



Effect of Emotional Management Ability on the Students' Vandalism Behavior at Vocational School in North Sulawesi

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Received: October 15, 2022 ▪ Reviewed: November 17, 2022

▪ Accepted: December 15, 2022 ▪ Published: January 30, 2023

Abstract:

Adolescence is a period in which individuals experience fickle emotions. The lack of emotional stability often makes individuals in adolescence experience deviations in values or behaviors that apply in the surrounding environment; vandalism is one of these behaviors. The study aims to find out the effect of emotional management on the students' behavior. By using quantitative methods, the study involved 410 students randomly dispersed in North Sulawesi. Data collection in this study was conducted through a questionnaire with a Likert scale using a correlation research model. The results of data collection conducted on 410 students showed a relationship between the ability to manage emotions and the student vandalism behavior in Vocational School in North Sulawesi, which was significant. The research findings illustrate how understanding of emotional management can affect students' tendency to commit vandalism, evidenced by a correlation coefficient of 0.9364 with a significance level of 0.000. This means that the decreased ability to manage emotions, the more vandalism behavior increases. The findings also identified that the tendency of vandalism behavior is caused by rhymes that students deliberately make to show their identity and existence in their social groups. To the best of our knowledge as researchers, this study is the first to look at the effect of emotional management ability on the vandalism behavior students of vocational school in North Sulawesi.

Keywords: emotional management, vandalism behavior, vocational school.

情绪管理能力对北苏拉威西职业学校学生破坏行为的影响

摘要:

青春期是一个人经历变化无常的情绪的时期。缺乏情绪稳定性通常会使青春期个体在适用于周围环境的价值观或行为上出现偏差；故意破坏就是其中一种行为。本研究旨在找出情绪管理对学生行为的影响。通过使用定量方法，该研究涉及随机分散在北苏拉威西岛的 410 名学生。本研究中的数据收集是通过使用相关研究模型的李克特量表问卷进行的。对 410 名学生进行的数据收集结果显示，北苏拉威西职业学校的情绪

管理能力与学生破坏行为之间存在显著关系。研究结果说明了对情绪管理的理解如何影响学生进行破坏的倾向, 相关系数为 9,364, 显著水平为 0.000。这意味着管理情绪的能力越低, 破坏行为越多。调查结果还发现, 故意破坏行为的倾向是由学生为了表明他们在社会群体中的身份和存在而故意制作的押韵引起的。据我们作为研究人员所知, 这项研究是第一个研究情绪管理能力对北苏拉威西职业学校破坏行为学生的影响的研究。

关键词: 情绪管理, 破坏行为, 职业学校。

1. Introduction

Adolescent behavior is often incompatible with the prevailing values in society. Adolescence is a period of self-discovery as well as the desire to exist or be recognized by its social environment. Maslow (1987) revealed that the basic needs of human life are divided into five levels, namely, physiological needs, security needs, social needs, the need for self-esteem, and the need for self-actualization. In the development of toward an adult, an adolescent wants some of the social needs and the need for self-esteem to be met, where adolescents want their presence and identity to be recognized and considered important in their surrounding environment. In the process of achieving their life needs, adolescents carry out various actions and behaviors to achieve their needs, but some of them actually demonstrate behavior that disagree with existing values and norms, i.e., deviations.

One form of deviant behavior is vandalism, which is defined as a prank, destructive, and irresponsible activity by a perpetrator of vandalism. Etymologically, the term *vandalism* refers to a habitual attitude derived from the name of the Vandals, in Ancient Rome, who savagely destroyed the city of Rome in 455. Vandals damaged many monuments and statues; therefore, vandalism is associated with the destruction of art objects. The term *vandalism* was first coined in 1794 by Henri Gregoire, Bishop of Blois, to refer to the destruction of works of art during the French Revolution.

Vandalism according to the Great Dictionary of the Indonesian language is "the act of damaging and destroying works of art and other valuables" or "rough and violent destruction and demolition." According to Webster's dictionary (1798), vandalism is defined as willful or malicious destruction or defacement of public or private property. That is, the destruction or intentional destruction of beautiful objects and objects that become public facilities or private property. Vandalism behavior can be categorized as minor crime, as it can harm certain parties and interfere with public convenience. Vandalism can be graffiti, images and identities made using markers, pencils, and so on in inappropriate places such as walls, doors, chairs, tables and so on.

Vandalism is usually performed clandestinely, vandals themselves are generally experiencing psychiatric disorders as a result of socioeconomic

conditions that are not conducive or can also be caused by the lack of attention of those around them, especially families. Vandalism is a form of error in expressing themselves and the absence of proper means to express their feelings, or due to a lack of knowledge to manage emotions.

An emotion is a feeling or reaction directed at someone or something. Emotions are a form of psychological state that affects a person's mind that can be observed from changes in actions and behavior (Djaali, 2015:37).

The form of emotions felt by humans can take the form of positive or negative emotions. Examples of negative emotions include anger or hate, while positive emotions can be happiness, joy, gratitude, serenity, amusement, and others. If a person is unable to manage emotions properly, it can have bad consequences that can trigger someone to do a bad action, for example, an act of vandalism where someone expresses his feelings or emotions by damaging or destroying certain items.

Emotions arise from stimuli; the same stimulus may cause different emotions and sometimes even opposites. Stimuli can arise from hindered urge, desire, or interest, either caused by a lack of an individual's ability to fulfill it or please it. If all desires and interests are not hindered, it can be said that an individual is emotionally stable. Additionally, physical changes can be easily observed in a person as long as his behavior is influenced by emotions, for example, in a state of anger, jealousy, confusion and others. Physiologically, the changes that occur are not visible from the outside, can usually be known through examinations or tests diagnosis from experts of the mental sciences. Physiological changes at times of emotion generally include digestive function, blood flow, the reduction of saliva (dry mouth), removal of endocrine glands, and others.

Emotions play an important role in human life. However, it cannot be said that all human beings are possessed by emotions. Emotions are not a symptom of the dominant soul for humans because still other factors contribute to human life. However, the role of emotions in humans cannot be ignored. Because emotions affect our psyche, it also affects our will and actions. Then, the symptoms of the soul affect the development and formation of the person.

According to Goleman (2005), anger emotion management refers to how a person regulates his or her

typical feelings and thoughts, a biological and psychological state, and a tendency to act. In opinion of Goleman (2005), the ability to manage emotions is the ability to control oneself, show trustworthy nature, earnestness, adaptability and innovation. According to Mulyono and Purwanto (2006), emotional management is an effort to manage conditions that result in the onset of psychological imbalances and it requires effort to achieve balance again. Negative emotions to adolescent behavior include weakening morale, inhibiting or disrupting learning concentration, disruption of social adjustment, and emotional atmosphere received and experienced as a child will affect attitudes in the future.

In the observation of researchers in the field about the behavior of learners who often express feelings or whose presence and identity is recognized by the residential and school environment, one of the ways to show emotions is by vandalism in the form of graffiti carried out on tables, chairs, walls, windows, doors, whiteboards, canteens, and bathroom walls. The scribbles of these learners can be in the form of their emotions and feelings at that time, identity, group, labeling, cartoon images, and other irregular scribbles. Additionally, students also take other students' belongings. As an act of destruction, numerous damaged school facilities result from poorly maintained emotions.

The fulfillment of needs or failure to meet needs will affect the development of self-concept, self-concept regarding one's values, attitudes, and beliefs in relation to the environment and can influence and determine one's behavior (Sundah, 2017:54-56). In the observation of researchers, the emotional management ability of learners who are less controlled and show lack of understanding of the importance of emotional management; therefore, the distribution of emotions is fairly inappropriate or distorted by acts of vandalism as a fulfillment or deflating of unmet needs. Inappropriate distribution of emotions such as anger or unhappiness toward someone that cannot be expressed leads to making school equipment such as tables and chairs a channeling medium by using hate words written on a desk or school chair. Furthermore, a sense of pleasure, sadness, disappointment, boredom, fatigue, desire and so forth can be expressed in the form of writing or graffiti on school objects or equipment.

2. Research Methods

This study uses a quantitative approach with correlational methods to determine the relationship between variables studied (Sugiono, 2015; 2017). The ability to manage emotions and behavior vandalism are variables studied in this research. The ability to manage emotions is an independent variable (X), and vandalism behavior is a dependent variable (Y).

Emotional management (X) is an acting ability that is done to control and regulate emotions or feelings. According to Goleman (2005), the indicator of variable

X refers to the ability to control oneself, show trustworthy nature, seriousness, adaptability and innovation. While the behavior of vandalism (Y) is meant to damage and destroy the results of art and other valuables. The variable indicator Y refers to the results of the development of research observations, namely, intrinsic and extrinsic factors for the occurrence of vandalism behavior.

This research paradigm can be visualized as follows (Figure 1):



Figure 1. Correlation research paradigm

Notes: X - ability to manage emotions; Y - vandalism

Based on the visualized research paradigm can be concluded that between variable X (emotional management ability) and Variable Y (vandalism behavior) has a relationship or linkage where if uncontrolled, the ability to manage emotions will increase student vandalism behavior.

This research was conducted at the Vocational School in North Sulawesi. The implementation time lasted for approximately 6 months from July 2021 to December 2021. The population in this study included all students of the Vocational School that amounted to about 4100 students. As stated by Arikunto (1998:107), when the subject is less than a hundred it is better to take all and if more than a hundred 5%-10%, 20%-25% or more can be taken the study. Therefore, the sample of this study was set at 10% of the population. Based on the above opinion, it can be concluded that the sample intended in this study is part of the total number of students who serve as a source of research data. The sample consisted of 410 participants. The sampling technique used in this study was random sampling.

To obtain data from these two research variables, the ability to manage emotions as variable X and Behavior Vandalism as variable Y using the questionnaire as an instrument with a Likert scale model. Questionnaires used as a data collection tool for this study before use first tested the level of validity and reliability. Instrument validity testing uses product moment correlation analysis techniques, while instrument rehabilitation is analyzed with the Alpha Coefficient analysis technique. The questionnaire was conducted on 410 respondents outside the respondents used in the actual study. The number of items prepared amounted to 63 items. With the number of X variable items amounting to 41 and the number of Y variable items amounting to 22 items. After being tested, it was found that for the X variable questionnaire 5 items were declared invalid and for the Y variable tested all items were found valid; therefore, the items used in the study actually amounted to 58 items (Complete analysis of instrument validity and reliability tests).

The rehabilitation test uses SPSS with Cronbach's

Alpha formula. If the Cronbach's Alpha value is less than 0.600, it is unreliable and if it is more than 0.600 then it is reliable.

Based on the results of the instrument test in Table 1, variable X is reliable because the test result is $0.750 > 0.600$ and variable Y is also reliable because the test result is $0.753 > 0.600$.

Table 1. Instrument rehabilitation test

| No. | Variable | Test Results | Information |
|-----|---------------------------------|--------------|--------------------|
| 1. | Emotional Management Skills (X) | 0.750 | Diaaccept/reliable |
| 2. | Vandalism (Y) | 0.753 | Diaaccept/reliable |

Data analysis techniques for testing the hypothesis of this study use a simple correlation technique that is to measure the strength of the relationship between two variables and determine the form of the relationship between the two with quantitative results. For the purposes of data analysis, this test is preceded by a parametric statistical assumption test, in this case being a test of normality and linearity. Statistical data analysis was performed with the help of computer PROGRAM SPSS 22 for Windows.

3. Results and Discussion

The results of data processing in this study refer to parametric analysis where variables X and Y are obtained before being used for testing research

Table 2. Results of the variable linearity test X with Y

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|--------------------------------|----------------|--------------------------|----------------|----|-------------|--------|------|
| Vandalism * Management Emotion | Between Groups | (Combined) | 1791.077 | 23 | 77.873 | 2.202 | .050 |
| | | Linearity | 483.148 | 1 | 483.148 | 13.663 | .002 |
| | | Deviation from Linearity | 1307.930 | 22 | 59.451 | 1.681 | .139 |
| | Within Groups | | 601.167 | 17 | 35.363 | | |
| | Total | | 2392.244 | 40 | | | |

Exposure to hypothesis testing results is limited to the interpretation of statistical numbers obtained from statistical calculations with the help of computer PROGRAM SPSS 22. For windows. Hypothesis testing was performed using a simple correlation technique. The simple correlation coefficient signification test can be calculated using the F test to determine out whether anger management skills have anything to do with vandalism behavior. Based on the results of a simple correlation test, regression equation was obtained: $Y = 75,250 - 0.283 X$. This result shows that an increase in vandalism behavior indicates a lower ability to manage emotions. This means that each increase in vandalism behavior in one score will provide a decrease in students' emotional management abilities by 0.283 at a constant 75,250.

The simple correlation equation $Y = 75,250 - 0.283 X$ was tested using F calculated at the signification level of 0.05. Judging from F, the calculated value of 9,364 is greater than the value (probability of error) of 0.000,

hypotheses, for which normality and linearity tests are required. Based on the results of normality tests using the SPSS 22 program, variables of emotion management ability (X) and vandalism behavior (Y) have normal distribution or are normal distributed data.

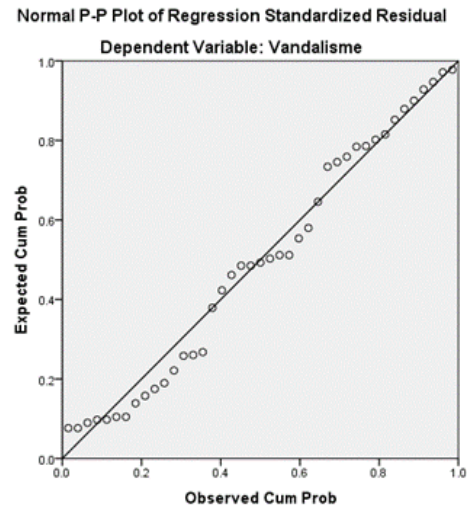


Figure 2. Variable normality test results

As for the linearity test between variables of emotion management ability (X) and vandalism behavior (Y) with sig deviation from linearity values > 0.05 obtained results of $0.139 > 0.05$. It can be concluded that there is linearity between the ability to manage emotions (X) and vandalism behavior (Y).

which means less than 0.05. This shows that the supportive hypothesis that reads there is a relationship between the ability to manage emotions and the behavior of vandalism of students in vocational School in North Sulawesi.

Based on the normality test, revealing that the research data have normal distribution, or in other words, variable data of emotion management ability (x) and vandalism behavior (y) comes from a normal distributed population or normal distributed data that can be seen in figure 1.1 of the Q-Q Plot Regression Standardized Residual and after being tested, the data follows a straight line.

Thus, based on the results of normality testing, and linearity testing performed with a significant value = $0.396 > 0.05$, it can be concluded that there is a linear relationship between the ability to manage emotions (X) and vandalism behavior (Y), which verified the testing hypotheses.

The results of the hypothesis test conducted with a

simple correlation analysis technique above showed that the relationship between emotion management ability and student vandalism behavior revealed correlation coefficient value of 9,364 with signification level of 0.000. These results showed a relationship between the ability to manage emotions and the students' vandalism behavior in the Vocational School. The rate of increase in value for vandalism behavior will be followed by a decrease in the ability to manage emotions indicated by equation $Y = 75,250 - 0.283 X$. While the negative value (-) at $0.283 X$ shows the opposite direction between the two variables, meaning that the increasing behavior of vandalism, then indicates a lack of emotional management ability of students. Fauzi and Sari (2018) revealed that emotions could influence student behavior, student learning achievement, and decision making. The ability to control emotions is needed by students so that students can control deviant behavior, improve learning achievement, and make good decisions. Increased deviant behavior such as vandalism indicates students are unable to control deviant behavior, which means uncontrolled emotional management. Similarly, if the ability to manage emotions increases, the students' vandalism behavior decreases. According to Iskandar (2009: 60), the ability to manage emotions related to controlled emotional management is a person's ability to control his own feelings so that it does not explode and can eventually affect his wrong behavior, which can be an act of vandalism.

Achieving emotional maturity, or the ability to manage own emotions discussed in this study is one of the developmental tasks quite difficult for high school students or adolescents. This emotional management ability can be developed with the help of guidance and counseling. In its implementation, many students who have not been able to manage their emotions well because, on the one hand, at the age of adolescence they tend to be carried away by emotional turmoil, and, on the other hand, they are required to be able to adjust to the surrounding environment. Students who have not been able to manage or control their emotions need direction and guidance from both parents and teachers at school. Poorly controlled emotional management can affect student behavior and can result in deviant behavior such as vandalism or destruction of facilities by reducing the value of the beauty of the item with actions such as crossing out. According to Afdal (2021), the vandalism behavior committed by students is a disclosure of expressing feelings in them during the search for their identity in their environment so that they can be known and recognized. Vandalism is used as a distraction from students when bored with the learning process. This can take the form of doodling school facilities.

In the School of Counseling, guidance plays a big role in providing direction to students to understand,

realize, and overcome emotional problems through the Guidance and Counseling program. Services that can be provided in the form of individual counseling, group guidance, and information services on the importance of emotional management and vandalism (Aditama, 2020: 133-145).

According to Tolbert (in Hikmawati 2016), guidance is the entire program or all activities and services in educational institutions directed at helping individuals so that they can draw up and implement plans and make adjustments in all aspects of daily life. Guidance is a special service that is different from other areas of education.

The research results reveal a relationship between the ability to manage emotions and vandalism behavior, in case of a decrease in the ability to manage emotions, there is an increase in student vandalism behavior and vice versa if there is an increase in the ability to manage emotions or in good circumstances, it will further reduce the level of vandalism behavior. Therefore, it can also be concluded that guidance and counseling play an important role in helping students to manage emotions and prevent the occurrence of deviant behaviors caused by a lack of understanding and knowledge about emotional management such as vandalism behavior.

4. Conclusion

This research is quantitative research using simple correlation analysis techniques. This study aimed to test the relationship between emotional management skills and the behavior of students in the Vocational School. The data collection in this study was conducted using a Likert scale questionnaire. The results of data collection conducted on 410 students showed a significant relationship between the ability to manage emotions and the students' vandalism behavior in the Vocational School in North Sulawesi. This is indicated by the correlation coefficient (F) value of 9,364 with a signification level of 0.000. To the best of our knowledge as researchers, this study is the first to look at the effect of emotional management ability on the vandalism behavior of vocational school students in North Sulawesi.

Acknowledgment

All praise is only for the Lord of Hosts. With all due respect, we would like to express our deepest gratitude to the entire board of the Journal for the opportunity given to us so that this article can be published. The authors thank the Head of Manado State University for the support and permission for the research that we have been through so that we can arrange this research into articles that we can publish in accordance with the target and external purposes. We do not forget about the leadership of the Research and Community Service

Institute (LPPM) of Manado State University, who has provided funding support and permits in the implementation of this research. Finally, we thank all vocational high school leaders and teachers in the North Sulawesi province, for their cooperation. There is no eternal science, and man lives to keep searching. No work is perfect without proof and recognition.

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