

THE IMPLEMENTATION OF LEARNING STRATEGY OF IGNATIAN PEDAGOGY FOR EMOTIONAL MATURITY OF LATE ADOLESCENCE

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ABSTRACT

Emotional maturity is an individual's ability to control and manage emotions. Therefore, adolescents must achieve their emotional maturity according to their physical development. An individual in their adolescence needs to undergo social interactions with their friends and society. This research aims to recognize the development of emotional maturity in late adolescents by implementing the learning strategy of the Ignatian Pedagogy Paradigm (Reflective). This research applied Classroom Action Research designed by Tuckman, Bruce, and Harper (2012), which portrayed in two significant phases (1) Phase 1: Arms and (2) Act. The learning method applies the learning strategy of the Ignatian Pedagogy Paradigm (reflective) are (1) context, (2) experience, (3) action, (4) reflection, and (5) evaluation. The population in this research is 48 undergraduate students. The data collection technique in this research uses a questionnaire compiled by Mayasari (2009) based on indicators proposed by Murray (1997). The empirical validity test results in 56 items with rix scores above 0,293 ($p > 0.05$). The reliability and coefficient classification score is 0.937, a very high correlation. The result showed that the average score of emotional maturity in the pre-test is 172.71, and the post-test is 231.22. Based on the independent sample t-test analysis, the two-tailed significance value is 0.004 < 0.005 , thus indicating that there is a difference in point scores between the pre-test and post-test scores in the group. Based on the results of the descriptive analysis, the post-test scores obtained by students are higher than the pre-test. There is an increase in emotional maturity in late adolescents through implementing the learning strategy of Ignatian Pedagogy (Reflective).

Keywords: *emotional maturity, late adolescence*

INTRODUCTION

Adolescence is a transition time of a person's life from a child into an adult (Casey, 2008). Physically, an adolescent's physiology function is similar to other adults by signs of developed sexual organs. According to Papalia and Olds (2001), adolescence is a transitional phase from a child's body to an adult body, beginning around ages 12-13 and ending around late teens or early twenties. In this transitional phase, an individual experiences biological, cognitive, and emotional changes (Santrock, 2003). Joseph (2012) claims that adolescent turbulence occurs not apart from some influences such as autonomy, independence, living environment, family, school, friends, and daily activities. Adolescence is identical to the social environment where one interact and is forced to adapt effectively. In this phase, adolescents are expected to develop logical and abstract thinking. It means that an adolescent has been assumed capable of thinking about the possibilities, deciding cause and effect, and perceiving various views in solving a problem (Mu'tadin, 2002).

However, adolescents are not categorized as mature because they are not emotionally developed and face many psychological problems. This state will put anxiety, strain, frustration, and emotional upsets on the adolescent self because they try to find out their true self and assert who they are and the social role in society they are taking (Rawat & Singh, 2017). In adolescence development, an individual faces many internal and external issues. Adolescence also is a process that is full of temperament. Some adolescents are capable of controlling their emotions, and some are not. The capability to control emotion indicates emotional maturity. Emotionally mature adolescents are result-oriented, highly desirable to achieve goals, take calculated risks, seek new information to minimize uncertainty, are success-oriented, and can rise from setbacks (Yusoff et al., 2011).

Some studies show that an individual's emotional development depends on maturity, learning factors,

and family economic conditions (Kaur, 2015). Maturity and learning factors are closely related and affect one's emotional development. Adolescents must understand what emotional reactions can emerge to succeed in emotional maturity. The way is to discuss their issues with others. The openness about their feeling and personal issues are connected with social relationships (Hurlock, 2002). Therefore, an environment will affect one's emotional and social maturity. A convenient environment can be created in a caring family, educational institutions, and a caring society. Emotional maturity is a pattern of behavior that makes suitable adjustments in life. Emotionally mature adolescents can meet their needs well (Bessel, 2004). One of the most critical signs of emotional maturity, according to Cole (1944), is the ability of adolescents to manage stress and deal with the surrounding environment.

At this stage, emotions within adolescents play an essential role and determine personality in the future. Some personalities formed when adolescents mature emotionally are becoming more idealistic, paying attention to academics or careers, increasing self-confidence, and being independent (Rawat & Singh, 2017). Therefore, social and emotional maturity is an essential aspect of the life of adolescents because it will help adolescents carry out further developmental tasks in society socially (Kaur, 2015). The failure to manage emotions usually occurs because the adolescent does not put much effort into judging something with a clear head. The failure to express emotions is also caused by the adolescent not perceiving their feelings and emotions, leading to a misguided attempt to express them (Wahyurini & Ma'shum, 2002). According to Murray (1997), an individual who does not have emotional maturity leads their self to experience changeable moods and egocentric behavior.

One effort to develop adolescents' emotional maturity was by setting up Special Needs Education Course. This course was to show children with special needs the college students; to teach them to manage their emotions, to train in facing problems by having a dialogue with themselves, act positively and optimistically, and encourage realistic expectations. Furthermore, they were also expected to interpret social issues, i.e., to acknowledge social influence on adolescents' behavior and the impacts on themselves and society. In this course, students were guided to choose suitable actions to solve their problems and consider their consequences.

A learning strategy for the Children with a Special Needs Education course was learning the paradigm of Ignatian pedagogy (Reflective). Subagya (2008) stated that the main aspects of learning the paradigm of Ignatian pedagogy are experience, reflection, and action. It was a lesson integrated into the course and concerned with developing moral values. Learning the course accommodates students' context, otherwise developing moral values concerned with experiences, reflections, and actions. All learning processes ended with an evaluation. The learning strategy was expected to help the students improve their general knowledge and develop them to sympathize more with kindness and other needs (Suparno, 2015).

This research hypothesized that implementing the Ignatian Pedagogy Paradigm (Reflective) learning strategy can develop emotional maturity in late adolescents. The Ignatian (Reflective) Pedagogical Paradigm is a way of thinking and acting that integrates human values into every teaching material. The students are not only facilitated to know the teaching materials but also to discover the meaning and values of each teaching material. Students actively search for human values on their own and or together with their peers from each teaching material (reflection) and embody these values in concrete actions (action) (Hartana et al., 2016). This research aimed to recognize the development of emotional maturity in late adolescents by implementing the learning strategy of the Ignatian Pedagogy Paradigm (Reflective). This research was limited to implementing the Ignatian Pedagogy Paradigm (Reflective) learning strategy to develop emotional maturity toward late adolescents in the Children in Special Needs Education course.

METHOD

Research Design

This research applied Classroom Action Research, designed by Tuckman, Bruce, and Harper (2012). According to them, the action research process involves six stages which are portrayed in two significant phases. Phase 1 or the arm phase is the preliminary process of the classroom action research. It involves: Ask

a question: the research questions are formulated; Read and Review: exploration process and the review of scientific literature related to the formulated problems and the proposed solution; Make a plan: the making of learning process design. In this stage, the researcher applied the learning strategy of Ignatian Pedagogy (reflective). Phase 2 or the act phase is the design application process or designing the learning for the classroom action research. It involves: Analyzing the data: the researcher collected and analyzed data in this stage. The data being collected was the initial condition of emotional maturity; Course of action: the researcher distributed the written result of the data collection and data analysis to other people so that it was acknowledged and implemented in the classroom learning process. The researcher distributed the result of the measurement of the initial condition's emotional maturity to the undergraduate students and invited them to implement the designed learning process; Try it out: the implementation of the research findings in the classroom learning process.

Participants

The participants in this research were undergraduate students in their second year. Their age was 20 to 21 years old. The total number of students in the class was 48 students.

Instrument

The research instrument for collecting the data on emotional maturity is the emotional maturity questionnaire compiled by Mayasari (2009). The questionnaire is based on indicators proposed by Murray (1997) as follows: A skill in giving and taking love; A skill in facing and accepting reality; An interest in giving and taking; A skill in perceiving life experience as positive things; A skill in learning from experience; A skill in struggling in despair (failure); A skill in managing anger constructively; A skill in neutralizing situation.

Research procedure

The general description of the research procedure that applies the Ignatian Pedagogy Paradigm (reflective) learning strategy in the Special Needs Education course is 1) Context. This stage is given in the first to second meetings at the beginning of the lecture. The student's context includes a variety of students' educational backgrounds before becoming a student, classroom social interaction between students and lecturers, and students and students. Context excavation is done at the beginning of the course (first meeting) and the beginning of each lecture by sharing experiences and social interactions in the classroom. The contexts revealed in this course include the situation of the educational world, especially primary education in Indonesia. Students are asked to observe and explain arising problems and identify the possible sources of the problems. Then, they filled out the Emotional Maturity instrument at the beginning of the course. 2) Experience. This stage is given in the third to seventh meetings at the beginning of the lecture. The student learning experience begins when the lecturer presents the material, and the students are grouped into discussion groups in which each group will present the following material. Student learning experience is identified as follows: a) Orientation. Based on the context of the chosen case, groups prepare logistics which is needed in the engagement of problem-solving activity; b) Organization. Students conduct a relevant theoretical review and organize the problem-solving in groups; c) Identification: students investigate by collecting information and valuable sources; d) Presentation of work: students present material in the form of a presentation and simulation with media or props; and e) Analysis and evaluation: students do an analysis, reflection, and evaluation of the problems' solution in the context of Children with Special Needs. 3) Action and Reflection. This stage is given in the eighth to the thirteenth meeting. Students' reflection on the learning experience consists of two forms: written and spoken. The reflections are done at the end of each subject for approximately 15 minutes at the end of each meeting. After students understand the context of the course and themselves, get the learning experience, and are capable of reflection, they are invited to celebrate their one-semester learning through actual actions in their daily lives. These actions manifest in the simulated learning design, which is adjusted to children's developmental stages. The stages of reflection are demonstrated at the end of each

meeting, which is demonstrated in meetings 10-15. 4) Evaluation. This stage is given from the fourteenth to the sixteenth meeting. The evaluation forms in this course consist of five assignments, including individual and group assignments. The students filled out the Emotional Maturity instrument at the end of the course.

Data Analysis Techniques

This research applied the Classroom Action Research (CAR) proposed by Tuckman, Bruce, and Harper (2012) to identify emotional maturity. The data analysis technique used the descriptive quantitative research of the score at the beginning and end course.

The instrument's validity shows that the result of a measurement illustrates the sides or aspects that are being measured. Azwar (2008) states that validity comes from validity which refers to how precise and accurate a measurement tool can be when it performs its function. A good instrument has high validity, while low validity will be irrelevant to the purpose of the measurement. The validity test used in this research is the content and empirical test. The content validity test is done to see how deep items in the test comprise the measured object's whole area. The estimation of this validity does not include any statistical calculation. Instead, it only includes rational analysis. An empirical validity test is done by trying the instrument out. The instrument is tested by correlating the individual and total scores using the correlation technique proposed by Pearson, entitled Correlation Product Moment. The content validity is done by experts who focus on the indicators of emotional maturity. The score given by experts in the content validity test is 4, which belongs to Good (scale: 1-5). Meanwhile, the empirical validity test results in 56 items with rix scores above 0,293 ($p > 0.05$).

Azwar (2008) suggested that reliability is the credibility level of a measurement result. A high-reliability measurement can provide a reliable measurement result that is then labeled as reliable. Reliability is based on how far the measurement result can be trusted. The reliability score in the emotional maturity questionnaire used in this research is 0.937. According to Guiford's Classification (1956), the score belongs to the high correlation category (0.90 – 1.00). The reliability test was calculated with the help of statistical analysis software. Table 1 shows the score of reliability and the coefficient classification.

Table 1. Reliability

Cronbach's Alpha	N of items
0.937	56

RESULTS

The improvement in the late teens' emotional maturity shown below is the result of implementing the Ignatian Pedagogy Learning Strategy (Reflective). The results are based on the descriptive analysis of the emotional maturity statistic of the response on the instruments of emotional maturity.

Group Statistics					
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Tes	1	48	172.71	29.450	4.251
	2	45	231.22	18.272	2.724

Figure 1. Group Statistics

Based on figure 1, the average score increase can be seen among the pre-test and post-test scores. A test of the initial condition was given to students. There was a sample of 48 subjects in the pre-test and 45 in the post-test. The average score for emotional maturity is 172.71, and the average score in the post-test is 231.22.

		Levene's Test for Equality of Variances		Independent Samples Test		t-test for Equality of Means		95% Confidence Interval of the Difference			
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Tes	Equal variances assumed	8.705	.004	-11.424	91	<.001	<.001	-58.514	5.122	-68.688	-48.339
	Equal variances not assumed			-11.590	79.249	<.001	<.001	-58.514	5.048	-68.562	-48.466

Figure 2. Independent Sample Test

Figure 2 is an independent sample t-test analysis. The two-tailed significance value is 0.004 <0.005, thus indicating that there is a difference in point scores between the pre-test and post-test scores in the group. Based on the results of the descriptive analysis, it is proven that the students' post-test scores are higher than the pre-test. There is an increase in emotional maturity in late adolescents through implementing the learning strategy of Ignatian Pedagogy (Reflective).

DISCUSSION

Based on the analysis, the data shows that the students' post-test scores are higher than the pre-test scores. It was shown that implementing the learning strategy of the Ignatian Pedagogy Paradigm (Reflective) can increase emotional maturity in late adolescence. Subagya (2008) mentions three prominent elements in the learning strategy of the Ignatian Pedagogy Paradigm (Reflective): experience, reflection, and action. It can assist students not only in becoming more knowledgeable in their field but also can help them become more sensitive to kindness as well as to the needs of others (Suparno, 2015). In the Children with a Special Needs Education course, students are introduced to children with special needs and taught to manage their emotions skillfully, practice dialogue with themselves to face every problem, and stay optimistic. In this course, students are led to be sensitive about various social problems and choose appropriate steps in solving problems by considering risks. Based on a learning strategy that brings students to a context of experience, then provides opportunities for reflection and action, making students grow in the meaning and values contained. This process is carried out by students together with classmates. According to Hurlock (2002), learning factors and the process of maturity, and emotional development are interrelated. It can be seen from the student's self-development and openness in managing emotions in the built social relations.

CONCLUSION

The result of this action research is that the average score of emotional maturity in the pre-test is 172.71, and the post-test is 231.22. Based on the independent sample t-test analysis, the two-tailed significance value is 0.004 <0.005, thus indicating that there is a difference in point scores between the pre-test and post-test scores in the group. Based on the results of the descriptive analysis, it is proven that the post-test scores obtained by students are higher than the pre-test. There is an increase in emotional maturity in late adolescents through implementing the learning strategy of Ignatian Pedagogy (Reflective).

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