

## Research Article

# Emotional Stability as a Predictor of Compliance to Authority in Students of Public Junior High School 2 Pare Kediri District

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## Abstract.

Emotional stability is one of the factors that influence compliance with authority in junior high school students. However, at this time there are many phenomena where students do not obey authority figures at school. Many of the students dare to break the rules, commit acts of violence, oppose, and rebel against the authority enforcers to do things that disturb and disturb the community. This study uses quantitative methods with descriptive correlational research type of cause and effect, using descriptive analysis and simple linear regression. Using simple random sampling techniques in each class VIII SMP Negeri 2 Pare and obtained 201 students as respondents. Data collection was carried out with the help of scales, namely the Emotional Stability Test for Children Scale and the Obedient-Disobedient Tendency Scale. The results of the analysis showed that 96.52% of the subjects had a low level of compliance with authority and 113 subjects had high emotional stability. From the results of hypothesis testing, a significance value of  $0.037 < 0.05$  is obtained, which means that the hypothesis is accepted, it is also known that the R-Square value is 0.022, which means that emotional stability contributes to the emergence of compliance with authority by 2.2%.

**Keywords:** emotional stability, compliance with authority, students

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## 1. Introduction

Students who play a major role in the progress or retreat of a nation are expected to be able to become superior individuals and be able to develop the potential that exists in themselves to participate in national development. The potential abilities possessed by students can be processed and developed into certain actual abilities so as to make them a moral person and can actively participate in the development of the nation and state with honesty, trustworthiness, high enthusiasm, and responsibility [1]. The moral potential possessed by students can be developed and practiced in everyday life and can be used as a good example in the community. But in reality, currently there are many phenomena in both society and schools that show a decline in moral quality, especially among students. Many of the students dare to break the rules, commit acts



of violence, oppose and rebel against the authorities to do things that disturb and disturb the community.

Quoted from Merdeka.com states that a student from Gresik, East Java, bravely challenged his teacher because he was warned not to smoke in class [2]. The student also vented his anger by banging on the bench in the classroom, throwing away the book that was being carried by the teacher, and even boldly grabbing his shirt collar. Meanwhile, as reported by the Kompas.com news, there was a case of bullying committed by students at one of the public junior high schools in Malang- East Java [3]. The student received bullying or bullying from 7 of his peers. In fact, the student also experienced physical violence to be lifted, dropped, sat on, and his hands were stepped on by his friends who were also bullies which resulted in the victim having to be hospitalized.

Baron and Byrne state that obedience is a form of social influence where someone does something that comes from the orders of one or more people [4]. Ulum revealed Feldman's definition of compliance as a change in one's attitude and behavior to follow requests or orders from others [5]. Milgram in Boeroo also describes compliance as a basic element of the structure of social life and one of the essential elements of life together as a psychological mechanism that tends to connect individual actions and strengthen human ties to systems [6]. Kaur argues that obedience is an attitude of submission to restraint or orders from authority and is considered a spiritual discipline [7]. Furthermore, Kaur also explains that compliance is a basic aspect of social life and plays an important role in maintaining social order and stability [7]. Compliance is used as one of the foundations inherent in living in society, because if there is no compliance, life in society will not run prosperously, harmoniously, safely and peacefully, there will be many arbitrary actions, anarchy, commotion, riots and various other forms of chaos [8].

Compliance in students does not arise spontaneously from within students. This compliance can be influenced by several factors, including the student's living habits in the family environment and the student's socialization both at school and outside school. Kaur explains that obedience can be learned and obtained by a person from the smallest unit that can shape a person's character, namely the family and social environment [7]. In addition, the family environment also has the responsibility to provide knowledge to an adolescent about how to obey God, parents, teachers, managers, and other people who have authority over them.

Compliance can also be influenced by a person's level of emotional stability. This is supported by research conducted by Viqar which states that a person's tendency to obey or disobey an authority can be influenced by three factors, namely, the level of academic stress, emotional stability, and parental attitudes [9]. Viqar also explained that emotion is an affective experience accompanied by a comprehensive inner adjustment, where the mental and physiological state is in an emotional state and can be shown by clear and real behavior [9].

According to Viqar emotional stability is a state of emotion that is fixed, not changing, balanced and able to remain in the same emotional state [9]. Furthermore, the same opinion was conveyed by Sharma who explained that emotional stability is an emotional state that is stable, does not change easily and has good balance, has good control over emotions, and is able to deal with any situation in the same emotional condition [10]. Kumar states that emotional stability is a person's ability to maintain emotional balance in a state of stress [11].

Kaur's study showed that compliance was not related to parents' income and occupation, but was related to birth order and parents' educational background [7]. Kaur also argues that adolescents who are approaching early adulthood have a tendency to be obedient than young adolescents and parents with a high educational background have a higher level of concern for their children's education [7]. Buwana, who conducted research on emotional stability with a disciplined attitude towards traffic rules showed that adolescents who are not emotionally stable cause adolescents to vent their emotional feelings on the streets by driving recklessly or participating in wild racing on the highway [12]. Viqar's research shows that emotional stability is related to compliance with authority, positively correlated with other factors so that it can strengthen the emergence of the level of compliance in a person [9].

Based on the explanation above, it can be concluded that compliance with authority can be caused by the level of emotional stability in a person. Therefore, researchers are interested in conducting research on emotional stability and compliance with authority in students of SMP Negeri 2 Pare, Kediri Regency.

## 2. Literature Review

The psychological mechanism that links one's actions to a specific goal by binding to a system of authority is compliance [6]. Baron and Byrne define compliance as a form of

social influence where someone gives orders to one or more people to take an action [4]. Meanwhile, according to Bocchiaro and Zamperini compliance is a form of modification that is manifested in behavior to carry out instructions ordered by individuals who have authority [13]. Compliance is an important aspect of social life and plays a key role in maintaining social order and stability. This is in line with Leveille's statement that compliance is part of an important foundation in living society [8]. Without compliance, community life will not run in peace and prosperity but there will only be chaos and anarchic actions that occur in community life.

Compliance in individuals is related to several factors, according to Vigar several factors related to compliance, namely 1) academic stress, 2) emotional stability, 3) parental attitudes [9]. Meanwhile, according to Milgram in Boeroee, the factors that influence individual compliance are 1) interpersonal distance, 2) proximity and legitimacy of authority, 3) institution of authority [6]. In addition, there are things that cause a person's compliance according to Tylor et al are rewards or rewards, coercion, expertise, legitimacy, information, and referrals [14].

Based on research conducted by Mehta there are several aspects of compliance, namely first, a person's interest and willingness to act in accordance with predetermined rules and be willing to carry out orders voluntarily [15]. Then second, feelings, this relates to a sense of like and dislike for something and is also related to one's emotions in responding to orders. Third, discipline, which is subject to supervision and control from others as well as carrying out orders and obeying rules with full responsibility. And the fourth aspect is control of sexual urges, namely the ability to manage one's desire to get sexual satisfaction.

The level of obedience tendency can be influenced by one's emotional stability. Individuals who have good emotional stability will tend to obey authority figures and have good behavior. Thus, emotional stability plays an important role in shaping one's character. Viqar argues that emotional stability is a state of emotion that is fixed, not easily changed, balanced and able to survive in the same status [9]. According to Sharma, emotional stability is an emotional state that is fixed, not easily changing, stable, has good control over emotions, and has the ability to deal with any situation appropriately without exaggeration. Emotional stability also plays an important role in shaping one's compliance [10].

In Viqar's research, it is stated that the tendency to obey and disobey in a person is caused by several factors, namely, emotional stability, academic stress, and parental

attitudes [9]. In addition, the behavioral factors and traits of family members, friends, and individual environments also influence emotional stability. The results of research conducted by Viqar concluded that someone who experiences good things in his life and has strong control over his emotions will tend to be obedient [9]. Research conducted by Buwana states that adolescents who do not have good emotional stability will behave inappropriately for their age and do not comply with existing regulations [12]. A person's success in controlling their emotions can lead individuals to manifest behavior in accordance with existing norms and regulations. A person with a stable emotional condition will not easily change his mental state in relation to the conflicts and situations being faced, so that he is able to control himself in expressing emotions in various situations.

### 3. Method

This research design uses a quantitative approach with a descriptive causality type of research. The sample in this study amounted to 201 junior high school students. Researchers used 2 measurement scales, namely the first Obedient-Disobedient Tendency Scale from Mehta and Hasnain which has been adapted, with a validity value of 0.360 to 0.829 and a reliability of 0.928 [16]. and the second Emotional Stability Test for Children from Gupta and Singh with a validity value of 0.416 to 0.714 and a reliability of 0.815 [17].

### 4. Result and Discussion

Hypothesis testing in this study uses a significance level of 0.05, while to find out how much the contribution of the independent variable to the emergence of the dependent variable can be seen from the R-Square value. From the results of hypothesis testing on emotional stability variables and compliance with authority, the following results are obtained:

TABLE 1: Results of Hypothesis Test.

Variabel	The Regression Equation	R	R Square	Significance	Conclusion
Compliance with Authority (Y)	100,819 (a)	0,147	0,022	0,037	Hypothesis Accepted
Emotional stability (X)	0,131 (b)				

The constant number (a) means that if there is no emotional stability (X) then the consistent value of compliance with authority (Y) in female students is 100.819. While the regression coefficient number (b) obtained a result of 0.131. This figure means that every time there is a decrease in the level of emotional stability (X), compliance with authority (Y) in students will decrease by 0.131. Based on the table above, it can be seen that the regression significance value between emotional stability and compliance with authority is obtained at  $0.037 < 0.05$ , so it can be concluded that the hypothesis can be accepted. This shows that emotional stability is a predictor of compliance with authority in students of SMP Negeri 2 Pare, Kediri Regency. In addition, to find out how much the level of prediction between emotional stability and compliance with authority can be seen from the R-Square value. Based on the table above, it can be seen that the R Square value is 0.022 which means that the contribution of the emotional stability variable to the emergence of the compliance with authority variable is 2.2%, while the remaining 97.8% is caused by other factors.

The findings of this study are in line with the results of research conducted by Buwana which shows that emotional stability has a positive and significant relationship to driving safety behavior [12]. Viqar states that a student is faced with various situations that affect their emotional stability. Some of them are the physical and psychological dynamics of students at the adolescent stage, and the student's environment [9]. The more emotionally stable the student, the more likely the student is to obey authority. Ali and Hidayat also revealed that emotional stability is a person's ability to adapt to the surrounding environment, so that when facing a problem or pressure he does not express his emotions excessively and is able to control himself [18]. Meanwhile, things like authority come from outside the student (environment), so that students with high emotional stability will be able to deal with demands or rules or authority from a power such as schools and parents.

This study also shows that there is a significant effect (sig: 0.037) of emotional stability on compliance with authority, but it was found that emotional stability had a very low effect on compliance with authority (R square: 0.022). This indicates that there are other variables that have a greater influence on compliance with authority. Research conducted by Viqar found that academic stress has a greater effect on compliance with authority [9]. In addition to academic stress, there are other factors that affect compliance with authority, including according to Kaur compliance can be influenced by birth order and parental educational background, namely when adolescents are mature will show a higher level of compliance than younger adolescents, while parents who have a high

educational background will have a higher level of concern for their children's education [7].

Ludeke also explained that compliance can also be influenced by intelligence, conservatism, traditionalism, and fundamentalism [19]. On the other hand, this research contradicts a study conducted by Ulum regarding the relationship between emotional maturity and new student compliance. The study revealed that the correlation result was 0.198 with a research significance of 0.057 ( $p > 0.05$ ) [5]. One possibility is that the research conducted by Ulum obtained different results from this study, it could be due to the poor reliability of the instrument used in Ulum research with an alpha reliability coefficient of 0.6 [5]. In addition, there are differences in research subjects, the research conducted by Ulum chose student subjects, while this study has junior high school student subjects [5].

TABLE 2: Descriptive Analysis of Compliance with Authority and Emotional Stability Variables.

Variabel	N	Min.	Max.	Mean	Standard Deviation
Compliance with Authority (Y)	201	89	124	105,65	6,055
Emotional stability (X)	201	17	56	36,99	6,822

Data analysis shows that compliance with authority in students of SMP Negeri 2 Pare Kediri Regency is mostly in the low category, which amounts to 194 people or reaches 96.52%, while 7 people or 3.48% are in the high category. This explains that most respondents have low compliance with authority. From the results of Pratiwi's research, one of the factors that cause low compliance is age [20]. According to Papalia et al, early adolescence is a transition period out of childhood and is a time to grow, not only in physical aspects, but also in emotional aspects, cognitive and social competence [21]. In line with the statement of Papalia et al that adolescence is a transitional period, where individuals will experience changes both physically and emotionally [21]. Therefore, adolescence is considered a period of storm and pressure (storm and drung), which is a time when emotional tension increases due to physical changes and internal changes such as hormonal glands in adolescence. Thus, adolescents are often irritable, express emotions excessively, and tend to be unable to control themselves. With low compliance, it will allow the emergence of aggressive behavior that can trigger chaos. As stated by Levielle that without compliance, there will be a lot of anarchy and chaos [8].

The results of this study also obtained information that the emergence of compliance with authority can be predicted by looking at the level of emotional stability. As explained

by Viqar, individuals with good emotional stability, namely being able to control emotions and not express excessively, will tend to have obedient behavior towards authority [9]. Kaur's research also shows that adolescents of more mature age will have higher compliance values than adolescents of younger age [7]. Based on the results of the analysis, it was found that emotional stability in students of SMP Negeri 2 Pare Kediri Regency was mostly in the high category, as many as 113 respondents and the remaining 88 respondents were in the low category.

For junior high school students, having high emotional stability can have a positive influence on their lives. Junior high school students are in the adolescent development phase, where many factors can affect their emotional stability. One of the factors that cause high and low levels of emotional stability can be caused by age. All respondents were in the age range of 13-14 years old which falls into the early adolescent category. In this phase, adolescents experience emotional imbalance and instability in various aspects, namely, changing patterns of social relationships and starting to seek self-identity [22]. In line with the statement of Bubic & Ivanesevic students with high emotional stability tend to be patient, not easily anxious, and can be able to deal with stress [23]. Meanwhile, students with low emotional stability will have difficulty in perceiving, understanding, and expressing emotional conditions, so that students will have difficulty dealing with expectations and changes around them. In line with the results of Buwana's research which shows that adolescents who have high emotional stability will tend to behave in accordance with applicable norms or rules [12].

On the other hand, based on research conducted by Kumaravelu on high school students, it was found that emotional stability affects students' academic achievement [24]. In addition, it is also said that one of the factors that affect students' emotional stability is the type of management given to students' education. Students from private schools have higher emotional stability compared to public school students. This is also conveyed by Agarwal who according to his study found that private schools are usually from well-off and wealthy family backgrounds [25]. Private schools have a friendlier environment to their students, and private students can have many interests that they can explore. In addition, the educational management developed in private schools is better and more cooperative for students than the management system developed by public schools.



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