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Description of Emotion Regulation and Attachment Patterns of Cadets at Boarding Maritime Colleges

Abstract: Boarding universities require students to follow the existing rules quite strictly, starting from waking up in the morning until going back to sleep. Students who live in dormitories must immediately adjust even though it feels difficult. The demands of the new environment must be responded wisely. Individuals who have a tough personality will be able to adapt to the demands of a new environment wisely. This research aims to look more closely at the emotional regulation of students who live in dormitories in terms of the attachment patterns they develop before becoming students and during their time as students. This research uses descriptive qualitative research methods, trying to explore the description of students' emotional regulation during life in the dormitory and the impacts that arise. The results of this research reveal that there are four types of attachment patterns with different self-regulation, namely secure, bound, inbound and anxious attachment patterns. The conclusion from the results of this research is that a secure attachment pattern will give rise to positive emotional regulation. Positive emotional regulation needs to be developed so that students are able to undergo education while in the dormitory with excellent mental health, are able to adapt to their social environment well, are more productive and in the future these individuals will be able to face challenges in their lives better. This research continues research expressed by Fitri (2023), namely that the stressors most often experienced by students living in dormitories are intrapersonal stressors at 62.59%. Without mature intrapersonal abilities, it will be difficult for individuals to face the unexpected and establish good relationships with other people.

Keywords: emotional regulation, attachment patterns, intrapersonal abilities

INTRODUCTION

In human life, emotions are an important aspect. Individuals who successfully regulate their emotions will be better able to direct their energy to achieve their life goals. Gross (2014) explains that emotions play a role in forming feelings and responding to the world around them. For example, when we see something inappropriate, we will feel angry, but on the other hand, we think our anger is inappropriate. Kostiuk & Greory (2015) revealed emotion regulation is the ability to respond to internal demands, experiences and various emotions in a way that is socially acceptable and there is enough free space to allow spontaneous reactions to emerge, including the ability to delay necessary spontaneous
reactions. Gross (2008) also explains that emotional regulation refers to an individual's process of influencing the emotions they have, feeling and expressing these emotions.

This emotional regulation process can occur automatically or under control, consciously or unconsciously and involves many components throughout an individual's life. Martin & Dahlen (2005) in their research found that negative thoughts can give rise to negative emotional reactions in individuals. These negative thoughts include blaming yourself, blaming others and the environment, rumination (repeated thoughts about the past accompanied by maladaptive reflections) and catastrophe (sudden/rapid changes). These four thoughts reduce positive assessment and acceptance of the situation at hand. This thinking scheme is developed from childhood or adolescence and is dysfunctional.

Gross (2014) stated that emotions and emotional regulation both involve an assessment of the emotions themselves. Emotions are a type of sequence of action, value and perception processing cycles that involve these three things. According to Cohen & Armeli (in Coon, 2005), individuals with a low level of emotional regulation tend to have a neurotic personality with the characteristics of being sensitive, moody, restless, often anxious, panicky, low self-esteem, lack of self-control and lack the coping skill of effective stress. The ability to regulate emotions well is not inborn but is formed and trained to become more skilled. A part from the individual's own efforts, they also need support from the environment, especially the family.

Armsden and Greenberg (2009) stated that the attachment patterns built in children's relationships with their parents can be a source of psychological security for children to be able to become strong individuals. Attachment pattern is emotional closeness to someone who is considered important and trusted who can support feelings and actions taken. Martin Herbert in The Sciences Encyclopedia explains that this attachment pattern refers to a bond between two or more individuals whose nature is a psychological relationship that is discriminatory and special and binds other people within a certain time and space (Desmita, 2009).

Ainsworth (in Ervika, 2000) stated that this pattern of attachment is a closeness that is eternal over time. Hastuti (2017) states that attachment is a two-way relationship that is a slow process and depicts warmth, comfort and trust. Attachment arises from bonding, which is a one-way relationship. Attachment has three elements, namely 1) having an emotional connection with a special person, 2) creating a feeling of security, comfort and pleasure, 3) the absence of attachment will cause feelings of loss or increase regret or disappointment. Grosman & Grosman (in Sutchiffe, 2002) state that individuals with secure attachment qualities are better able to carry out difficult tasks and do not give up quickly.

Boarding schools have special characteristics compared to other schools in general. The full day schedule is regulated by the school, although sometimes free time is given to prepare personal needs, this personal time is also limited, and cannot be arranged by each individual freely. Only resilient individuals can adapt to strict rules and rapid changes.

Refers to the background above, the problem that will be answered in this research is what emotional regulation should be developed by students living in dormitories and what attachment patterns should be developed to improve students' emotional regulation? With this problem formulation, this research aims to obtain an overview and explores students' emotional regulation while living in a dormitory and attachment patterns that can improve positive emotional regulation. It is expected that students attending their dorm education will be students who have positive emotional regulation so that it is able to adjust to the strict rules and rapid changes of residence in the dorms. It is also hoped that this student will have a safe pattern of dutiveness that will be better able to handle difficult and less demanding tasks.

METHODS
This research was conducted on January 16 - February 6 2023 at a boarding college in Semarang. This research uses a descriptive qualitative approach, data is summarized and
presented in the form of diagrams and graphs. This research included 10 student respondents who were determined randomly. The respondents in this study all underwent education in a dormitory for four years. This college was chosen because it requires students to live in dormitories while studying. The characteristics of the background of the respondents in this study are diverse because they come from various regions in Indonesia.

In this study, research respondents were asked for their willingness to answer questions openly about how students regulate their emotions and what their attachment patterns were like before living in the dormitory and while living in the dormitory. These questions are answered by the student living in the dorm, answered by face to face with an individual. Next, all answers are categorized and interpreted with the guidance of existing theories so that a more complete picture of the dynamics of the problem is obtained.

RESULT AND DISCUSSION

Fitri's research results (2023) stated that the most stressors experienced by students living in dormitories were intrapersonal stressors, namely 62.59%. Intrapersonal skills are abilities that future global leaders must have. The fact stated by the European Academy for Executive Education (Rahmalia, 2022) is that no leader can be successful without these intrapersonal skills. Intrapersonal skills include self-awareness, introspection and self-reflection, how individuals can have self-awareness and control internal attitudes.

This ability is related to emotional intelligence, an individual's ability to regulate their emotions, the ability to communicate to convey desires, goals and ideas to other people effectively. By being able to regulate intrapersonal abilities, individuals can be responsible for their emotions and attitudes. Without mature intrapersonal abilities, it will be difficult for individuals to be able to face unexpected things and establish good relationships with other people.

Emotions are complex feelings consisting of mental, physical and behavioural aspects related to affect and mood. Affect is a response to changes in emotions, while mood is a feeling that is widespread, pervasive and continuous, experienced by the individual and is subjective in nature. Feelings of joy, glad, anger, hate, sadness are individual forms of emotions (Kaplan & Saddocks in Puspita, 2018). Grosman & Grosman (in Sutcliffe, 2002) state that individuals with secure attachment qualities are better able to carry out difficult tasks and do not give up quickly.

General Description of Respondents.

Most of the respondents were male, with the composition of 7 male respondents (78%) and 3 female respondents (28%). A general description of respondents based on gender can be seen in the graph as follows.

![General Description of Respondents](image)

Figure 1. Respondent’s general Description
Types of Attachment Patterns
The types of attachment patterns experienced by respondents in this study are presented in table 1 below:

<table>
<thead>
<tr>
<th>Types of Attachment Patterns</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Bound</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Inbound</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Anxious</td>
<td>1</td>
<td>10%</td>
</tr>
</tbody>
</table>

Based on the table above, it is known that students predominantly experience secure attachment patterns at 50%, then loose attachment patterns at 30%, bound attachment patterns at 10% and finally anxious attachment patterns at 10%. Emotion regulation and attachment patterns are very closely related. This research is in line with research conducted by Moris et al., (2017) which revealed that a strong attachment pattern will be an adaptive function for individuals to face a wider environment. This is supported by research conducted by Sari, et al., (2018) that individuals who have a secure attachment pattern with their parents will feel like they have a warm family and will openly convey the complaints they face.

Bowlby (2008) revealed that humans have a fundamental tendency to build affectional bonds (attachments) with other people. Since the beginning of life, humans have had the need to build strong and long-lasting bonds with caregivers (parents as caregivers). This becomes the basis for building the ability to construct and maintain mental concepts about oneself and others as well as the relationship between the two. Nabilah & Hadiyati (2021) also stated that there is a significant positive relationship between attachment patterns to mothers and adolescent emotional regulation. The higher the level of attachment patterns to mothers that students have, the higher the students' emotional regulation abilities, and vice versa, the lower the attachment patterns to mothers, the lower the student's emotional regulation ability.

Bartholomew and Horowitz (in Tyas 2010) reveal that there are four models of attachment patterns, namely:

1. Secure attachment pattern
   Marked by a positive view of oneself and others. This is formed because of a positive relationship with a close figure, so that the individual feels comfortable with the familiarity and also with themselves. Individuals with this model tend to love easily and believe that other people are responsive and accept their existence. These individuals are able to maintain close friendships for long periods of time without fear of becoming independent and alone.

2. Bound attachment pattern
   It is characterized by a negative view of oneself but a positive view of others so that in interactions with the environment around the individual the individual is very dependent on relationships with other people. These individuals lack self-confidence, tend to be more attached to relationships and they use relationships to increase their sense of self-worth by seeking other people's values and opinions of them. This is usually formed because individuals often receive criticism from their attachment figures.

3. Loose attachment pattern
   It is characterized by a positive view of oneself but a negative view of others so that this individual's interactions will avoid familiarity and become independent of relationships with other people and maintain their freedom. This is usually formed because the individual does not get an example from the figure they are attached to.
4. Anxious attachment pattern

It is characterized by a negative view of himself and others, so that in interactions this individual will feel anxious about familiarity and avoid social interactions. These individuals do not feel loved and believe that others reject them and cannot be trusted. This is usually formed because the attached figure often criticizes him and is unable to set an example as expected by him.

Aspects of Emotion Regulation

Emotional regulation is the ability to remain calm under pressure. Emotional regulation is referred to as a person's calmness in his efforts to express his own emotions appropriately (Mauss, et al, 2007). Expressing emotions, whether negative or positive, is healthy and constructive as long as it is done appropriately (Reivich & Shate, 2002). Roberton, et al., (2012) stated that good emotional regulation abilities enable individuals to recognize, control and express their emotions well, but on the other hand, if an individual has good emotional regulation abilities, this individual will find it difficult to understand the events experienced in his life so that The impact will be difficulty modifying emotions related to the problems they face.

According to Gross (2007), there are four aspects of emotional regulation:
1. Strategies to emotion regulation (strategies), namely an individual's belief in being able to overcome a problem, having the ability to find a way to reduce negative emotions and being able to quickly calm oneself down after feeling excessive emotions.
2. Engaging in goal directed behaviour (goals), namely the individual's ability not to be influenced by the negative emotions they feel so they can continue to think and do things well.
3. Control emotional responses (impulse), namely the individual's ability to control the emotions they feel and the emotional responses they display (physiological responses, behaviour and tone of voice) so that individuals will not feel excessive emotions and show appropriate emotional responses.
4. Acceptance and emotional response (acceptance), namely the individual's ability to accept an event that causes negative emotions and not feel embarrassed about feeling these emotions.

The following describes each type of attachment pattern associated with emotional regulation abilities:
1. Secure attachment patterns
   a. confident that you can solve a problem
   b. able to find ways to reduce negative emotions
   c. quickly calm yourself after feeling excessive emotions
   d. able to think & do things well
   e. show appropriate emotional responses
   f. able to accept an event that causes negative emotions

2. Bound attachment pattern
   a. tends to be a bit hesitant in solving a problem
   b. negative emotions stick around for a long time
   c. need help from other people to calm him down
   d. need the presence of other people to guide them to think and do something
   e. emotional responses tend to be excessive
   f. tend to be embarrassed to feel negative emotions
3. Inbound attachment pattern
   a. tends to hesitate in solving a problem
   b. negative emotions stick around for a long time
   c. tend to blame other people for negative emotions that occur
   d. when thinking and doing things, they tend to stay away from other people
   e. emotional response of blaming others
   f. tend to be embarrassed to feel negative emotions

4. Anxious attachment pattern
   a. need help from other people in solving a problem
   b. negative emotions stick around for a long time
   c. tend to blame other people for negative emotions that occur
   d. when thinking and doing things, they tend to stay away from other people
   e. emotional response of blaming others
   f. tend to be embarrassed to feel negative emotions

If depicted in graphical form, the relationship between emotional regulation abilities and the type of attachment pattern in this research is as follows

![Graphical representation of attachment patterns and emotional regulation]

**Figure 2.** The relationship between emotional regulation abilities and the type of attachment pattern

The explanation:
- First line, green color = secure attachment pattern
- Second line, red color = bound attachment pattern
- Third line, yellow color = inbound attachment pattern
- Fourth line, black color = anxious attachment pattern

The explanation:
In this study, 3 men and 2 women had a secure attachment pattern, 1 man had a secure attachment pattern, 2 men and 1 woman had a loose attachment pattern, 2 men and 1 woman had a loose attachment pattern. anxious attachment is 1 man.

CONCLUSION
The conclusion from the results of this research is that secure attachment patterns will give rise to good emotional regulation in students. Positive emotional regulation needs to be developed so that students are able to undergo education in a dormitory with excellent mental health, able to adapt to their social environment well and be more productive and in the future these individuals will be able to face challenges in their lives.

REFERENCES


