
THE RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND FORGIVENESS AMONG STUDENTS AT STATE JUNIOR HIGH SCHOOL 19 IN MEDAN

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Abstract

This study aimed to examine the relationship between emotional maturity and forgiveness among students of SMP Negeri 19 Medan. The research employed a quantitative approach using a correlational method. The sample consisted of 146 students selected through disproportionate stratified random sampling. The research instruments included two scales, namely the emotional maturity scale and the forgiveness scale, both of which had been tested for validity and reliability prior to data collection. Data were analyzed using the Pearson Product Moment correlation technique. The results revealed a highly significant positive relationship between emotional maturity and forgiveness, with a correlation coefficient of $r = 0.773$ and a significance value of $p = 0.000$ ($p < 0.05$). These findings indicate that higher levels of emotional maturity are associated with higher levels of forgiveness among students. Furthermore, emotional maturity contributed effectively 59.8% to forgiveness, while the remaining 40.2% was influenced by other factors beyond the scope of this study. These findings emphasize the importance of emotional maturity as a contributing factor in supporting forgiveness among adolescents in the school environment.

Keywords: Emotional Maturity, Forgiveness, Adolescents, Junior High School Students.

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kematangan emosi dengan forgiveness pada siswa-siswi SMP Negeri 19 Medan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Sampel penelitian berjumlah 146 siswa yang dipilih menggunakan teknik disproportionate stratified random sampling. Instrumen penelitian terdiri dari dua skala, yaitu skala kematangan emosi dan skala forgiveness yang telah diuji validitas dan reliabilitasnya sebelum digunakan dalam pengumpulan data. Data dianalisis menggunakan teknik korelasi Pearson Product Moment. Hasil analisis menunjukkan bahwa terdapat hubungan positif yang sangat signifikan antara kematangan emosi dengan forgiveness, dengan nilai koefisien korelasi sebesar $r = 0,773$ dan nilai signifikansi sebesar $p = 0,000$ ($p < 0,05$). Hasil ini menunjukkan bahwa semakin tinggi tingkat kematangan emosi yang dimiliki siswa, maka semakin tinggi pula tingkat forgiveness yang dimilikinya. Kematangan emosi memberikan sumbangan efektif sebesar 59,8% terhadap forgiveness, sedangkan 40,2%

sisanya dipengaruhi oleh faktor lain di luar penelitian ini. Temuan ini menegaskan bahwa kematangan emosi merupakan salah satu faktor penting yang berkontribusi terhadap kemampuan forgiveness pada remaja di lingkungan sekolah.

Kata Kunci : *Kematangan Emosi, Forgiveness, Remaja, Siswa SMP.*

INTRODUCTION

Adolescence is a developmental stage characterized by significant emotional, social, and psychological changes. These changes often lead to interpersonal conflicts, particularly in school settings. Adolescents' inability to manage their emotions adaptively can result in prolonged negative emotions, such as anger, resentment, and difficulty forgiving. Therefore, forgiveness is a crucial aspect in maintaining adolescents' psychological well-being and the quality of their social relationships. Forgiveness is understood as a psychological process involving a reduction in the urge to avoid or seek revenge against those who have caused harm, as well as an increase in motivation to reconcile and adopt a positive attitude. Individuals with a high level of forgiveness tend to manage conflicts more healthily and experience greater psychological well-being. However, the ability to forgive does not arise automatically but is influenced by various internal factors.

One internal factor that plays a role in the development of forgiveness is emotional maturity. Emotional maturity refers to an individual's ability to understand, control, and express emotions appropriately in accordance with the situation at hand. Emotionally mature individuals tend to be more stable, able to control negative impulses, and possess more adaptive social adjustment. This enables them to respond to conflicts in a more rational and constructive manner, including when it comes to forgiveness. Previous studies have shown a positive relationship between emotional maturity and forgiveness in adolescents. Research by Fitriany, R., et al. (2022) found that emotional maturity is significantly associated with the ability to forgive in adolescents. Similar results were also reported by Widasuri and Laksmiwati (2018), who stated that individuals with high levels of emotional maturity are better able to release negative emotions and rebuild interpersonal relationships. Nevertheless, research on the relationship between emotional maturity and forgiveness among junior high school students, particularly in public schools, remains relatively limited.

Based on initial observations at SMP Negeri 19 Medan, differences were found in students' ability to forgive unpleasant treatment from peers. Some students struggled to control their emotions and tended to hold onto anger, while others were able to forgive and maintain positive social relationships. This phenomenon highlights the importance of emotional maturity in shaping forgiveness abilities among adolescents. Based on this description, this study aims to examine the relationship between emotional maturity and forgiveness among students at SMP Negeri 19 Medan. It is hoped that this research will provide theoretical contributions to the field of adolescent psychology as well as practical implications for schools in designing programs to develop students' emotional and interpersonal skills.

METHOD

This study employed a quantitative approach with a correlational design to examine the relationship between emotional maturity as the independent variable and forgiveness as the dependent variable. The research subjects were ninth-grade students at SMP Negeri 19 Medan, with a total population of 250 students. The research sample consisted of 146 students, determined based on the Isaac and Michael table with a 5% margin of error and selected using the disproportionate stratified random sampling technique (Sugiyono, 2019). The research instruments consisted of two psychological scales. The forgiveness scale was developed based on the theory by Akisan et al. (2025), which covers three aspects: avoidance motivation, revenge motivation, and benevolence motivation. This scale initially consisted of 42 items, and after undergoing validity testing, 40 valid items were obtained with a Cronbach's Alpha reliability coefficient of 0.915. The emotional maturity scale was developed based on the theory of Singh and Bhargava (2020), which includes five aspects: emotional stability, emotional progression, social adjustment, personality integration, and independence. This scale consists of 36 valid items with a reliability coefficient of 0.916. The instrument's validity was tested using the Corrected Item-Total Correlation technique with a criterion of $r \geq 0.30$ (Sarwono, 2015). Reliability testing was conducted using Cronbach's Alpha. Data were analyzed using the Pearson Product Moment correlation technique with the aid of IBM SPSS Statistics 21. Prior to hypothesis testing, assumption tests were performed, including normality and linearity tests, to ensure the data met the requirements for statistical analysis.

RESULTS AND DISCUSSION

Data analysis in this study used the Pearson Product-Moment correlation technique to determine the relationship between emotional maturity and forgiveness among students at SMP Negeri 19 Medan. Data processing was conducted using IBM SPSS Statistics 21.

1. Description of Research Data

a. Hypothetical and Empirical Forgiveness Scale

The forgiveness scale consists of 40 items with a response scale ranging from one to four. The minimum total score is 40 (40×1), and the maximum total score is 160 (40×4). On the forgiveness scale used in this study, the hypothetical mean is calculated as $(160 + 40) \div 2$, resulting in 100, and the hypothetical standard deviation is calculated as $(160 - 40) \div 6$, resulting in 20. The results of the forgiveness scale administration yielded an empirical mean of 100.17 and a standard deviation of 17.352.

Table 1. Comparison of Empirical and Hypothetical Data for the Forgiveness Scale

VARIABLE	EMPIRICAL			SD	FROM THE HYPOTHETICAL			SD
	Min	Max	Mean		Min	Max	Mean	
<i>FORGIVENESS</i>	54	141	100.17	17.352	40	160	100	20

The research findings indicate that the empirical mean score on the forgiveness scale is 100.17, slightly higher than the hypothetical mean score of 100. This difference in mean values remains within one standard deviation of the hypothetical mean. Thus, it can be concluded that the respondents in this study have a level of forgiveness that is relatively equivalent to or tends to be slightly higher than that of the general population.

To interpret the respondents' level of forgiveness, three assessment categories were used: low, moderate, and high, as presented in the following table.

Table 2. Forgiveness Categories

$X < (M - \Sigma)$	LOW
$(M - \Sigma) \leq X < (M + S)$	MEDIUM
$X \geq (M + S)$	HEIGHT

The mean calculated for this study is $(40 + 160) : 2 = 100$, while the standard deviation calculated for this study is $(160 - 40) : 6 = 20$. Using the established formula, the categorization boundaries are as follows: $x < (100 - 20) = x < 80$, $(100 - 20) \leq x < (100 + 20) = 80 \leq x < 120$, and $x \geq (100 + 20) = x \geq 120$.

Table 3. Forgiveness Score Categorization

NO	GUIDELINES	SHOES	CATEGO RY	FREQUE NCY	PERCENT AGE
1	$X < (\mu - \sigma)$	$X < 80$	Low	0	0,00%
2	$(m-s) \leq X < (m+s)$	$80 \leq X < 120$	Medium	144	98,63%
3	$X \geq (m + s)$	$X \geq 120$	Height	2	1,37%
TOTAL				146	100%

As can be seen in Table 3, it can be concluded that out of a total of 146 respondents, 0 subjects (0.00%) were in the low category, 144 subjects (98.63%) were in the moderate category, and 2 subjects (1.37%) were in the high category. These results indicate that the majority of respondents have a level of forgiveness in the moderate category.

b. Hypothetical and Empirical Emotional Maturity Scale

The emotional maturity scale comprises 36 items with a response scale ranging from one to four. The minimum score is 36 (36×1), and the maximum score is 144 (36×4). On the emotional maturity research scale, the hypothetical mean is calculated as $(144 + 36) \div 2$, resulting in 90, and the hypothetical standard deviation is calculated as $(144 - 36) \div 6$, resulting in 18. The results of the emotional maturity scale completion yielded an empirical mean of 89.92 and a standard deviation of 14.63.

Table 4. Comparison of Empirical and Hypothetical Emotional Maturity Data

VARIABLE	EMPIRICAL			SD	FROM THE HYPOTHETICAL			SD
	Min	Max	Mean		Min	Max	Mean	
EMOTIONAL MATURITY	72	112	89.92	14.63	36	144	90	18

The scale analysis findings indicate that the empirical mean \approx the hypothetical mean, i.e., $89.92 \approx 90$, with a mean difference not exceeding one standard deviation. From this analysis of the emotional maturity scale, it can be concluded that the study respondents exhibit a relatively balanced level of emotional maturity compared to the general population assumption.

Table 5. Categorization of Emotional Maturity

$X < (M - \Sigma)$	LOW
$(M - \Sigma) \leq X < (M + S)$	MEDIUM
$X \geq (M + S)$	HEIGHT

The categorization of the subjects' emotional maturity can be divided into low, moderate, and high. The hypothetical standard deviation is denoted as σ , with a value of 18, while the hypothetical mean is denoted as μ , with a value of 90. Based on the categorization formula, $X < 72$ corresponds to the low category, $72 \leq X < 108$ to the moderate category, and $X \geq 108$ to the high category.

Table 6. Categorization of Emotional Maturity Scores

NO	GUIDELINES	SHOES	CATEGORY	FREQUENCY	PERCENTAGE
1	$X < (\mu - \sigma)$	$X < 72$	Low	0	0%
2	$(m-s) \leq X < (m+s)$	$72 \leq X < 108$	Medium	145	99,32%
3	$X \geq (m + s)$	$X \geq 108$	Height	1	0,68%
TOTAL				146	100%

Based on the data presented in Table 6, it can be concluded that out of a total of 146 respondents, no subjects (0.00%) fell into the low category. A total of 145 subjects (99.32%) fell into the moderate category, and 1 subject (0.68%) fell into the high category.

These results indicate that the majority of respondents have a level of emotional maturity in the moderate category.

2. Results of the Research Assumption Tests

Assumption tests were conducted in the initial stage prior to hypothesis testing to ensure that the obtained data met statistical requirements or exhibited deviations. These tests included the normality test and the linearity test

a. Distribution Normality Test

In this specific study, the normality test utilized the One-Sample Kolmogorov-Smirnov Test to verify whether the distribution was normal.

One method that can be used to evaluate the normality criterion is the significance value; if $p > 0.05$, the data is considered to be normally distributed (Priyaltno, 2014). The test results indicate that the forgiveness variable has a KS-Z coefficient value of 0.052 with a one-tailed Sig. (one-tailed) of 0.100 ($p > 0.05$), while the emotional stability variable has a KS-Z coefficient of 0.044 with a Sig. (one-tailed) value of 0.100 ($p > 0.05$). Thus, it can be concluded that both variables in this study are normally distributed. The complete results of the normality tests are presented in Table 7.

Table 7. Results of Normality Tests

VALRIALBLE	SD	KS-Z	SIG. 1-TAILED	P	DESCRIPTION
<i>FORGIVENESS</i>	17,352	0,052	0,100	$p > 0,05$	NORMAL
EMOTIONAL MATURITY	14,629	0,044	0,100	P > 0,05	NORMAL

b. Linearity Test

To determine whether there is a linear relationship between the two variables in this study, a linearity test was conducted. The results indicate that the emotional stability variable in forgiveness has a linear relationship, as evidenced by a p-value < 0.05 . Thus, there is a significant linear correlation between the independent and dependent variables. The details of the linearity test results are presented in Table 8 below.

Table 8. Results of the Linearity Test of the Relationship

VALRIABLE	F	SIG	DESCRIPTION
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EMOTIONAL MATURITY FORGIVENESS	197,562	0,000	LINIER
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3. Results of the Hypothesis Test

The Pearson correlation test was conducted in accordance with the research hypotheses

Table 9. Correlation between Emotional Maturity and Forgiveness

ANALYSIS	PEARLSON CORRELALTION	SIGNIFICANCE (P)	DESCRIPTION
CORELATION	0,773	0,000	POSITIVE, SIGNIFICANT (P < 0.05)

Based on the results of the Pearson Product-Moment correlation analysis, a correlation coefficient of $r = 0.773$ was obtained with a significance level of $p = 0.000$ ($p < 0.05$). This indicates that there is a significant positive relationship between emotional maturity and forgiveness among students at SMP Negeri 19 Medan. Thus, the higher an individual's level of emotional maturity, the higher their level of forgiveness. Conversely, the lower an individual's level of emotional maturity, the lower their level of forgiveness.

Based on a sample of 146 students at SMP Negeri 19 Medan, the research results indicate a significant positive relationship between emotional maturity and forgiveness, with a Pearson correlation coefficient of $r = 0.773$ and a significance level of $p = 0.000$ ($p < 0.05$). This indicates that the higher the emotional maturity of students, the greater their ability to forgive. Conversely, students with low emotional maturity tend to have lower forgiveness abilities.

These results align with Santrock's (2019) theory, which states that individuals with emotional maturity are able to adapt, regulate emotional reactions, and make rational decisions, thereby responding to negative experiences in an adaptive manner. This is also consistent with the view of Akisan et al. (2025), who emphasize that forgiveness is a process of reducing the motivation to seek revenge and increasing the motivation to make peace, which ultimately supports an individual's psychological well-being. In line with this, Worthington & Wade (2019) explain that forgiveness is characterized by a reduced urge to retaliate, a decreased tendency to avoid, and an increased willingness toward the perpetrator. Thus, students with high emotional maturity are better able to manage interpersonal conflicts in a healthy and open manner, one of which is through forgiving behavior.

Based on the researchers' findings, among the 146 students, there were no respondents with low emotional maturity. A total of 145 students (99.32%) fell into the moderate emotional maturity category, while 1 student (0.68%) fell into the high category. These

results indicate that the majority of students at SMP Negeri 19 Medan possess moderate emotional maturity, suggesting they are reasonably capable of managing their emotions when facing social or emotional challenges within the school environment. The moderate emotional maturity category is characterized by fairly good emotional stability, although in some stressful situations, a decline in emotional control may still occur. Regarding emotional progression, students are able to adapt to emotional changes but are not yet fully stable.

In the social adjustment aspect, students in this category demonstrate the ability to form social relationships, though they occasionally still face obstacles in interpersonal communication. The personality integration aspect indicates that students possess sufficient self-control, though in certain conditions they are still influenced by momentary emotions. Meanwhile, in the independence aspect, students show efforts toward self-reliance, though important decisions are sometimes still influenced by pressure from the surrounding environment. This aligns with the explanation by Alotaibi & Almalki (2022) that good emotional regulation enhances an individual's ability to cope with stress in adaptive ways, including in fostering social relationships.

Conversely, students in the high emotional maturity category (though few in number) demonstrate strong emotional management skills, including independent decision-making, strong self-control, and positive, adaptive social relationships. Regarding forgiveness, the research results indicate that 2 students (1.37%) fall into the high forgiveness category, 144 students (98.63%) into the moderate category, and no students (0.00%) into the low category. These findings indicate that the majority of students possess forgiveness abilities in the moderate category, meaning they tend to be able to forgive but still harbor some tension or caution toward the perpetrator.

From the correlation results and analysis above, it can be concluded that emotional maturity plays a crucial role in shaping forgiveness attitudes among adolescents. Students with high emotional maturity are better able to respond to hurtful treatment in a positive and adaptive manner, namely by forgiving. They can manage interpersonal conflicts maturely, avoid getting lost in negative emotions, and tend to seek constructive solutions. Thus, fostering emotional maturity among adolescents contributes positively to enhancing forgiveness abilities. This is crucial for supporting students' social and emotional development within the school environment and for fostering healthy and harmonious social interactions among peers.

CONCLUSION

Based on the research findings, it was concluded that there is a significant positive relationship between emotional maturity and *forgiveness* among students at SMP Negeri 19 Medan, with a Pearson correlation coefficient of $r = 0.773$ and a significance level of $p = 0.000$ ($p < 0.05$). This indicates that the higher the students' emotional maturity, the higher their level of *forgiveness*. Conversely, the lower the students' emotional maturity, the lower their level of forgiveness. The effective contribution of emotional maturity to

forgiveness is indicated by an R^2 value of 0.598, meaning that emotional maturity accounts for 59.8% of the variance in forgiveness, while the remaining 40.2% is influenced by other factors outside the scope of the variables studied.

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