



## FACTORS AFFECTING EMOTIONAL MATURITY IN ADOLESCENTS OF HIGH SCHOOL

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### ABSTRACT

Class XII adolescents are usually preoccupied with learning in preparation for their graduation exams and college entrance exams. These hectic activities can cause aggravation if adolescents cannot deal with them well. Deep aggravation can lead to emotions. Emotional maturity is very important for adolescents in dealing with a problem. Therefore, the purpose of this study was to determine the factors that influence the emotional maturity of adolescents at SMU N 2 Tegal Regency. This research was an observational analytic study with cross sectional design. The study population was class XII MIPA students totaling 178 and a sample of 51 students was taken by cluster sampling. Data were collected using a questionnaire to measure emotional maturity and its causative factors including self-acceptance, interaction with peers, environmental assessment of adolescents and adolescent parenting. Data were analyzed univariately and bivariately. The results showed that there was a relationship between self-acceptance attitude and emotional maturity with a pvalue: 0.038 and OR: 8.7. The percentage of students with an attitude of accepting themselves has a good emotional maturity that is more than the percentage of students who have an attitude of not accepting themselves. But there is no relationship between interaction with peers (pvalue: 0.276), assessment of the adolescent environment (pvalue: 0.657) and adolescent parenting (pvalue: 0.352) to emotional maturity. It can be concluded that the attitude of acceptance in adolescents affects the emotional maturity of adolescents so that efforts need to be made by schools and parents to improve the attitude of adolescent acceptance.

Keywords: adolescence; emotional maturity; parenting; peer interaction; self-acceptance

### How to cite (in APA style)

Maulida, I., Andodo, C., & Latifah, U. (2025). Factors Affecting Emotional Maturity in Adolescents of High School. *Indonesian Journal of Global Health Research*, 7(4), 1045-1052. <https://doi.org/10.37287/ijghr.v7i4.6204>.

## INTRODUCTION

Emotions are states that tend to occur in relation to behavior towards or avoiding something and are caused by special situations and are usually accompanied by physical expression. Emotionally mature adolescents can certainly assess situations critically first before reacting emotionally or not reacting without thinking beforehand. (Kumalasari, Devi Tri, Munawaroh, 2022) But adolescence generally has a mental state that is still unstable so that it often takes actions according to its thoughts and reasoning, sometimes even its actions can harm itself because of uncontrolled emotions. According to Hurlock's theory, emotional maturity is shown through the existence of 3 characteristics in a person, namely emotional control, self-understanding and critical thinking. (Hurlock, 2004) Some factors that affect adolescent emotional maturity are the first factor is the attitude of adolescent self-acceptance. Adolescents will usually experience physical changes that are indicated by the rapid growth of body parts such as posture, tone of voice and others. Some teenagers don't like these changes and affect their emotional development. (Nikita L, Herlina I.S. Wungouw, 2019) According to Husniyati, individuals who have low self-acceptance will easily despair, always blame themselves, be ashamed, have low self-esteem and this causes students to be vulnerable to being depressed and have difficulty concentrating, causing these students to be unable to develop themselves properly. The second factor is the pattern of interaction with parents. Differences in parenting patterns can affect the emotional development of adolescents.

The third factor is changes in interaction with peers. Teenagers often build interactions with their peers to do activities together through the formation of gangs/groups. Interaction in this group can also affect their emotions. The fourth factor is the changing views of the outside world about him. The attitude of the outside world towards adolescents is often inconsistent. Sometimes adolescents are considered adults but do not get full freedom or reasonable roles as adults and are often still considered children, which can cause irritation in adolescents. Deep resentment can turn into emotional behavior.(Ali, Mohammad Asrori, 2014) Several studies have been conducted to determine the factors that influence adolescent emotional maturity. One of them is a study conducted on adolescents at SMA N 1 Sinonsayang showing the relationship between parental parenting patterns and adolescent maturity (pvalue: 0.018). Adolescents with good parenting patterns have more emotional maturity / controlled (62%) than adolescents with poor parenting (35.6%). Another study also showed a relationship between social support, in this case the support of family, friends and special people on adolescent emotional maturity (pvalue: 0.00) at SMA N 5 Semarang.(Kumalasari, Devi Tri, Munawaroh, 2022) Therefore, it is necessary to know the factors that influence adolescent emotional maturity so that efforts can be made to minimize excessive emotions in adolescents. Several studies have been conducted to determine the factors that influence adolescent emotional maturity but are still limited to bivariate relationships / 2-factor relationships. This study aims to determine the simultaneous relationship between the factors that cause emotional maturity such as self-acceptance, parenting, peer interaction and the view of the outside world to adolescents

## **METHOD**

The type of research used was quantitative observational research with cross sectional design. The study population was XII MIPA students of SMA N 2 Tegal Regency as many as 5 classes and 2 classes were taken as random samples totaling 63 students. The measuring instrument used to determine the factors of emotional maturity, self-acceptance, parenting, peer interaction and changes in the view of the outside world towards adolescents / students. is a questionnaire Data collection is done by filling out questionnaires by students. The measurement of emotional maturity variables used questions that describe the expression of a person's emotional maturity according to Hurlock's theory, namely the existence of emotional control, self-understanding and critical thinking as many as 34 questions and have been used by similar studies and have conducted validity and reliability tests.(Prasetya, 2016) Then scoring is done on the results of the emotional maturity answers. Score 1 for the answer is very inappropriate, 2 for the answer is not appropriate, 3 for the answer is appropriate and 4 for the answer is very appropriate. Furthermore, emotional maturity is grouped into good and moderate. It is said to have good emotional maturity if the total score is  $\geq 102$ . The total score of 102 is obtained from the number of multiplication of all questions by 3 (score for appropriate answers). The adolescent self-acceptance factor is the adolescent's acceptance of changes in his developing body condition and the attitude of accepting his psychological condition. Parenting factors are categorized into permissive, democratic and authoritarian. Peer interaction patterns are attitudes and behaviors between friends in their group. It is said to have a conducive interaction pattern if peers can play a role in the function of pleasant friendship, providing encouragement, physical support / assistance, empathizing and loving relationships. Meanwhile, parenting patterns are described through 24 questions and grouped into democratic, permissive and authoritarian parenting patterns. Meanwhile, the factor of external views of adolescents is adolescents' perceptions of the views of people around their environment towards themselves. It is said to be consistent if adolescents' perceptions assume that the environment around them considers adolescents to be adults and are given full freedom or reasonable roles as adults.

Data analysis in this study is bivariate and multivariate tests on the variables studied. Bivariate tests were conducted to determine the relationship of each independent variable, namely the variable of self-acceptance, peer interaction patterns, parent interaction patterns and other people's views on adolescents' self to the dependent variable (emotional maturity) with the Chi-square test with an alpha of 5% and a confidence level of 95%. (Notoatmodjo, 2012) It is said that there is a significant relationship if a p-value of , 0.05 is obtained from the bivariate test results. As for the multivariate test, the multiple logistic regression test is used to determine simultaneously the relationship between the variables of self-acceptance, peer interaction patterns, parental interaction patterns and other people's views on adolescents' selves on emotional maturity variables. The variables that will be included in this multivariate test are variables that have test results with a p-value of <0.25 from the bivariate test results. (Nursalam, 2020) The data is presented in tabular form.

**RESULT**

There were 12 out of 63 respondents who did not fill in all the questions on the questionnaire so that they were excluded from the analysis of research data and the number of respondents in this study became 51 students. The description of students' emotional maturity and the factors that influence emotional maturity can be seen in detail in table 1 below.

Table 1.  
Distribution of the picture of students' emotional maturity and factors that influence emotional maturity

Variabel	f	%
Emotional Maturity:		
1. Good	17	33,3
2. Moderate	34	66,7
Self-Acceptance Attitude:		
1. Accepting	38	74,5
2. Not Accepting	13	25,5
Interaction with peers:		
1. Conductive	43	84,3
2. Not conductive	8	15,7
Outside view of himself		
1. Consistent	14	27,5
2. Inconsistent	37	72,5
Parenting style:		
1. Democratic	23	45,1
2. Permissive	25	49,0
3. Authoritarian	3	5,9

From table 1, it can be seen that most students have moderate emotional maturity (66.7%), accept their condition (75.5%), have conducive peer interactions (84.3%) but most have the perception that the environment outside themselves thinks inconsistently of adolescents (72.5%). While parenting patterns towards adolescents were mostly permissive (49.%) although almost the same with democratic parenting (45.1%). When a bivariate test is conducted between the variables of self-acceptance, peer interaction patterns, parent interaction patterns and other people's views on adolescents' self towards emotional maturity, the results are shown in table 2 below

Table 2.  
Relationship between self-acceptance attitudes, peer interaction patterns, parental interaction patterns and other people's views of adolescents towards emotional maturity.

Variabel	Emotional Maturity				Total		P value*
	Good		Moderate		N=51	%	
	f	%	f	%			
Self-Acceptance Attitude:							
1. Accepting	16	42,1	22	57,9	38	100	0,038
2. Not Accepting	1	7,7	12	92,3	13	100	
Interaction with peers:							
1. Conductive	13	30,2	30	69,8	43	100	0,276
2. Not conductive	4	50	4	50	8	100	
Outside view of himself							
1. Consistent	4	28,6	10	71,4	14	100	0,657
2. Inconsistent	13	35,1	24	64,9	37	100	
Parenting style:							
1. Democratic	7	30,4	16	69,6	23	100	0,352
2. Permissive	10	40	15	60	25	100	
3. Authoritarian	0	0	3	100	3	100	

Notes: \* Chi-square test result

From table 2, it can be seen that only 1 factor in this study is related to emotional maturity, namely adolescent self-acceptance, which is indicated by the pvalue of 0.05, which is 0.038. Good emotional maturity is found in students who accept their condition (42.1%) compared to students who do not accept their condition (7.7%). While moderate emotional maturity is found in students who do not accept their condition (92.3%) compared to students who do not accept their condition (57.9%). While the factors of interaction with peers, external views of adolescents and parenting in this study are not related to emotional maturity as shown by the pvalue >0.05. Multivariate analysis to test simultaneously the factors of self-acceptance attitude, interaction with peers, external views of adolescents and parenting patterns towards emotional maturity cannot be carried out because there is only 1 variable that is a candidate for multivariate tests, namely the acceptance attitude factor. While the other independent variables have a pvalue of <0.25 so that in this study only bivariate tests were carried out between variables.

## DISCUSSION

From the research results presented in table 1, it is known that only a small proportion of students have good emotional maturity, as many as 33.3% (13 people). It is said to have good emotions if the average score of the values answered by students is more than equal to 3 (appropriate). This means that students have emotional control (able to express emotions in the right situation and able to control themselves when emotions peak), are able to think before reacting and avoid harsh words to express anger and are able to recognize the emotional conditions they feel well.(Hurlock, 2004) The small number of students with good emotional maturity is in line with what Hurlock said (in Lely Dian Sari, 2014) that during adolescence, physical and glandular changes occur which will affect emotional maturity. According to Bimo Walgito, a very prominent period of emotional life is during adolescence so that many teenage actions or teenage behavior are sometimes difficult to understand or accept with a good mind, for example with speeding that is so terrible without any thought about the risks it will experience.(Walgito, 2005) Adolescents exhibit aggressive behavior more often than children and adults. In a period that is still unstable, various negative influences can affect adolescents so that they have a greater tendency to behave aggressively.(Sinuraya, 2009) This is where the role of parents is needed in shaping children's attitudes and personalities. The actions and behavior patterns that parents do every day will be seen, assessed and imitated by children so that children will do and behave like their parents, especially for children who are entering adolescence.(Wong, 2009) Adolescents need to

receive the roles that should have been fulfilled by a father figure. Typically, the authority between mother and father differs significantly, as children often fear their father's anger more than their mother's. From the observations on students DAP, VL, and WDP, the researcher found that Fatherless children tend to have difficulty adapting to new people. They struggle to form friendships easily, lack academic interest, exhibit mood swings, prefer solitude, and engage in adolescent delinquency such as skipping school and smoking. (Amali & Herdiani, 2024), (Yorita et al., 2023)

This is in accordance with the results of research conducted on adolescents of SMA N I Sinonsayang which shows a significant relationship between parenting patterns and emotional maturity with a pvalue  $<0.05$ , which is 0.018. (Lumenta et al., 2019) Adolescents with controlled emotional maturity are found in adolescents with good parenting (62%) compared to adolescents with poor parenting (35.6%). Likewise, research conducted by Yuni showed a significant relationship between the emotional maturity of adolescents in Kumbang Padang Permata Village, Banyuasin Regency with parenting patterns where democratic parenting is most widely applied to control emotional maturity. (Nikita L, Herlina I.S. Wungouw, 2019) But the results in this study are not in line with previous research where in this study there was no significant relationship between parenting and emotional maturity as indicated by the p value of value: 0.352. According to Ali M and Asrori M, parenting is not the only factor that affects adolescent emotional maturity. Emotional maturity is also influenced by the attitude of acceptance of the teenager himself. (Ali, Mohammad Asrori, 2014) In this study, it is proven that there is a relationship between attitudes towards adolescent self-acceptance and emotional maturity as indicated by the p value: 0.038. As for self-acceptance itself (self acceptance) is an attitude of being satisfied with one's own situation or being able to appreciate / accept everything that is in him, both advantages and disadvantages.

(Chaplin, 2014) Rapid growth in adolescents is initially limited to certain parts, resulting in an unbalanced posture. This imbalance is not necessarily acceptable to adolescents so that it can cause emotions in adolescents. (Lely Dian Sari, 2014) Students who do not have a good attitude of self-acceptance will be easily depressed, easily discouraged and tend to blame themselves, ashamed of their condition. This can cause students to finally find it difficult to develop their condition well and will be difficult to interact with others (Husniyati, 2016). Conversely, individuals who have self acceptance will view weaknesses / deficiencies as something natural because they can think positively about themselves that every individual must have weaknesses / deficiencies and this will not be an obstacle for individuals to actualize themselves. (Chaplin, 2014) In line with Jersild (in Asih and Pratiwi, 2010: 3) suggests that two characteristics of individuals who have emotional maturity are good self-acceptance, both their physical and psychological conditions as well as their personal and social conditions. Second, objectively, namely individuals view events based on other people's circumstances and not only from a personal point of view. (Asih G Y, Pratiwi, 2010) According to Sarlito W, Sarwono 2010: 125 the emergence of emotions in individuals is related to two factors, namely innate factors (nativistic opinion) from birth passed down by parents and environmental factors obtained as a result of learning / experience (empirical opinion). Empirical opinion prioritizes the relationship between the soul centered in the brain as the center of emotion with stimuli from the environment through the nervous network in the human body, namely starting from the periphery / edge (senses) to the center, processed in the center (brain) and returning to the periphery / edge (motor, glands) in the form of body reactions. So with the stimuli provided by the environment, reactions will arise in individuals as a form of learning outcomes. (Sarlito W, 2010), (Fitri, Nia Febbiyani. Adelya, 2017)

Interaction with peers is also one of the factors in the adolescent environment that affects adolescent emotional maturity. Parker and Gottman suggest that peers have a number of roles in the process of adolescent social development. These roles are as friends, sources of encouragement, sources of physical support, sources of ego support, social comparison functions and functions of affection. Because in the same social psychological development, adolescents freely learn from each other in a pleasant atmosphere. The results of research conducted on adolescents in high school in Bogor City in 2004 showed a relationship between peer interaction and emotional intelligence (pvalue: 0.018).(Woro P, Melly L, 2008) But in this study there was no significant relationship between peer interaction and emotional maturity as indicated by the pvalue: 0.276. The absence of this relationship may be due to several things, including a lack of self-acceptance. A lack of self-acceptance causes adolescents to accept their situation less so that they tend to blame themselves or be ashamed or even the opposite can happen, namely tending to blame others. This causes adolescents to be less able to accept their own circumstances and the circumstances of others which can lead to poor interactions with peers. Conversely, people who accept themselves are usually more able to accept others as conveyed by Supratiknya in Erin Ana Fitri, 2017.(Erin, 2017)

Another factor that affects emotional maturity is the views of others in the adolescent environment towards adolescent emotional maturity. The attitude of the outside world towards adolescents is often inconsistent. Sometimes adolescents are considered adults but do not get full freedom or reasonable roles as adults and are often still considered children, which can cause irritation in adolescents. Deep resentment can turn into emotional behavior.(Ali, Mohammad Asrori, 2014),(Annisavitry & Budiani, 2017) Another factor that affects emotional maturity is the views of others in the adolescent environment towards adolescent emotional maturity. The attitude of the outside world towards adolescents is often inconsistent. Sometimes adolescents are considered adults but do not get full freedom or reasonable roles as adults and are often still considered children, which can cause irritation in adolescents. Deep resentment can turn into emotional behavior.(Notoatmodjo, 2003) Reinforcing factors are factors of support from people outside oneself including factors of other people's views on oneself. However, in addition to reinforcing factors, there are also enabling factors, namely the availability of infrastructure that supports the implementation of behavior and also predisposing factors, namely factors from within the individual that make it easier for an individual to behave. Knowledge, values or attitudes that individuals have are included in predisposing factors. This means that internal factors from within are more influential on adolescent behavior than external factors. Emotional maturity as a state that tends to occur in relation to behavior towards or avoiding something and is usually accompanied by physical expression is also a behavior because human behavior can take the form of visible and invisible behavior (thinking, feeling and others).(Haqani, M & Hidayat, 2015), (Legistini et al., 2020) In the research conducted by the current researcher, it turns out that attitude, in this case the attitude of adolescent self-acceptance, influences emotional maturity more than other people's views on adolescents. This means that internal factors from within are more influential on adolescent behavior than external factors(Maulida et al., 2024). Emotional maturity as a state that tends to occur in relation to behavior towards or avoiding something and is usually accompanied by physical expression is also a behavior because human behavior can take the form of visible and invisible behavior (thinking, feeling and others).

## **CONCLUSION**

The purpose of the study was to determine the simultaneous relationship of factors that cause emotional maturity such as self-acceptance, parenting, peer interaction and views from the outside world towards adolescents. But from the results of the bivariate test, only 1 factor that affects adolescent emotional maturity, namely the attitude factor of adolescent self-acceptance

which is significantly related to emotional maturity (p value: 0.038). Adolescents with good emotional maturity are more likely to be found in adolescents who have an attitude of accepting their condition (42.1%) compared to adolescents who do not accept their condition (7.7%). While the other 3 factors, namely interaction with peers, parenting patterns and other people's views on adolescents are not related to emotional maturity. Therefore, it can be concluded that in this study, internal factors, namely self-acceptance factors, affect the emotional maturity of adolescents more than external factors, namely parenting patterns and other people's views on adolescents. Interaction with peers can also be influenced by adolescents' acceptance of themselves. Adolescents who accept their own situation will usually also accept the situation of other people / friends around them so that good interactions with their peers occur.

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