

The Relationship Between Emotional Stability and Family Motivation on Vocational Competence of Students with Intellectual Disabilities

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ABSTRACT

This research aims to determine the relationship between emotional stability and family motivation on the independence of vocational competence of mentally disabled students in State Special Schools in Yogyakarta City. This research uses a quantitative approach with data analysis using parametric statistical methods, which are analyzed descriptively to test the hypothesis using the Product Moment Correlation test at a significance level of $\alpha = 0.05$. Correlation research is a non-experimental research that measures three variables and calculates the statistical relationship between the three variables using a questionnaire. Decision-making thesis testing in this research shows that the value of $r_{count} > r_{table}$ means a relationship exists between the variables. The Pearson Correlation value between the Vocational Independence and Emotional Stability variables is -0.059 , which is smaller than r_{table} , namely 0.316 . Pearson Correlation value between the Vocational Independence variable and the family motivation variable is 0.519 , which is than r_{table} , namely 0.316 . So, there is no significant relationship between the emotional stability and Vocational Independence variables. However, there is still a relationship between the family motivation and Independence variables.

Keywords: Intellectual Disabilities, Emotional Stability, Family Motivation, Vocational

INTRODUCTION

Children with special needs have the right to receive the same education as children in general, so that they can live independently even with the limitations they have, such as physical, intellectual, mental and social limitations, there is a need for special education so that they can maximize their self-development abilities so that they are better trained, especially for mentally disabled children.

Mental retardation is a child whose intelligence is significantly below average and is accompanied by an inability to adapt to behavior that appears during development (Wicaksana, 2016). Students with intellectual disabilities need special help and support to develop vocational abilities and competencies. Emotional stability is a condition where a person can control and manage their emotions and feelings effectively and adaptively. Good emotional stability can help a person manage stress and face challenges in everyday life. Apart from that, Emotions affect a person's ability to solve problems and make decisions. Emotional stability is related to students' ability to regulate and control their feelings when dealing with pressure, stress, and other emotional situations. Students with better levels of emotional stability tend to have lower stress levels, higher mental well-being, and healthier social relationships.

Family motivation, in turn, influences students' motivation to learn and improve their abilities. Positive family motivation can increase students' self-efficacy, namely, their confidence in their abilities. It can also help students face challenges and overcome obstacles that arise during the process. The independence of mentally disabled students' vocational competence, which includes the ability to manage themselves, interact with others, and face challenges, is greatly influenced by the emotional stability and motivation of the family. Students who have better emotional withy and positive family motivation tend to have better abilities in managing themselves, interacting with others, and facing challenges. They also tend to have lower stress levels, higher mental well-being, and healthier social relationships.

It is known that students who have unstable emotions occur due to problems at home. Students are not allowed to fulfill their desires and are always pressured to follow their parents' wishes, so they cannot acannotwishes. Students can express all their emotions at school, but they are allowed to do something they like. In vocational learning at school, students feel forced to do something, and students think that these activities do not need to be done by them. Because students experience mental development barriers which result in a lack of skills and adaptation to the environment

METHOD

This section describes how the research was conducted. The primary materials of this section are (1) research design, (2) population and sample (research target), (3) data collection techniques and instrument development, (4) and data analysis techniques. In this research, quantitative research using the correlation method was used. Correlation research is a type of non-experimental research in which the researcher measures three variables and calculates the statistical relationship between the three variables (Nurhayati, 2019). In this study, there are two independent variables and one dependent variable. The following is the definition of each variable (1) Emotional Stability of Mentally Disabled Students (X1) The emotional stability of mentally retarded children refers to the ability of children with intellectual disabilities (mental retardation) to manage and maintain balance in their emotional responses to various situations and stimuli. This includes children's ability to identify, express, and control their emotions in ways appropriate to the problem and deal with stress and frustration without experiencing emotional outbursts or behavior detrimental to themselves or others. Good emotional stability in mentally disabled children can help them interact socially more effectively and improve their overall quality of life; (2) Motivation of Families of Mentally Disabled Students (X2) Family motivation of students with intellectual disabilities is the level of desire, determination, and commitment possessed by family members (such as parents, siblings and other members involved) to support, develop and improve the potential and quality of life of students with intellectual disabilities (with intellectual disabilities). This family motivation involves active efforts in creating an inclusive environment, providing physical, emotional, and educational support appropriate to the needs of the child with intellectual disabilities, as well as participating in collaboration with the school and specialists to ensure optimal development for the child (3) Independence of Vocational Competence of Students with Mental Disability (Y) Independent vocational competence is an important goal in the education of students with intellectual disabilities to help them prepare themselves to enter the world of work or vocational training more prepared and independent.

The population in this study were Yogyakarta State SLB 1 and 2 students at junior and senior high school levels who had chosen a vocational field. Meanwhile, the sample in this study was Yogyakarta State Special School 1 and 2 students at junior and senior high school levels who had entered a vocational or vocational study group and met the researchers' selection criteria. This research uses nonprobability sampling techniques, namely saturated sampling or total sampling, where the population is the sample from the research. Total sampling is a sample that represents the total population (Sugiyono, 2012). The sample in this study is several existing populations. The instrument in this research is a questionnaire arranged on a Likert scale. The Likert scale measures the attitudes, opinions, and perceptions of a person or group of people about social phenomena. Sugiyono (2013:148) "states that using a Likert scale, the variables to be measured are broken down into variable indicators, then these indicators are used as a starting point for compiling instrument items in the form of statements or questions." The results are in an interval or ratio of 1 – 4, from strongly agree to disagree strongly.

RESULT AND DISCUSSION

Mental retardation is a child whose intelligence is significantly below average and is accompanied by an inability to adapt to behavior that appears during development (Wicaksana, 2016). Students with intellectual disabilities need special help and support to develop vocational abilities and competencies. Several things tend to help create independent vocational competence, including students' emotional stability and motivation from their families. In this research, the research process, data collection, data filling, and data processing were carried out to determine the relationship between emotional stability and family motivation on the independence of vocational competence of mentally disabled students in Yogyakarta City State Special Schools.

This research process will be carried out in October 2023. The data obtained will be processed and analyzed to produce information that can be used in research. Data collection was carried out by distributing questionnaires filled in by data sources or so-called informants, which included mentally disabled students, homeroom teachers, and student guardians. After the data is collected, data processing is carried out to convert the data into usable information. Data processing includes editing, tabulation, reduction, and transformation to obtain accurate and valid information.

Respondent Characteristics

Table 1. Frequency Distribution of Student Characteristics

	Frequency	%
Gender		
a. Men	12	40%
b. Woman	18	60%
Total	30	100%
Study Group		
a. Batik	7	20%
b. Wood Crafts	6	20%
c. Laundry	4	23%
d. Culinary art	6	13%
e. Fashion	7	24%
Total	30	100%

Table 1 shows that 40% of the mentally disabled student respondents were male, and the remaining 60% were female. Based on the study group, 20% of the mentally disabled students at SLB Negeri 1 and 2 Yogyakarta who were respondents came from the batik study group, 20% from wood crafts, 23% from laundry, 13% from catering, and 24% from fashion design.

Relationship between Vocational Independence and Emotional Stability

Table 2. Emotional

		Correlations		
		Kemandirian Vokasional	Kestabilan Emosi	Motivasi Keluarga
Kemandirian Vokasional	Pearson Correlation	1	-.059	.519**
	Sig. (2-tailed)		.757	.003
	N	30	30	30
Kestabilan Emosi	Pearson Correlation	-.059	1	.187
	Sig. (2-tailed)	.757		.323
	N	30	30	30
Motivasi Keluarga	Pearson Correlation	.519**	.187	1
	Sig. (2-tailed)	.003	.323	
	N	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

In the product-moment correlation analysis, decision-making is done by looking at the calculated r_{value} or the SPSS output table in Table 2, written as Pearson Correlation. If the value of $r_{\text{count}} > r_{\text{table}}$, there is a correlation or relationship between the variables. On the other hand, if the r_{count} value $< r_{\text{table}}$ means there is no correlation or relationship between variables.

In Table 2, the Pearson Correlation value between the Vocational Independence and Emotional Stability variables is -0.059, smaller than r_{table} , 0.316. This means no significant relationship exists between the Emotional Stability variable and the Vocational Independence variable.

The absence of this relationship shows that a student's level of emotional stability may be very high or very low, but this will not be related to his level of vocational ability at school. Emotional stability and vocational independence can be understood as two different processes that are not directly related. Emotional stability refers to students' ability to regulate and manage their emotions, while vocational independence focuses on students' ability to develop and use their vocational skills. They can be developed separately and do not directly influence each other.

Relationship between Vocational Independence and Family Motivation

Table 3. Family Motivation

		Correlations		
		Kemandirian Vokasional	Kestabilan Emosi	Motivasi Keluarga
Kemandirian Vokasional	Pearson Correlation	1	-.059	.519**
	Sig. (2-tailed)		.757	.003
	N	30	30	30
Kestabilan Emosi	Pearson Correlation	-.059	1	.187
	Sig. (2-tailed)	.757		.323
	N	30	30	30
Motivasi Keluarga	Pearson Correlation	.519**	.187	1
	Sig. (2-tailed)	.003	.323	
	N	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

In Table 3, the Pearson Correlation between the Vocational Independence variable and the family motivation variable is 0.519, greater than r_{table} , 0.316. This means a significant relationship exists between the family motivation variable and the Vocational Independence variable.

The family can be a very important source of support in increasing the motivation and vocational independence of students with intellectual disabilities. Families who support and understand children's needs can help improve motivation to learn and develop vocational skills. Families can influence the vocational independence of students with intellectual disabilities by providing examples and supporting and providing opportunities to participate in vocational activities. Children get their first exposure to education from the family environment. All attitudes and behaviors in the family environment greatly influence a child's development. The family environment is the environment within the family where a person is born and receives, first and foremost, education, guidance, and knowledge.

CONCLUSION

Based on the results of hypothesis testing using the product-moment correlation test in research conducted at Yogyakarta City State Special School, it is known that the emotional stability variable does not have a significant relationship with vocational competence independence. However, the family motivation variable has a substantial positive relationship with independent vocational competence. Based on the description above, mentally disabled students need special assistance and support to develop vocational abilities and competencies, especially motivation and family support. The higher level of support and encouragement provided by the family can motivate students to learn and develop the required vocational skills. Families play an important role in developing student independence, starting with understanding, teaching, learning skills, motivation, and support for every activity. Thus, it can be concluded that family motivation is an important factor influencing the independent vocational competence of mentally disabled students in special schools in Yogyakarta. Therefore, special attention and cooperation from the school and family are needed to help students with intellectual disabilities develop and provide high motivation to be independent.

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