

Development of Early Adolescent Emotional Maturity through Islamic Counselling

Mierrina¹, Sri Astutik², Mohamad Thohir³, Charis Rizqi Pradana⁴

¹Department of Islamic Guidance and Counseling, UIN Sunan Ampel Surabaya, Indonesia

²Department of Islamic Guidance and Counseling, UIN Sunan Ampel Surabaya, Indonesia

³Department of Islamic Guidance and Counseling, UIN Sunan Ampel Surabaya, Indonesia

⁴Department of Islamic Guidance and Counseling, UIN Sunan Ampel Surabaya, Indonesia

Article Info

Article history:

Received Aug 12th, 2022

Revised Sept 20th, 2022

Accepted Dec 26th, 2022

Keyword:

Emotional Maturity, Islamic Guidance, Early Adolescence

ABSTRACT

The study was conducted to determine whether there is an effect of Islamic guidance on emotional maturity in early adolescents. Which is where the process of providing Islamic guidance is integrated with cognitive restructuring techniques that focus on changing negative thinking patterns to positive thinking patterns so that it affects the indicators of emotional maturity, namely emotional instability (emotional instability), emotional regression (emotional regression), social maladjustment (inability to adjust social), personality disintegration (personality disintegration), and lack of independence (less independent). This research uses quantitative research methods with experimental and descriptive approaches to get answers to predetermined problems and get wider information about cause-and-effect relationships about a phenomenon. That is how the influence of Islamic guidance in achieving emotional maturity. The research subjects were teenagers with emotional maturity problems who were students of MTsN 1 Mojokerto and SMPN 2 Bangsal. Then, the hypothesis testing of the experimental group was tested through the Wilcoxon statistical test. Based on the results of data processing, the experimental group of MTsN 1 Mojokerto obtained the Asymp value. Sig. (2-tailed) of 0.000 < 0.05, it can be concluded that H_a is accepted. Then, testing the hypothesis of the experimental group at SMPN 2 Bangsal, the Asymp value was obtained. Sig. (2-tailed) of 0.006 < 0.05, it can be concluded that H_a is acceptable. That is, there is an influence on the emotional maturity of adolescent students at MTsN 1 Mojokerto and SMPN 2 Bangsal after being given an intervention in the form of Islamic guidance.



© 2022 Mierrina. Published by Islamic Guidance and Counseling Study Program of Universitas Islam Negeri Sunan Ampel Surabaya. This is an open access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>)

Corresponding Author:

Mierrina

Email: mierrina@uinsby.ac.id

Introduction

Emotional maturity is crucial for teenagers. Based on the phenomenon that often occurs, adolescents who lack dominant emotional maturity show behaviour that leads to violence, fights, and division. The Indonesian Child Protection Commission (KPAI) explained that the number of brawls that occurred in 2018, which was 14%, had exceeded the figure in the previous year, which was 12.9%. This problem is important to solve immediately because there have been many brawls involving teenagers (Anwar, 2018).

Based on a preliminary survey at MTsN 1 Mojokerto through interviews with the counselling teacher stated that grade 7 counselees are counselees in a transitional period. So many behaviours are deemed inappropriate and often cause conflict, including counselees whose emotions explode easily as easily angry and offended when asked about In his life, this behaviour causes the counselee to be ostracized by his friends. The puberty experienced by the counselee causes a shift in attention from parents to their peers who often do not pay attention to themselves. For example not to do homework, leave prayers and prefer to be lazy rather than studying and helping their parents at home.

Meanwhile, based on a preliminary survey at SMPN 2 Bangsal through interviews with counselling teachers, counselees at the school underestimate school rules such as wearing shoes that are not following school regulations, hair dye, and uniforms that are reduced in size. Many counselees are often lazy in doing assignments because they feel the subject is difficult and they don't like studying. This causes their potential to decrease and it is difficult to carry out their daily life properly. In addition, some counselees are often bored when the teacher explains learning material, they often look for other activities such as playing with paper, scribbling with a pen, or modifying items so they don't get bored. And also some counselees only want to be friends with certain people, they sort out people who they think are comfortable interacting with according to criteria they find fun.

This phenomenon shows the importance of emotional maturity in adolescents, considering that emotional maturity is closely related to the ability of adolescents to act normatively, as well as the ability of adolescents to manage self-control. Emotional maturity can make teenagers develop good relationships with their social environment. From this relationship, youth will be successful in managing their own emotions, adaptability, and creating harmonious relationships with others (Mahmoudi, 2012).

Emotional immaturity that is left unchecked will have a negative impact on adolescent development. If left unchecked, adolescents with emotional immaturity are most likely unable to control their emotions effectively which in turn will hinder their social relationships with others. Chaplin further explained, some of the impacts that can arise on adolescents who do not have emotional maturity are difficulty controlling emotions, so that their emotions tend to explode, not being able to accept all forms of differences that exist in the social and social environment, not daring to be responsible for the behaviour carried out.

, have low self-acceptance, and be rash or hasty in acting and deciding something (Mahmoudi, 2012). Some of the facts obtained from the phenomenon of low emotional maturity and the impact it has on adolescents, it is necessary to make efforts to increase the emotional maturity of adolescents. One of the efforts that can be made to increase the emotional maturity of adolescents is through the assistance services provided by counsellors in the form of Islamic Guidance services.

In this study, Islamic Guidance was carried out in a group setting (classical). Empirical support regarding the effectiveness of providing guidance and counselling services in group settings was put forward by Corey who stated that the real benefit of group guidance and counselling is that it can reach many counselees before requiring remedial counselling for prevention, development or more serious mental problems. Corey further concluded that providing guidance and counselling experiences in groups is effective for counselees who require leadership, special knowledge and skills (Walters & Corey, 1980). Starting from the description above, based on the description of the effectiveness of Islamic Guidance, researchers consider it necessary to test Islamic Guidance which focuses on cognitive and behavioural components as an alternative aid for developing early adolescent emotional maturity.

Method

This research method uses a quantitative approach with a pure experimental design. The research design used was a pre-test and post-test control group design. The selection of this research design was based on the considerations that: (1) this research design is the most appropriate among other types of experiments and can be applied in research in the fields of education and psychology; (2) this research design is the right research design for testing hypotheses because it can provide adequate control so that independent variables can be assessed correctly (Tuckman, 1999). Broadly speaking, the experimental design used in this study is described as follows: this study is described as follows :

R1	O1	X	O2
R2	O3	-	O4

Figure 1 Research Design Pre-test and Post-test Control Group Design (Borg, R. & Gall, 2003)

Information:

- R1 : Placement of groups randomly in the experimental group
- O1 : Pre-test in the experimental group
- X: Intervention in the experimental group in the form of Islamic Guidance
- O2 : Post-test in the experimental group
- R2 : Placement of groups randomly in the control group
- O3 : Pre-test in the control group
- .. : Intervention in the control group was in the form of counselling as usual as is usually done in schools
- O4 : Post-test on the control group

Figure 1 above shows that the selection of research subjects was carried out through a pre-test using an emotional maturity scale, then placement in the experimental group and the control group were selected randomly by lottery. The next activity was the provision of Islamic Guidance interventions to the experimental group, while the control group was given counselling interventions as usual by school counsellors (counselling as usual) who tended to use the advice method. The final activity of the intervention is a measurement (post-test) using the emotional maturity scale.

Results

This study uses non-parametric statistical tests because the data are not normally distributed. Then, the data analysis technique in this study used the Wilcoxon test which is specifically for testing two paired samples (pretest-posttest). The hypothesis used in this study is the effectiveness of the intervention given to the experimental group and the control group to increase emotional maturity.

H0 : there is no difference in effectiveness between the interventions given to the experimental group and the control group to increase the emotional maturity of early adolescents.

Ha: there are differences in effectiveness between the interventions given to the experimental group and the control group to increase early adolescent emotional maturity.

Then, it is also necessary to know the basis for decision-making using hypothesis testing using the Wilcoxon technique, namely:

- a) If the Asymp. Sig. (2-tailed) < 0.05, then H1 is accepted.
- b) Conversely, if the Asymp. Sig. (2-tailed) > 0.05, then H1 is rejected.

The following are the results of the tests that have been carried out:

MTsN 1 Mojokerto

1. Calculation analysis of the experimental group

Testing this hypothesis using the Wilcoxon Signed Rank Test technique. This test was conducted to determine whether or not there was an influence from the treatment that the counselor gave. The following are the results of the tests that have been carried out:

Table 1.1.
 Description of Experimental Group Data

Ranks		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	20 ^a	10,50	210,00
	Positive Ranks	0 ^b	,00	,00
	Ties	0 ^c		
	Total	20		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Interpretation of the output of the ranks section of the Wilcoxon test

- Negative ranks (negative difference) between Islamic guidance for early adolescent emotional maturity for the Pre Test and Post Test is 20 for the N value, then 10.50 for the Mean Rank value, and 210.00 for the Sum of Rank value. The existence of a value on Negative Rank (not worth 0) explains that there is a decrease from the Pre-test value to the Post Test value. So this shows that the score on the emotional maturity scale decreases, thus indicating that the level of the counselee's emotional immaturity in several aspects decreases.
- Positive ranks (positive difference) between Islamic guidance for early adolescent emotional maturity for the Pre Test and Post Test. There are 0 positive data (N), meaning that no counselee experiences an increase in emotional immaturity scores from the Pre Test score to the Post Test score. Mean Rank or an average increase of 0.00. Meanwhile, the total Sum of ranks is 00.00. So this shows that the score on the emotional maturity scale does not increase, thus indicating that there are no counselees who are increasingly emotionally immature after receiving interventions in the form of Islamic guidance.
- Ties is the similarity of the Pre Test and Post Test values, the Ties value is 0 which means that there are no similar values between the Pre Test and Post Test.

The interpretation above explains that the data from the Wilcoxon test results have changed in value from before and after the intervention. Changes in value refer to the reduced aspects of the counselee's emotional immaturity. In other words, the counselee is increasingly towards achieving emotional maturity.

Table 1.2
 Experiment Group Wilcoxon Test Results

Test Statistics ^a	
	Post Test - Pre Test
Z	-3,921 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test
 b. Based on positive ranks.

The basis for decision-making on the Wilcoxon Test is:

- 1) If the Asymp. Sig. (2-tailed) < 0.05 then Ha is accepted
- 2) Conversely, if the Asymp. Sig. (2-tailed) > 0.05 then Ha is rejected

Based on the output of the Wilcoxon Test results above, the Asymp. Sig. (2-tailed) of 0.000. Because the value is 0.000 < 0.05, it can be concluded that Ha is accepted. That is, there is a difference in effectiveness between the intervention given to the experimental group and the control group to increase the emotional maturity of early adolescents.

2. Calculation analysis of the control group

Table 1.3

Ranks		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	0 ^b	,00	,00
	Ties	20 ^c		
	Total	20		

- a. Post Test < Pre Test
 b. Post Test > Pre Test
 c. Post Test = Pre Test

Interpretation of the output of the ranks section of the Wilcoxon test

- Negative ranks (negative difference) between Islamic guidance for early adolescent emotional maturity for the Pre Test and Post Test is 0 for the value of N, then 0.00 for the Mean Rank value, and 0.00 for the Sum of Rank value. The value of 0 in the Negative Rank explains that there is no decrease from the Pre-test value to the Post Test value.
- Positive ranks (positive difference) between Islamic guidance for early adolescent emotional maturity for the Pre Test and Post Test. There are 0 positive data (N), meaning that no counselee experiences an increase in emotional immaturity scores from the Pre Test score to the Post Test score. Mean Rank or an average increase of 0.00. Meanwhile, the total Sum of ranks is 00.00.
- Ties is the similarity of the Pre Test and Post Test values, the Ties value is 20 which means that there are 20 values that are the same between the Pre Test and Post Test.

Table 1.4
Control Group Wilcoxon Test Results

Test Statistics ^a		Post Test - Pre Test
Z		,000 ^b
Asymp. Sig. (2-tailed)		1,000

a. Wilcoxon Signed Ranks Test
b. The sum of negative ranks equals the sum of positive ranks.

The basis for decision-making on the Wilcoxon Test is:

- 1) If the Asymp. Sig. (2-tailed) < 0.05 then H_a is accepted
- 2) Conversely, if the Asymp. Sig. (2-tailed) > 0.05 then H_a is rejected

Based on the output of the Wilcoxon Test results above, the Asymp. Sig. (2-tailed) of 1,000. Because the value is $1.000 > 0.05$, it can be concluded that H_a is rejected. Namely, there is no difference in effectiveness between the intervention given to the experimental group and the control group to increase early adolescent emotional maturity.

SMPN 2 Bangsal

1. Experimental group calculation analysis

Testing this hypothesis using the Wilcoxon Signed Rank Test technique. This test was conducted to determine whether or not there was an influence from the treatment that the counsellor gave. The following are the results of the tests that have been carried out.

Table 1.5
Description of Experimental Group Data

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	15 ^a	11,90	178,50
	Positive Ranks	5 ^b	6,30	31,50
	Ties	0 ^c		
	Total	20		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Interpretation of the output of the ranks section of the Wilcoxon test

- Negative ranks (negative difference) between Islamic guidance for early adolescent emotional maturity for the Pre Test and Post Test is 15 for the N value, then 11.90 for the Mean Rank value, and 178.50 for the Sum Rank value. The existence of a value on Negative Rank (not worth 0) explains that there is a decrease from the Pre-test value to the Post Test value. So this shows that the score on the emotional maturity scale decreases, thus indicating that the level of the counselee's emotional immaturity in several aspects decreases.

- Positive ranks (positive difference) between Islamic guidance for early adolescent emotional maturity for the Pre Test and Post Test. There are 5 positive data (N), meaning that 5 counselees experience an increase in emotional immaturity scores from the Pre Test score to the Post Test score, while the other 15 counselees experience a decrease in emotional immaturity score from the Pre Test score to the Post Test score. Mean Rank or an average increase of 10.50. Meanwhile, the total Sum of ranks is 210.00. Thus, the 15 counselees showed that they were getting closer to achieving emotional maturity after receiving interventions in the form of Islamic guidance.

- Ties is the similarity of the Pre Test and Post Test values, the Ties value is 0 which means that there are no similar values between the Pre Test and Post Test.

Table 1.6
 Experiment Group Wilcoxon Test Results
 Statistics test

	Post Test - Pre Test
Z	-2,745 ^b
Asymp. Sig. (2-tailed)	,006

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The basis for decision-making on the Wilcoxon Test is:

- 1) If the Asymp. Sig. (2-tailed) < 0.05 then H_a is accepted
- 2) Conversely, if the Asymp. Sig. (2-tailed) > 0.05 then H_a is rejected

Based on the output of the Wilcoxon Test results above, the Asymp. Sig. (2-tailed) of 0.006. Because the value is $0.000 < 0.05$, it can be concluded that H_a is accepted. That is, there is a difference in effectiveness between the interventions given to the experimental group and the control group to increase the emotional maturity of early adolescents.

2. Control group calculation analysis.

Table 1.7
Control Group Data Description

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	20 ^b	10,50	210,00
	Ties	0 ^c		
	Total	20		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Interpretation of the output of the ranks section of the Wilcoxon test

- Negative ranks (negative difference) between Islamic guidance for early adolescent emotional maturity for the Pre Test and Post Test is 0, either the value of N, Mean Rank, or Sum Rank. A value of 0 explains that there is no decrease from the Pre-test value to the Post Test value. This means that counselees are increasingly characterized by emotional immaturity when they do not receive intervention in the form of Islamic guidance.

- Positive ranks (positive difference) between Islamic guidance for early adolescent emotional maturity for the Pre Test and Post Test. There are 20 positive data (N), meaning that 20 counselees experience an increase in emotional maturity scores from the Pre Test scores to the Post Test scores. Mean Rank or an average increase of 10.50. Meanwhile, the total Sum of ranks is 210.00. This means that counselees are increasingly characterized by emotional immaturity when they do not receive intervention in the form of Islamic guidance.

- Ties is the similarity of the Pre Test and Post Test values, the Ties value is 0 which means that there are no similar values between the Pre Test and Post Test

Table 1.8

Control Group Wilcoxon Test Results

Test Statistics

	Post Test - Pre Test
--	-------------------------

Z	-3,966 ^b
Asymp. Sig. (2-tailed)	,000

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

The basis for decision-making on the Wilcoxon Test is:

1. If the Asymp. Sig. (2-tailed) < 0.05 then H_a is accepted
2. Conversely, if the Asymp. Sig. (2-tailed) > 0.05 then H_a is rejected

Based on the output of the Wilcoxon Test results above, the Asymp. Sig. (2-tailed) of 0.000. Because the value is $0.000 < 0.05$, it can be concluded that H_a is accepted. That is, there is a difference in effectiveness between the intervention given to the experimental group and the control group to increase the emotional maturity of early adolescents. The difference in effectiveness shown in the control group gives an increase in the value of the emotional maturity score. That is, the level of emotional immaturity in early adolescents is higher when they do not receive Islamic guidance intervention as an effort to increase emotional maturity. This is supported by a value of 20 in the positive ranks which indicates that the 20 data have increased from the pretest to the posttest results.

Emotional maturity

Kartono explained that emotional maturity is a condition for reaching a level of maturity in terms of emotional development (Kartono, 1992). Therefore, individuals who are considered to have reached emotional maturity no longer show emotional patterns like in childhood.

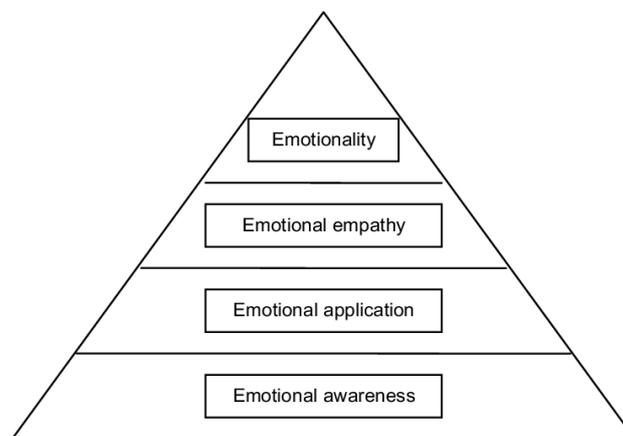
Reaching emotional maturity is not an easy thing for teenagers. If adolescents want to reach emotional maturity, they also need to learn to use emotional catharsis to channel their emotions. The way that can be done is with heavy physical exercise, playing or working, and laughing or crying (Elizabeth B., 1980). Even though these methods can channel the emotional turmoil that arises from efforts to control emotional expression, social attitudes towards crying behaviour are less well done compared to social attitudes towards laughing behaviour.

According to Walgito, the characteristics of individuals who have reached emotional maturity are as follows (Nofriza & Sagita, 2018):

- a. Have good self-acceptance and the environment.
- b. Have the ability to manage thoughts well.
- c. Have good emotional management
- d. Dominants are patient, understanding, and generally have a good level of tolerance.
- e. Responsible.

There are processes of emotional maturity that it goes through. The emotional maturity hierarchy diagram was made by McPhail to illustrate the development of the stages of emotional maturity (McPhail, 2004).

Figure 2.1
Emotional maturity hierarchy diagram



The emotional maturity hierarchy diagram above explains how the stages of emotional maturity are owned by individuals. The following is an explanation of each of the stages starting from the most basic to the most complex.

- a. Emotional awareness, awareness of the types of emotions in the form of the ability to identify and recognize exactly what emotions are being felt both by oneself and others.
- b. Emotional application, the ability to identify which emotions are appropriate to show in a particular situation.
- c. Emotional empathy, the ability to enter into the feelings of others.
- d. Emotionally, also known as intuition, is an emotion that can consciously direct decision-making.

Several obstacles can hinder the emotional maturity of an individual. Hurlock describes several obstacles to achieving the emotional maturity of an individual as follows (Wisma et al., 2018):

- a. Bad basis
- b. Late ripe
- c. Too long to be treated like a child
- d. Role change
- e. Too long dependency Islamic Counselling.

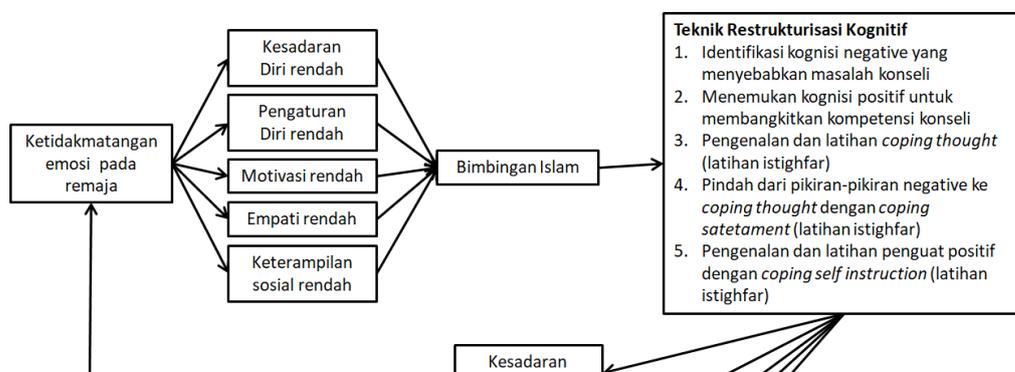
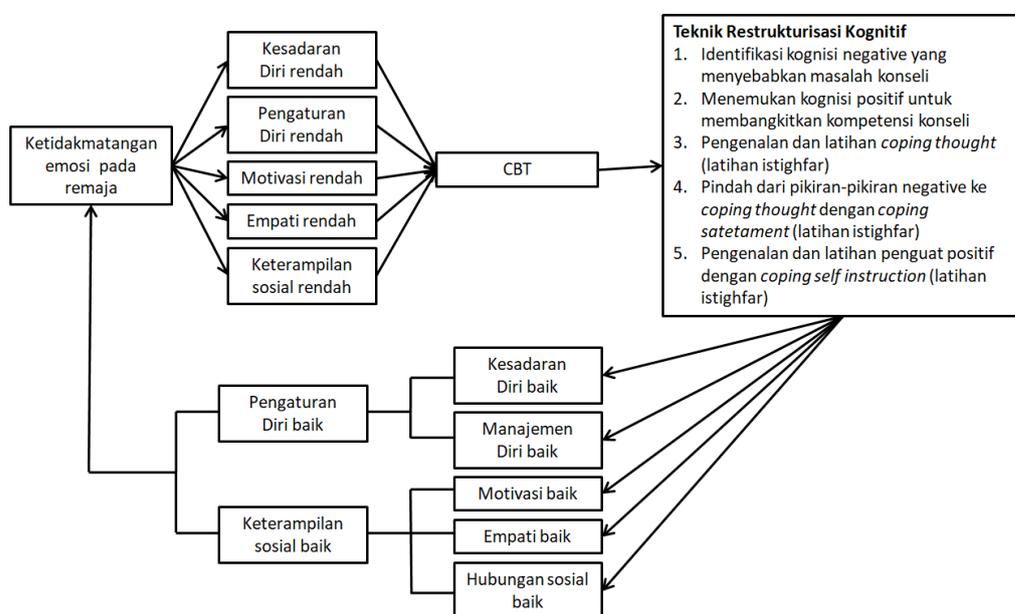
Islamic counselling is a process that is oriented towards peace in the life of the world and the hereafter through self-approach to Allah SWT. The process of implementing Islamic guidance is based on CBT theory where this CBT theory focuses on changing the counselee's thoughts and beliefs about his behaviour. This technique is used to help the counselee challenge his irrational beliefs, direct the counselee to straighten out his negative thoughts and solve his problems independently. Meanwhile, emotional maturity is an individual stage in achieving development in individuals to be able to manage strong emotions so that they can be accepted by themselves and others (Purwanti, 1996). One of the techniques in CBT theory that can be used to improve the emotional maturity of the counselee is the Cognitive Restructuring Technique (Ardia, 2012), the advantage of this technique is that this technique is a learning process to refute cognitive distortions or thinking errors by replacing rational thoughts and beliefs. The Process of Cognitive Restructuring Therapy and Islamic Guidance, according to the concept of CBT theory that the theory is centred on the thought process for the welfare of the emotions felt, where the low emotional maturity experienced by adolescents is related to their irrational thoughts and feelings. This Islamic guidance is applied to the steps of cognitive restructuring techniques to direct negative thoughts and feelings as a defence of the positive forces that have been directed by the counsellor (Ardia, 2012).

There are five stages applied, namely: First, identify negative cognitions that cause counselee problems. The step is for the counsellor to invite the counselee to discuss a topic about the problem the counselee is experiencing. Second, find positive cognition to awaken the counselee's potential. The step is that the counsellor helps the counselee discover the potential that exists within him. Third, the introduction and practice of coping thinking (in the form of istighfar exercises). The step is that counsellor helps the counselee to cultivate

positive feelings by inviting the counselee to pray for forgiveness. Fourth, move from negative thoughts to overcoming thoughts with coping statements (practice istighfar). The step is that the counsellor helps the counselee to maintain positive feelings by directing the counselee to become husnudzon. Fifth, the introduction and practice of positive reinforcement intervention targets with coping self-instruction (CSI) in the form of self-confidence indicators has proven to experience a significant increase. The step is for the counsellor to direct the counselee to remain calm under any circumstances.

Several sessions must be passed by counsees and counsellors as stated in the following flow of thought chart:

Picture 2.2
 Mapping Concept



1. First Session (Emotional Maturity)

In this session it is expected that the counselee can manage his adjustment abilities, the counselee can manage the emotional regression that occurs within him, and the counselee can avoid a lack of independence. This session discusses the various emotions that each individual has. This can trigger the counselee to better understand the emotions he has or is feeling within himself.

2. Second session (Empathy)

In this session, it is expected to be able to erode emotional instability (emotional instability, emotional regression), and lack of independence (becoming a follower, not being heard). The goal is to help counselees practice empathy, help counselees dare to socialize and argue, and help counselees establish good social relations.

3. Third Session (Dream)

The purpose of this session is to invite the counselee to re-open their mindset and gain new insights. Regarding the importance of having dreams and their influence on their lives in the future.

Furthermore, based on the results of studies of various theories and research results, the hypothesis in this study is: There is an influence of Islamic Guidance on the development of early adolescent emotional maturity.

Conclusions and recommendations

The process of Islamic guidance as an effort to develop early adolescent emotional maturity goes according to the initial hypothesis, where Islamic guidance influences the development of adolescent emotional maturity. Which is the process of providing Islamic guidance integrated with cognitive restructuring techniques that focus on changing negative mindsets to positive mindsets so that they affect the building indicators of emotional maturity, namely emotional instability, emotional regression, and social maladjustment (social), personality disintegration (personality disintegration), and lack of independence (less independent). Testing the hypothesis of the experimental group through the Wilcoxon statistical test. Based on the results of data analysis, the results obtained in the experimental group MtsN 1 Mojokerto obtained the Asymp value. Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that H_a is accepted. Then, testing the hypothesis of the experimental group SMPN 2 Bangsal obtained an Asymp value. Sig. (2-tailed) of $0.006 < 0.05$, it can be concluded that H_a is accepted. This means that there is an influence on the emotional maturity of young students at MTsN 1 Mojokerto and SMPN 2 Bangsal after being given an intervention in the form of Islamic guidance.

Bibliography

- . *Developmental Psychology A Life-Span Approach Fifth Edition*. 5th ed. Jakarta: Erlangga, 2006.
- Ahmad, Alay, and Triantoro Safaria. "Effects of Self-Efficacy on Students' Academic Performance." *Journal of Educational, Health and Community Psychology* 2, no. 1 (2013): 22–29.
- Anwar, A. "KPAI: Student Fighting in 2018 is Higher Than Last Year." KPAI. Last modified 2018. Accessed December 1, 2021. <https://metro.tempo.co/read/1125876/kpai-tawuran-pelajar-2018-lebihtinggi-dibanding-tahun-lalu>.
- Anwar, A. 2018. KPAI: Student brawls in 2018 were higher than last year. Accessed from <https://metro.tempo.co/read/1125876/kpai-tawuran-pelajar-2018-lebihtinggi-dibanding-tahun-then> on 1 December 2021

- Ardia, Putra. "The Relationship between Emotional Intelligence and Academic Achievement in Nursing Counselees in Banda Aceh." *Idea Nursing Journal* 3, no. 3 (2012): 1–8.
- Ashran, K., Latipun., Amalia, S. 2020. Differences In Emotional Maturity In View From Family Integrated In Adolescents. *Jurnal Psycho Holistic*, Vol. 2, No. 1
- Asih, Gusti Yuli, and Margaretha Maria Shinta Pratiwi. "Prosocial Behavior in View of Empathy and Emotional Maturity." *Journal of Psychology, University of Muria Kudus* 1, no. 1 (2010): 37.
- Bakran, M. H. *Psychotherapy & Islamic Counseling: The Application of the Sufistic Method*. Yogyakarta: Fajar Pustaka Baru, 2001.
- Bakran, M., H. 2001. *Islamic Psychotherapy & Counseling: Application of Sufistic Methods*. Yogyakarta: Dawn of the New Library
- Borg, R. & Gall, M.D. 2003. *Educational Research Planning, Conducting and Evaluating Quantitative Research*. New York: University of Nebraska Lincoln Pearson
- Chaplin. J.P., translator Kartini Kartono. 2008. *Complete Dictionary of Psychology*. Jakarta: Raja Grafindo Persada.
- Corey, G. 2012. *Theory and Practice of Counseling and Psychotherapy* (.). Belmont, CA: Brook/Cole
- Cormier, W.H. & Cormier, L.S. 1985. *Interviewing Strategies for Helpers: Fundamental Skills Cognitive Behavioral Interventions*. Monterey, Calif.: Brooks/Cole Publishing Company.
- Dahlan, M., D. 1987. *Conceptual Fundamentals of Handling Problems of Islamic Guidance and Counseling in the Field of Education*. Yogyakarta: UII
- Datzko, J. Derksen I. Kramer M. "Does a Self-Report Measure for Emotional Intelligence Assess Something Different Than General Intelligence?" *Personality and Individual Differences* 32 (2002): 37–48.
- Goleman, D. *Emotional Intelligence*. Jakarta: Gramedia Pustaka Umum, 2005.

- Golem, Daniel. *Emotional Intelligence*. Jakarta: PT Gramedia Pustaka Utama, 2001.
- Grant, Adam. "The Dark Side of Emotional Intelligence." *Better Business Focus* (2014): 1–3.
- Guswani, Aprius Maduwita Kawuryan, and Fajar. "Aggressive Behavior in Counselee Viewed From Emotional Maturity." *Pitutur Psychology Journal* 1, no. 2 (2011): 86–92.
- Hanana, N. F. "Effect of Self-Esteem and Emotional Intelligence on Prosocial Behavior." *Tazkiya Journal of Psychology* 6, no. 1 (2018): 85–100.
- Hasanah, Hayim. 2014. The Role of Islamic Counseling Guidance in Reducing Adolescent Emotional Pressure. *Journal of Islamic Education*. Vol. 5, No. 1
- Hawadi, R. A. *Acceleration (A-Z Program Information for Acceleration and Intellectually Gifted Children)*. Jakarta: Gramedia, 2004.
- Hsieh, Ming-Chuan, Tsui-Shuang Wang, Chun-Pao Fan, and Chung-I Huang. "A Study of The Emotional Intelligence and Interpersonal Relationship of College Student in Southern Taiwan." *Universal Journal of Management* 2, no. 8 (2014): 134–135.
- Hurlock, Elizabeth B. 2006. *Developmental Psychology A Life-Span Approach Fifth Edition*. Jakarta: Erlangga.
- Hurlock, Elizabeth B. No Title, 1980.
- J.P., Chaplin. *Translator Kartini Kartono. Complete Dictionary of Psychology*. Jakarta: Raja Grafindo Persada, 2008.
- Jalaluddin. *Psychology of Religion*. Jakarta: Rajawali Press, 2010.
- Kapri, U.C., and N. Rani. "Emotional Maturity: Characteristics And Levels." *International Journal Of Technological Exploration And Learning* 3, no. 1 (2014): 360.
- Cartono, Kartini. *Female Psychology*. 1st ed. Bandung: Mandar Maju, 1992.
- Kumar, V Vineeth. "Effect of Emotional Intelligence on the Achievement Motivation , Psychological Adjustment and Scholastic Performance of Secondary School

- Students." *Journal of the Indian Academy of Applied Psychology* 39, no. 1 (2013): 74–81.
- Mahmoudi, A. 2012. *Emotional Maturity and Adjustment Level of College Students*
- Mappiare, A. *Adolescent Psychology*. Surabaya: National Business, 1983.
- Martin, A. D. 2008. *Emotional Quality Management. Reflection, Revision and Revitalization of Life Through the Power of Emotions*. Jakarta: HR Excellence
- Martin, A.D. *Emotional Quality Management. Reflection, Revision And Revitalization Of Life Through The Power Of Emotions*. Jakarta: HR Excellence, 2008.
- Martin, G., & Pear, J. 2003. *Behavior Modification What It Is and How to Do It*. New Jersey: Prentice Hall, Inc.
- Maulidha, Errika., Salehuddin, M. 2021. Counselee's Emotional Maturity in Completing Thesis: A Literature Study. *Al-Isyraq: Journal of Guidance, Counseling, and Islamic Counseling* Vol. 4, No. 1
- McPhail, K. "Emotional Response to The State of Accounting Education: Developing Accounting Students' Emotional Intelligence." *Critical Perspectives on Accounting* 15 (2004): 629–648.
- Mirza, R., Sulistyaningsih, W. Cognitive Behavioral Therapy to Improve Emotional Regulation in Children Victims of the Aceh Conflict. *Journal of Psychology*, 2013, Vol.8, No.2, p. 59-72.
- Monks, F.J., Konoers, A. M. P., & Haditono, S. R. 2004. *Developmental psychology: Introduction in its various parts (revision III)*. Yogyakarta: Gadjah Mada University Press.
- Muawanah, Lis Binti, and Herlan Pratikto. "Emotional Maturity, Self-Concept, and Juvenile Delinquency." *Journal of Psychology* 7, no. 1 (2012): 1–11.
- Muhammad 'Alî al-Khulî. 1981. *Qâmus al-Tarbiyah*. Beirut-Lebanon: Dâr al-'Ilm li alMalayin h. 115
- Murray, J. 1997. Emotional Maturity. Accessed from <http://www.betteryou.com>

- Norfriza, F., and D. D. Sagita. "Nofriza, F., & Sagita, D.D. (2018). Differences Wellness among Students in Guidance and Counseling Major FKIP UHAMKA Early And Year End Year Class." *International Journal of Research in Counseling and Education* 1, no. 2 (2018): 40–44.
- Pandjaitan, Willia Wahyuni. "Implementation of Group Guidance Services in Improving Counselee Critical Thinking Skills Class VIII-G MTS Waridussalam Islamic Boarding School, Batang Kuis District, Deli Serdang Regency." State Islamic University of North Sumatra, 2017.
- Purwanti, M. "Growing and Improving Adolescent Achievement Motives, Efforts to Foster and Develop Young Generation." *Journal of Atma nan Jaya* (1996): 71–84.
- Daughter, Angie Lestyuning. "The Relationship Between Emotional Maturity and Self-Efficacy in Basketball Athletes at the Muhammadiyah University of Surakarta." Muhammadiyah University of Surakarta, 2015.
- Rawat, C., & Singh, R. 2017. Effect of family type on the emotional maturity of adolescents. *Journal of Human Ecology*, 57(1,2), 47–52.
- Rizky, Muhammad, and Nur Prakoso. "Contribution of Emotional Intelligence to Peer Acceptance on Students at Public Junior High School 14 Surakarta" 462, no. ISGC 2019 (2020): 202–206.
- Rohma, Noer. "Integration of Intellectual Intelligence (IQ), Emotional Intelligence (EQ), and Spiritual Intelligence (SQ) in Improving Work Ethics." *Journal of Tarbiyatua* 3, no. 2 (2018): 77–102.
- Santrock, J. W. 2012. *Adolescence: The development of adolescence. Sixth Edition.(Translation)*. Jakarta: Erlangga
- Santrock, J. W. *Child Development*. 2007. 11th ed. Jakarta: Erlangga, 2007.
- Sartre, J. P. *Introduction to Emotion Theory*. Yogyakarta: Student Library, 2002.
- Sarumaha, R., D. Harefa, and Maria M. Zagoto. "Efforts to Increase the Ability to Understand the Concept of Geometry Transformation Reflection Counselee Class XII-IPA-B Telukdalam Campus High School Through the Learning Model of

- Discovery Learning Assisted by Millimeter Paper Media." *Journal of Education and development* 6, no. 1 (2018): 90–96. <https://doi.org/10.37081/ed.v6i1.668>.
- Sharma, Bharti. "Adjustment and Emotional Maturity Among First Year College Students." *Pakistan Journal of Social and Clinical Psychology* 10, no. 2 (2012): 32–37.
- Sobur, A. *General Psychology*. Bandung: Faithful Library, 2003.
- Soesilowinradini. *Developmental Psychology of Adolescence*. Surabaya: National Enterprises, n.d.
- Subbarayan, K., and G. Visvanathan. "A Study on Emotional Maturity of College Students." *Recent Research in Science and Technology* 3, no. 1 (2011): 153–155.
- Syaefudin, A. 2020. Islamic Counseling to Increase Emotional Maturity for Early Marriage Couples. *Journal of Islamic Studies* Vol. 15 No. 1
- Tohari, M, et al., 1992. *Conceptual Basics of Islamic Guidance and Counseling*. Yogyakarta: UII Press
- Tuckman, B.W. 1999. *Conducting Educational Research (Ed.)*. New York: Harcourt Brance & Company
- Walgitto, B. *Introduction to General Psychology*. Yogyakarta: Andi, 2004.
- Wisma, N., H. Nirwana, and A. Afdal. "Wisma, N., Nirwana, H., & Afdal, A. (2018). Differences in Emotional Regulation of Bugis Student and Malay Cultural Background Implications for Counseling and Guidance Services. *International Journal of Research in Counseling and Education*, 1(2), 32-39." *International Journal of Research in Counseling and Education* 1, no. 2 (2018): 32–39.
- Zagoto, Sri Florina Laurence. "Self-Efficacy in the Learning Process." *Journal of Education and Teaching Review* 2, no. 2 (2019): 386–391.