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## **Exploring the Influence of Emotional Autonomy on Academic Flow Theory: A Study on Cadets at Politeknik Ilmu Pelayaran (PIP) Makassar**

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### **Abstract**

Emotional autonomy is the ability of young cadets to act independently, take the initiative, overcome obstacles, and effectively manage emotions while engaging in activities. Academic flow is a state experienced by individuals when fully immersed, focused, concentrated, comfortable, and enjoying what they do due to intrinsic motivation. This study examines the relationship between Emotional Autonomy and academic flow theory among cadets at Politeknik Ilmu Pelayaran (PIP) Makassar. The sample consisted of 170 participants selected through random sampling. The quantitative research method used the emotional autonomy scale and the LIS Inventory Flow Academic as measurement tools. Data analysis was conducted using the Product Moment correlation technique with SPSS 24.0 for Windows. The results revealed a correlation coefficient of 0.643 between emotional autonomy and academic flow, with a significance level 0.000 ( $p < 0.01$ ). The findings indicate a positive relationship between emotional autonomy and academic flow. This research provides valuable insights for Cadets in enhancing their emotional autonomy to attain a state of academic flow during lectures and residential activities.

**Keywords:** Influence, Emotional Autonomy, Academic Flow, Cadets, Politeknik Ilmu Pelayaran

### **Introduction**

Higher education is essential for developing the academic and personal student (Pratiwi & Kumalasari, 2021). Cadets, or students, face many academic and emotional challenges at high school, especially at PIP Makassar, which can affect results. Study them. Dynamic capability and self-autonomy, which involve managing emotions and making decisions independently, can affect academic achievement.

According to academic flow theory, a person will experience flow when fully engaged in the learning process and achieve the best level of concentration in academic activities (Ulfa,

2020). This experience is characterized by contentment, a love of learning, and engagement full in academic activity. The ability to become autonomous emotionally is considered a component that can influence the possibility of somebody Experiencing Academic Flow theory.

Due to their rigorous academic schedules and great expectations, PIP Makassar cadets encounter unique difficulties. Because of this, PIP Makassar's teachers and mentors must comprehend the relationship between their capacity, emotional independence, and the experience of Academic Flow. These teachers and mentors can develop a helpful plan by understanding connections. For improving academic achievement and students' well-being (Susanto, 2018).

The study aims to identify the connection between the ability and emotional autonomy of Makassar PIP cadets and their Academic Flow experience. In this context, emotional autonomy is defined as the ability of cadets to manage their emotions in a healthy, independent, and effective manner (Marusak et al., 2018). Flow Academic experience is defined as the level of involvement, satisfaction, and desire cadets to learn.

This study aims to increase understanding of the connection between the ability of emotional autonomy cadets and their experience of Academic Flow at PIP Makassar. These results also help educational institutions develop coaching programs to enhance cadets' emotional autonomy and promote a better flow of Academic experiences. This research is also expected to help the field of educational psychology and personal development by expanding our knowledge of the things that affect students' academic performance in higher education institutions.

## **Literature Review**

### **FLOW ACADEMY**

The term "flow," coined by Mihaly Csikszentmihalyi, refers to an optimum experience marked by intense focus, total immersion, and internal motivation in a task. (Csikszentmihalyi et al., 2018). It is a mental state in which people have increased productivity, pleasure, and attention. Although flow was first investigated in the context of leisure and creativity, it has received much interest in education, especially in academic settings. The flow experience during educational activities and the learning process is referred to as "flow in academics" or "Flow Academic."

Characteristics of Academic Flow:

Flow Academic is distinguished from other learning experiences by several distinctive features. These qualities consist of Students' experience of academic flow when they have clear objectives and get timely feedback on their performance. The objectives should be demanding yet reachable so that students can extend themselves without becoming overburdened. Additionally, Academic Flow is more likely to happen when the difficulty level of the academic task and the student's ability level are balanced (Shernoff et al., 2003). If the task is too easy, students may become bored; if it is too difficult, they may experience anxiety or frustration.

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In addition, Deep concentration and concentrated attention are necessary for academic flow. The learning activity draws students in so completely that they lose sight of time and outside distractions. They feel in charge and in control of the situation since they are absorbed in the task. Additionally, Academic Flow is driven by intrinsic motivation, where students are motivated to learn because it is enjoyable and satisfying in and of itself (Rheinberg & Engeser, 2018). The activity becomes rewarding, and external rewards or incentives are not the primary driving force.

Experience Flow is a benefit of academic flow. According to Ibáñez et al., (2014) academic success has been related to a number of advantages for pupils, including:

1. Improved Learning and Performance: Students are more likely to process and remember knowledge efficiently when they are in a state of flow, which leads to better learning results. They exhibit higher levels of creativity, problem-solving, and critical thinking.
2. Increased perseverance and Engagement: Academic Flow encourages engagement and intrinsic drive, which results in increased perseverance and a willingness to put out effort in academic work. There is a higher likelihood of self-direction and ownership on the part of students.
3. Positive Emotional Health: Academic flow is linked to good feelings including enjoyment, fulfillment, and a sense of success. It promotes a healthy psychological state by lowering anxiety and tension associated to academic achievement.

In order to foster Academic Flow, one must pay attention to a number of elements, such as:

1. Task Design: Teachers can create learning assignments that strike a balance between difficulty and ability level while also setting clear objectives and giving quick feedback (Ellwood & Abrams, 2018). The flow experience can be improved by including components that are unique, varied, and personally relevant.
2. Autonomy and Choice: Giving students more freedom and control over their education might boost their intrinsic motivation and sense of control. They gave students the chance to research issues that were personally relevant to them and that could help Flow Academic.
3. Supportive Learning Environment: A supportive learning environment minimizes outside pressures, fosters collaboration, and offers constructive feedback. increases the likelihood of experiencing Academic Flow by fostering a sense of safety and trust. (Ellwood & Abrams, 2018).

A state of optimal learning known as "flow academic" is characterized by intense involvement, internal drive, and improved performance (Landhäuser & Keller, 2012). A knowledge of the benefits and features of Flow Academic can help instructors create learning environments that promote this level of ideal experience. By using strategies that enhance challenge-skill balance, provide clear goals and prompt feedback, and foster intrinsic motivation, educators can foster Academic Flow and maximize student learning outcomes. It

is possible to go deeper into other factors affecting academic flow and investigate how they affect various academic disciplines.

## **EMOTIONAL AUTONOMY**

A psychology notion known as "emotional autonomy" describes a person's capacity to control and manage their emotions without external influence (Zimmer-Gembeck & Collins, 2008). It requires developing self-awareness, acceptance of oneself, and the capacity to express and manage emotions in a constructive, flexible way. One needs emotional liberty to be psychologically healthy, have positive interpersonal interactions, and advance personally. This review of the literature examines the theoretical foundations, the methods of assessment, and the relationship between emotional autonomy and various dimensions of people's lives.

The conception of emotional autonomy is influenced by several theoretical frameworks. According to attachment theory, positive experiences with stable attachment during early childhood create the foundation for emotional autonomy, allowing people to develop emotional autonomy while upholding healthy relationships with others (Holmes, 1997). The importance of autonomy as a fundamental psychological need is emphasized by self-determination theory, which also highlights the value of emotional autonomy in promoting intrinsic motivation and general wellbeing.

Emotional autonomy has been evaluated using a variety of metrics. One popular self-report tool that assesses emotional self-reliance, including the capacity to feel and express emotions without overly depending on others, is the Emotional Autonomy Scale (EAS) (Lamborn & Groh, 2009). The Emotional Autonomy Questionnaire (EAQ) measures emotional autonomy in teenagers by putting an emphasis on the ability to control emotions and make decisions on one's own. The emotional autonomy levels of people can be better understood with the help of these measurements and associated scales.

Studies repeatedly demonstrate a favorable correlation between emotional independence and psychological health (García-Mendoza et al., 2020). Higher emotional autonomy is associated with reduced levels of psychological distress, anxiety, and depression in individuals. They demonstrate stronger levels of self-worth, self-assurance, and life pleasure. Individuals who possess emotional autonomy are better able to manage difficult emotions, control stress, and adjust to the demands of daily life.

The strength of interpersonal connections is influenced by emotional independence as well. Higher emotional autonomy makes people more likely to create and uphold appropriate boundaries, speak out when necessary, and form satisfying connections. They exhibit compassion and emotional support for others while preserving their autonomy and well-being. Emotional independence promotes more robust interpersonal dynamics and helps individuals create stable relationships.

The link between emotional autonomy and academic achievement has garnered interest in educational research. Studies suggest that students with higher emotional autonomy are likelier to demonstrate better academic performance, engagement, and persistence (Fong Lam et al., 2015). Emotional autonomy enables students to manage stress, cope with academic

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challenges, and take ownership of their learning process. It facilitates adaptive problem-solving, goal-setting, and adequate decision-making in an academic context.

Cultural and developmental variables influence the development of emotional independence. How emotional autonomy is encouraged or restricted depends on society's expectations, parenting methods, and cultural conventions. For instance, although collectivistic societies may emphasize interdependence and emotional closeness more, individualistic cultures may encourage emotional autonomy. Emotional independence typically grows with age as people become more emotionally and cognitively mature.

Individuals' psychological health, interpersonal relationships, and academic success depend on their ability to manage emotions. It requires having the ability to autonomously and appropriately control one's emotions. Promoting emotional independence can benefit a person's overall growth and functioning. Future studies could look at ways to improve emotional autonomy, analyze cultural differences in how it is expressed, and look into the long-term impact of emotional autonomy on different life outcomes.

### **Research Method**

**Study** This uses a correlational design study To identify the connection between emotional autonomy and academic flow theory in cadets at Politeknik Ilmu Pelayaran (PIP) Makassar (Noor, 2011). This design possible researcher To see the extent to which the ability of emotional autonomy relates to academic flow experience for cadets. **Population in the study:** The whole cadets Politeknik Ilmu Pelayaran (PIP) Makassar. **Sample study** This will be chosen randomly with the use technique sample random simple. The amount of sample to be taken must be Enough To reach validity and adequate statistics. **\_ Instrument** Data collection uses the Emotional Autonomy Scale (EAS) and the Academic Flow Scale.

Collected data will be analyzed descriptively to describe the level of emotional autonomy and experience of academic flow in PIP Makassar cadets. Analysis correlation statistics will be used to identify the connection between emotional autonomy skills and experience of academic flow in cadets. It will explain a significant relationship \_ between the second variable.

### **Results**

#### **Analysis of descriptive results study**

##### **a. Analysis of descriptive, *emotional data autonomy***

based on data Which got, so description statistics as an illustration of *emotional autonomy* research variables on junior cadets young Politeknik Ilmu Pelayaran (PIP) Makassar after analysis can be seen in the following table:

Table 1. Variable descriptive analysis of *emotional autonomy*

<b>descriptive Statistics</b>				
N	Minimum	Maximum	Means	std. Deviation

kd	170	82	104	96.99	8,535
Valid N (listwise)	170				

Scale *emotional autonomy* amount to 32 items with a range score between 1 and 4. Results analysis descriptive show that the marked minimum (Lowest) is big 82 mark the maximum (highest) is 104. *At the same time, the hypothetical mean value* is considerable at 96.99, And *the std deviation* is a hefty 8,535.

Results analysis descriptive variable control self Then categorized into three categories: low, current, And tall. Results categorization *emotional autonomy* Junior cadets of the Politeknik Ilmu Pelayaran (PIP) Makassar can be seen in the table given t

Table 2. Results categorization score *emotional autonomy*

Limit Category	Frequency	Percentage (%)	Category
$x > 105$	22	13.75	Low
$65 < X \leq 105$	109	68,125	Currently
$X \leq 65$	39	18.125	Tall

Based on the table above, it can be seen that there are Young Cadets of the Politeknik Ilmu Pelayaran (PIP) Makassar are at the level *emotional autonomy* category low with a presentation at 13.75 %, category currently 68.125%, Andcategory high 18.125 %.

**b. Analysis of descriptive data *Flow academic***

Be based \_ data Which got, so description statistics as description variable study *flow academic* on junior cadets young Politeknik Ilmu Pelayaran (PIP) Makassar after analyzed can be seen on the table following:

Table 3. Descriptive analysis of data *flow academic*

descriptive Statistics					
	N	Minimum	Maximum	Means	std. Deviation
fa	170	23	40	32.06	4,480
Valid N (listwise)	170				

While the *academic flow* consists of 10 items with ranges scores between 1 to 4. The results of the descriptive analysis show the marked minimum (Lowest) as significant at 23 And the marked maximum (the highest) as 40, while the *hypothetical mean value* is 32.06 And the *std deviation* of 4,480.

The results of the descriptive analysis of the *academic flow variables* then

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categorized into three categories, that is low, medium, and high. The results of the Cadet's *academic flow* categorization Politeknik Ilmu Pelayaran (PIP) Makassar youth can be seen in the following table:

Table 4. Results categorization score flow academic

Limit Category	Frequency	Percentage(%)	Category
$X > 32,54$	17	13.75	Low
$25,56 < X \leq 32,54$	116	72.50	Currently
$X \leq 25,56$	37	13.75	Tall

Based on the table above, it can be seen that there are Young cadets of the Politeknik Ilmu Pelayaran (PIP) Makassar. are at on level *flow academic* category low with presentation 13.75 %, medium category 72.50 %, and categories tall 13.75 %.

The hypothesis proposed in this study uses the *Product Moment* correlation test technique. Results analysis testing can be seen based on Table 5 :

Table . 5 . *The results of hypothesis testing with the Product methodmoments*

		ea	fa
<b>kd</b>	<i>Correlation Pearsons</i>	1	.697 **
	<i>Sig. (2- tailed)</i>		.000
	N	170	170
<b>fa</b>	<i>Correlation Pearsons</i>	.697 **	1
	<i>Sig. (2- tailed)</i>	.000	
	N	170	170

Based on T a b l e 5 , t h e coefficient of correlation of *emotional autonomy* to *academic flow* is significant at 0.697, with a significance of 0.000 ( $p < 0, 1$ ).

Table. 6 . *Index correlation coefficient*

Intervals	Criteria
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Currently
0.60-0.799	Strong
0.80-1.000	Very strong

Based on Table 8, so concluded that there is a positive connection Which is significant And includes in the criteria coefficient correlation strongly in *emotional autonomy* with *flow academic*. Level significance is lower or The samewith 0.01 (  $p < 0.01$ ), so  $H_a$  accepted, And  $H_o$  rejected. The hypothesisproposed in this study is that there

is a positive relationship between *emotional autonomy* and *academic flow* in cadets Young at the Politeknik Ilmu Pelayaran (PIP) Makassar can be accepted, Where the more tall happening *emotional autonomy* so, the more tall happening *academic flow*. On the contrary, the more low happening *emotional autonomy*, the more low the occurrence of *academic flow* in young cadets at the Politeknik Ilmu Pelayaran (PIP) Makassar.

## **Discussion**

Hypothesis test results show that for young cadets at the Politeknik Ilmu Pelayaran (PIP) Makassar, yes, a significant correlation \_ between autonomy emotion and academic flow. The coefficient correlation between autonomy emotion and flow academic is 0.679, with a significance of 0.000. this result shows a positive connection between the second variable.

Theories previously support the importance of independence and emotional For reaching speed academically. According to Csikszentmihalyi et al. (2018), flow is the state in which a person feels genuinely engaged and focused on the activity or circumstances moment. Flow got increased intrinsic motivation and enhanced concentration, interest, and satisfaction in activities.

Academic flow in context academic is significant For increasing the quality of the learning process (Putri, 2016). Students with good emotional independence tend to have greater motivation to learn, better cope with procrastination, and better interact with other students. Therefore, emotional independence is essential in achieving learning flow because personal factors can hinder students from achieving learning flow, such as orientation only on achieving high scores or distraction.

Young cadets at the Polytechnic of Seafaring Science have many developmental tasks to balance as they change from adolescence to adulthood. One of them is building emotional autonomy, which is the process of individuals letting go of dependence on parents and developing maturity, as well as balancing the perception of parents with their role in the environment (García-Mendoza et al., 2020). Young students who live in dormitories and are separated from their parents tend to have higher levels of emotional autonomy. This positively impacts their desire to learn, find ways to balance their abilities with challenges, and interact with other students.

In addition, emotional independence also has an impact on the level of student participation in lessons. During learning, independent students tend to be in a better mood, happier, and more intrinsically motivated (Zimmer-Gembeck & Collins, 2008). Teachers are crucial in creating a classroom atmosphere that supports the educational process, especially for young students living in dormitories. Activities that require students' creativity and skills will increase their independence and create flow in academic tasks.

The results showed that emotional independence helps cadets at Politeknik Ilmu Pelayaran (PIP) Makassar have a better academic flow experience (Landhäußer & Keller, 2012). Improving emotional independence is essential to optimize academic flow in lecture and dormitory activities, although other factors also affect academic flow.



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### **Conclusion**

A study on young cadets at the Politeknik Ilmu Pelayaran (PIP) Makassar found a significant relationship between emotional autonomy and academic flow. Greater emotional autonomy helps the academic flow. A supportive academic environment is essential for following academic flow. Creating a supportive environment and increasing students' level of emotional autonomy can improve the quality of students' learning process. This study increases our understanding of the components that influence academic flow. To improve student's learning experiences, educators and educational institutions need this research.

### **Declaration of conflicting interests**

The authors declare that there is no conflict of interest in this work.

### **Limitations**

Study This Possible own several necessary restrictions \_ noticed. For example, the sample study was limited to cadets Politeknik Ilmu Pelayaran (PIP) Makassar, so generalization findings only apply To the population. Besides, the instrument used in the study is limited in measuring the variables studied. This needs to be noticed in interpreting the results of the research.

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