment or other things that make people angry. According to (Al-Mighwar, 2011), many teenagers today cannot control their emotions when speaking and behaving. As a result, it is very unstable how teenagers handle their emotions. Teenagers who are full of emotions are also quick to respond but careless in learning. Changes in behavior usually indicate a person's emotional development, and this also applies to the emotional development of teenagers. The quality or change in symptoms shown in behavior is highly dependent on individual emotional fluctuations. In everyday life, we often see emotional actions such as aggression, fear, apathy, and so on.

There are two types of emotions: positive and negative emotions. The first is a psychological reaction that shows that teenagers are satisfied with the various decisions they make. On the other hand, negative emotions come from dissatisfaction

with the various needs they have. A good family, good environment, and good religious education will ensure that teenagers' emotional growth will be stable and improve. Therefore, considering how important emotional development is during late adolescence. So, the author wants to learn more about the discussion about the emotional development of late adolescents and how it impacts Islamic religious education. Controlling his feelings (Rochmah, E. Y, 2005). Hurlock in (Nurishsan, J.A & Agustin, M, 2011) states that young adolescents avoid expressing their emotions in front of other people; instead, they wait for the right moment and a more acceptable way to express it.

In late adolescence, there is a process of perfecting physical growth and development of psychological aspects, the direction of which is the perfection of maturity (Hulock, 2004). Al-Mighwar (2011) said that late adolescents rarely show anger, sadness and disappointment as occurs in early adolescents because late adolescents have the ability to think and the ability to control all their feelings in dealing with various situations.

METHOD

This research conducted research with a descriptive qualitative approach and used literature study. As stated by (Bungin, 2001), library research is a type of research carried out in libraries, where researchers examine various literature according to the objectives and problems discussed. (Nazir, Moh, 2003), on the other hand, states that library research is a data collection method that involves conducting a review study of literature, books, notes and reports related to libraries. Data from the library is also available.

Cresswell also stated that the analysis carried out using qualitative descriptive includes preparation, interpretation, reduction and drawing conclusions to answer research problems (Cresswell, 2015). To maximize research results, the author uses more library sources than field research. The authors chose this method because it was one of the unique steps they took, namely initial research to thoroughly understand how emotions develop in late adolescence and its implications for Islamic religious education. Written by (Santori, Djam'an and Aan Komariah, 2010).

RESULT AND DISCUSSION

A. The Late Adolescent Development

At the age group of 17-22 years, late adolescence is a transition period from early and middle adolescence to adulthood, and is a long period of development where a person thinks about their dreams and their relationship with their parents as a form of orientation in the future. (Sugandhi Nani M and Yusuf Syamsu, 2014). Psychologically, late adolescence is a period when humans have However, teenagers have the same level as adults, become a problem in terms of societal integration rights, and have many influencing aspects.

It is not surprising that the term "late adolescence" is used when talking about late adolescent development. This term comes from the word "adolescence", which means "to grow" or "grow into adulthood" to reach "maturity". Adolescent maturity includes mental, emotional, sexual and physical maturity. Teenagers experience major changes, such as changes to a more mature way of thinking (Jonh W Santrock, 2003). It is highly hoped that this development is carried out as well as possible to prepare oneself thoroughly to enter adulthood which will be more challenging, because this

time is very short and not too long. Although there are many opinions about what adolescence is, this is usually the age of 17 to 22 years.

By understanding this, there are several characteristics experienced by teenagers, such as having good characteristics in choosing existing norms, having calmness in carrying out their lives when dealing with problems, realizing that giving criticism and having an active attitude when they are small is easy in theory but very difficult to do, have a life plan that must be carried out clearly, and respect good decisions and traditions in life.

In this period of adolescence they begin to find things that are meaningful in their lives, including: a) Choosing friends who are on the same frequency and are good in the learning environment as well as in the community environment. b) Have a sense of responsibility in keeping promises between friends. c) Give congratulations when something good happens to a friend. d) There is a sense of empathy and a sense of help towards friends. (Fatimah and Enung, 2006).

B. Developmental Characteristics of Late Adolescence

1. Starting to have stability between body and body balance and have stability in choosing several interests that he likes, such as choosing his favorite school to continue his education, having a position he hopes to occupy, and connecting with people he likes. A teenager can only change his stability by persuasion and incitement. When compared to previous generations, today's teenagers have the ability to adapt in various aspects of their lives. This has benefits (Suryana, Emis et al, 2022). Be more realistic in appreciating what you have and not comparing what you have with others. This realistic feeling has a positive impact on oneself by not feeling disappointed and feeling satisfied with what is one's (Y. B Mangunwijaya, 2002).
2. More mature in dealing with the problems they face through problem solving. The steps used by teenagers in solving problems are by conducting discussions. By discussing, this will have a better and more beneficial impact on themselves and others.
3. Have calmer feelings and mental health by not showing feelings of disappointment like what was experienced in early adolescence. Late adolescents have the ability to think and control all their feelings so they are able to face various disappointments and feelings of anger within themselves.

C. The Late Adolescent Emotional Development

Because of the physical and glandular changes that occur during adolescence, periods of storm and stress often occur. Although growth is somewhat slow in the early years of puberty, growth continues. The patterns that have formed during puberty are complemented by emotional growth. Adolescents usually experience improvements in emotional behavior from year to year, although their emotions are often intense, uncontrollable, and seem jealous. As stated by Gisell et al., 14-year-olds often become emotional and lack the ability to control their feelings, while 16-year-olds do not show any worry. Therefore, the storms and stress that occur during adolescence begin to decrease towards the end of adolescence. The response to a stimulus causes psychological changes, intense feelings, and usually the possibility of eruption. This type of response is very effective.

In fact, there are hundreds of emotions with various variations, but several groups of emotions can be identified, including:

1. Anger, which includes violent, furious, hate, furious, irritated, irritated,

disturbed, bitter, furious, offended, hostility, violence and pathological hatred.

2. Sadness, which includes painful, sad, moody, gloomy, self-pity, loneliness, rejected, despair, and depression (Kistoro, Hanif C.A, 2014)
3. Fear, which includes anxiety, fear, nervousness, worry, misgivings, feelings of extreme fear, sadness, alertness, unease, horror, wryness, panic and phobias.
4. Enjoyment, which includes happiness, joy, lightness, satisfaction, joy, delight, amusement, pride, sensory enjoyment, amazement, fascination, a sense of fulfillment, elation, and mania.
5. Love, which includes acceptance, friendship, trust, kindness, closeness, devotion, respect, affection, and affection, surprise.
6. Surprise, which includes gasp, amazement, and stunned.
7. Annoyed, including contempt, disgust, disgust, nausea, hate, dislike, and wanting to vomit.
8. Shame, which includes feelings of guilt, shame, upset, regret, contempt, shame, and broken heart.

From the list of emotions based on the research findings of Paul Ekman from the University of California at Francisco, it turns out that there is an emotional language that is known by nations throughout the world, namely emotions that are manifested in the form of facial expressions which contain the emotions of fear, anger, sadness and joy. . Such facial expressions are truly recognized by nations throughout the world despite their different cultures, including even illiterate nations, and are not polluted by films and television broadcasts. Thus, facial expressions are a representation of emotions and have a universality about emotions. The emotional pattern of late adolescence is the same pattern as in childhood, the only difference being the stimulus that increases the emotions felt, for example the person feels that they are being treated. it is not fair or treated like a child so that there is a comparison in their assessment, the teenager does not show uncontrolled anger, but only grumbles, does not want to talk or loudly criticizes the person who caused his anger. (Guemes hidalgo, M, 2017)). So it is natural that during the late teenage years it will be very difficult to get them to talk well when their emotions are unstable or angry. But invite them to talk when their anger begins to subside or improve, and invite them to tell stories like friends if we were in their parents' position then it will be easier for them to enter and be accepted by them. Establishing yourself as a friend or best friend for these late teenagers is one A very effective way, being spoken to heart to heart will make them feel comfortable and feel that they are appreciated.

Emotional maturity is a deep awareness of needs, desires, ideals, the nature of one's feelings and integration so as to be able to provide stable emotional reactions, not changing from one mood to another and being able to suppress or control emotions that arise well even in unpleasant situations. Emotional maturity greatly influences adolescent behavior patterns, because emotional maturity causes adolescents to behave realistically and not be rash in making decisions.

D. Implications of Islamic Religious Education on Emotional Development in Late Adolescence

According to the verses of the Qur'an and hadith, emotions are defined as feelings such as joy, fear, anger, hatred, joy, sadness, disappointment, or other types of feelings. Thus, the Qur'an divides emotions into the categories of positive and negative emotions. While negative emotions tend to move things that are contrary to the truth,

positive emotions encourage people to true faith and belief, and teach them to perform worship and obedience to Allah SWT.

The Prophet reminded his people that emotions can cause undesirable things if they are not controlled and controlled properly. Based on several stages of development during adolescence which also result in the emotional development of a teenager, it can be implied through Islamic religious education by providing good teaching in late adolescence so that it has a big influence on their growth and development in choosing good or bad steps as a determinant of life in life. the future and be able to control the thoughts and emotional outbursts they experience. This change in emotional development occurs also because of the transition from childhood to adolescence which will face adulthood which is more mature and able to regulate itself (Fenti Hikmawati, 2012)

Islamic religious education can have significant implications on the emotional development of teenagers. some important implications that may arise from Islamic religious education on the emotional development of late teenagers are as follows:

1. Moral and ethical values: Islamic religious education provides a strong framework of moral and ethical values. Teenagers who receive consistent Islamic religious education will be introduced to concepts such as honesty, justice, compassion, patience and forgiveness. These values can help teenagers develop empathy, respect and social responsibility, which in turn influences their emotional development (Ayusti, 2022).
2. Spiritual awareness: Islamic religious education emphasizes the importance of spiritual awareness and an individual's relationship with Allah. Adolescents who are involved in Islamic religious education can develop an understanding of the purpose of life, existential meaning, and the search for higher values. This can provide a sense of inner satisfaction, calm and emotional stability in teenagers, helping them face daily challenges and stress.
3. Emotion regulation: Islamic religious education teaches teenagers about the importance of regulating emotions and expressing feelings in a healthy and productive way. Concepts such as patience, resignation (surrendering to Allah's will), and managing negative emotions through prayer and dhikr can help teenagers deal with anger, anxiety, or depression. By internalizing these values, adolescents can gain emotional regulation skills that will be useful throughout their lives. Social relationships: Islamic religious education encourages teenagers to establish healthy and harmonious social relationships with other people. Concepts such as compassion, tolerance, cooperation, and mutual respect are promoted in the Islamic religion. By internalizing these values, teenagers can develop social skills that help them establish positive relationships with family, peers and the wider community. Healthy social relationships can influence the development of positive emotions and minimize interpersonal conflict.

Although Islamic religious education can have positive implications for the emotional development of adolescents, it is important to remember that other factors such as family environment, peer influence, and personal experiences also have a significant role. Apart from that, effective Islamic religious education must be delivered with an approach that is relevant, contextual, and in accordance with the needs and personalities of teenagers in order to have a positive impact.

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negative emotions. While negative emotions tend to move things that are contrary to the truth, positive emotions encourage people to true faith and belief, and teach them to perform worship and obedience to Allah SWT. The Prophet reminded his people that emotions can cause undesirable things if not controlled and controlled properly. Islamic religious education can influence the emotional development of adolescents through several different stages of development.

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CONLUSSION

Late adolescence is a developmental phase in which people are between 17 and 22 years old. At this time, the process of emotional maturity greatly influences teenagers' behavior patterns because it makes them behave realistically and not be reckless when making decisions. The emotional patterns of late adolescents are not much different from the emotional patterns of children; however, what differentiates them is the stimulus that causes their emotions to increase.

Islamic religious education can have a major impact on the emotional development of late adolescents. Some of the important effects of Islamic religious education on the emotional development of late adolescents are through the application of moral and ethical values, spiritual awareness, emotional control, and social relationships. Apart from that, other factors also play a big role in the emotional development of late adolescents. This research requires a lot of input and more in-depth study. The next suggestion for the author is to examine more deeply and thoroughly the emotional development of late adolescents and how this has an impact on Islamic religious education so that late adolescents are able to control their emotions about the good things in their lives.

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