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THEORETICAL REVIEW OF THE EMOTIONAL MANAGEMENT OF CHILDREN WITH SPECIAL EDUCATION NEEDS WITH VISUAL IMPAIRMENT

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Abstract

To get a clearer picture of emotions in MBPK, the researcher looked at this aspect in terms of theories closely related to emotions. Theory is basically a description of a phenomenon and the interaction of its variables that are used to try to explain or predict. In other words, theory allows other people involved in a field, especially researchers, to recognize core concepts and continue to explore in that field. The main theories about emotions can be divided into three categories, namely physiological theories, neurological theories, and cognitive theories. These three categories discuss the connection between body, brain and emotional response from different perspectives. Among them, the theory of physiological emotions represented by the James-Lange Theory of Emotions suggests that emotions occur as a result of a physiological response to an event that is external stimuli will lead to a physical response while emotions are shown based on the interpretation of physical responses the said. For example, when a MBPKP person is not given something they want, the student starts crying or screaming on the floor and the body feels hotter, then sums up that he is experiencing angry or sad emotions. In other words, being angry or sad is the result of a physical reaction that is screaming and crying. However, the exact emotion may be less distinguishable especially for MBPKP if based on this theoretical proposal.

Keywords: special education, visual impairment, education, emotional management, theories

Introduction

Cannon-Bard's Theory of Emotions, which is also often cited in the theory of physiological emotions, shows a contradiction with the James-Lange theory above where individuals can feel emotions and experience physiological reactions simultaneously (Stanojlovic et al. 2021). Referring to the same situation as above, this theory has put forward two proposals that show that these two reactions can occur at the same time and do not cause the occurrence of each other (Stanojlovic et al. 2021). First, people can have physical reactions without actually feeling emotions, for example, MBPKP feels hot due to screaming and crying behavior, rather than anger or sadness (Mosbiran et al., 2022). Second, the emotional response is too quick as a purely physiological result, that is, when they are not given something they want, MBPKP has felt angry or sad before they start experiencing physical reactions related to anger and sadness such as screaming and crying. In other words, a physical reaction that occurs is not necessarily related to the emotion that is felt.

The Schachter-Singer theory or the two-factor theory of emotion is an example of a cognitive theory of emotion that suggests that a person's thoughts are responsible for emotions. Schachter and Singer (1962) stated that emotions are produced through cognitive interpretation of a physiological response caused by a stimulation. This theory also emphasizes that similar physical reactions can produce different emotions. For example, if MBPKP experiences reactions such as heart palpitations and sweating, the emotions interpreted can be different in different situations, for example the emotions of surprise and fear when hearing a loud and surprising sound or the emotions of excitement when they are given the opportunity to perform in front of the class (Mizan et al., 2021). Therefore, cognitive factors are very important based on this theory in identifying emotions.

Alternative Theories

Cognitive appraisal theory pioneered by Richard Lazarus makes this theory also often referred to as Lazarus' Emotional Theory. This theory also emphasizes the role of the brain and cognitive where a person's brain will evaluate a situation first and then produce emotions as a response (Magiman et al., 2021). The difference between this theory and the previously discussed theories is that stimulation leads to thought and triggers the occurrence of physiological and emotional responses simultaneously. Lazarus has used the phrase fight-or-flight response in the description associated with a person's physical response in addition to emotional experience in this cognitive evaluation theory (M. N. Nordin et al., 2023). That is to say, in the same situation above, a person who is MBPKP who is not given something desired will continue to think of himself as being denied a request and will lead to emotional and physical reactions such as appropriate actions.

The theory discussed next is the Emotional Intelligence Theory introduced by Daniel Goleman who is a psychologist and behavioral science writer in 1995. Goleman (1995) describes emotional intelligence as the ability of an individual to manage his feelings so that those feelings are expressed appropriately and effectively. There are five components presented in emotional intelligence, namely self-awareness, self-regulation, motivation, empathy, and social skills. Among them, the component that is more emphasized in the context of this study

is regulation or self-management which refers to an individual's ability to restrain and control when expressing one's own emotions (Kadir et al., 2022). The fact is, MBPKP's ability about this component of emotional intelligence is still under doubt because they are referred to as being less able to control their emotions, especially when those emotions are too strong.

Discussion

The theories about emotions presented by figures and experts in the field provide a further introduction about the occurrence of emotions in an individual and allow the researcher to relate the theory to the context of this study. Several theoretical implications can be referenced to plan and implement this study. The first implication is to identify the stimuli that lead to emotions (Hamid et al., 2023). Although each theory presents a different order of stimulation and response, stimulation has been agreed upon as the first and foremost factor in emotion. Success in identifying stimulation or stimulation that can result in emotional disturbances occurs especially in MBPKP who experience emotional management problems (Jaya et al., 2021).

Secondly, the theoretical implications are seen on cognitive factors in determining the response from both physical and emotional aspects. Cognitive development allows an individual to rationalize events that occur and make appropriate choices and responses based on one's own abilities and needs. This cognitive aspect is especially important in the emotional management of MBPKP where they can exercise judgment after detecting the situation and reduce the occurrence of emotional disorders that are difficult to control (Desa et al., 2022).

Next, theoretical implications can be seen on the link between self-awareness and self-management of emotions involving emotional intelligence (Bin Shafie et al., 2022). The two components that are mentioned are components that must be mastered especially by MBPKP to detect one's own emotions as well as emotional disturbances that are occurring and then carry out emotional management internally. The mastery of these two components among MBPKP can be said to be more difficult compared to students of typical development. Therefore, people around like teachers and parents should play their respective roles in guiding the emotional development of MBPKP.

Conclusion

If we review the discussion in this chapter as a whole, emotional disorders and emotional management are interrelated and are often raised together with aspects of behavior that can be observed externally. One of the factors that make emotions less attention in the development and readiness of MBPKP learning is the difficulty in identifying and managing those emotions (Alwi et al., 2022). Although the emotional and behavioral aspects have been referred to as a pair that appear simultaneously, for example when referred to as internal and external problems, but the development in the emotional aspect is given less attention compared to the behavioral aspect. Indirectly, existing studies on the topic of emotional disorders and management alone in the field of special education are very limited. This can lead to the development of MBPKP emotional management strategies that are less effective and this issue is increasingly neglected due to limited knowledge.

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