

## Emotional Maturity in the Ability to Socialize Early Childhood Educators

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### Abstract

PAUD teacher must have emotional maturity. The things that are directly related to the emotional maturity level of the teacher are environment, be it at home, the community or the educator's environment in the institution. Therefore, if a PAUD teacher can be well received by his fellow students, he tends to have emotional stability. With the acceptance of teachers in the early childhood environment, it can help students in early childhood development. It is assumed that emotional maturity has a significant relationship with the teacher's ability to socialize. The results showed that most of the PAUD teachers were quite good at emotional maturity, namely 74% of all respondents, then 21% of teachers were in the good category. However, there are still 5% of teachers whose emotional maturity is not good. The level of socialization of early childhood teachers in institutions and the environment is in the quite good category, namely as much as 79%, in the good category, which is 15% and there are still 6% of teachers who have poor social skills. The table shows that there is a relationship between emotional maturity and teacher PAUD socialization in Bunga sub-district, Sragen regency.

**Keywords:** Emotional Maturity; PAUD Teachers; Social Skills

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## 1. Introduction

Education is the main vehicle and as the main key for human resource development, namely to improve the quality of oneself as individuals who have the ability, personality and skills in accordance with the demands and developments of the times.<sup>1</sup> Education also aims to help students achieve optimal development in all dimensions of life. Prayitno and Erman Amti explain that: Whole human development should reach individuals with mature independence, cool social abilities, high social, deep faith and behavior.<sup>2</sup> Whole human development can be done through education. In line with the above, the Law on the National Education System number 20 of 2003 Chapter I Article 1, explains that: Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual power, control self, personality, intelligence, noble character, and skills needed by him, society, nation and state. This profession requires special skills that cannot be done by just anyone outside the field of education.

In understanding the meaning of teachers in PAUD, namely Early Childhood Educators, they are called the happiest professions because they are always required to work in a joyful and cheerful atmosphere. PAUD teachers must always be able to create a good mood for their students regardless of the conditions. Therefore, the profession of being a PAUD teacher is the most noble profession and will greatly determine the creation of the future human being of a nation with good character. It is not much different from teachers in general, the teacher is the component that most influences the creation of quality educational processes and outcomes where a teacher plays a major role in education development, especially in education that is formally organized in schools, a teacher is also very important in determining the success of students. especially in relation to good character for future students. It is not much different from teachers in general, the teacher is the component that most influences the creation of quality educational processes and outcomes where a teacher plays a major role in education development, especially in education that is formally organized in schools, a teacher is also very important in determining the success of students. especially in relation to good character for future students. Educating is not rebuking, teaching is not chastening, accustoming not destroying, side by side instead of competing. Such is the simple principle of being a teacher and

<sup>1</sup> Sudarwan Danim, *Pengantar Studi Penelitian Kebijakan* (Jakarta: Bumi Aksara, 2005).

<sup>2</sup> Erman Amti Prayitno and Erman Amti, *Dasar-Dasar Bimbingan Dan Konseling* (Jakarta: Rineka Cipta, 2004).

parent in front of students. Avoid all matters relating to violence, whether direct or indirect, verbal or non-verbal. Because this will only give birth to a generation that is cowardly, hypocritical and cruel. Let all our insights and attitudes be based on the principle of compassion.<sup>3</sup>

Prosocial behavior is a form of positive social behavior where this behavior has a certain level of sacrifice which is carried out based on one's own initiative without coercion from other parties whose purpose is to benefit others both physically and psychologically, to create peace and increase tolerance of life towards others, but this behavior there is no clear advantage for individuals who do it, only feelings of satisfaction, pride, and happiness are felt by the individual who performs the action.<sup>4</sup> According to Myers, as quoted by Sarwono prosocial behavior is positive behavior which benefit or make the physical or psychological condition of others better which is done on a voluntary basis without expecting anything in return from others.<sup>5</sup>

This behavior includes all forms of action taken or planned to help others. Prosocial behavior comes from within a person to change himself. the form of prosocial behavior includes generosity, friendship, cooperation, helping, and rescuing. According to Joshua in their research, it shows that emotional regulation can affect performance outcomes and success in the service sector.<sup>6</sup> Gross states that emotional regulation can reduce, or maintain, emotions depending on how a person experiences and expresses his emotions.<sup>7</sup> Emotional regulation includes all strategies used either consciously or unconsciously to increase, maintain, or decrease one or more components of an emotional response which includes feelings, behaviors, and physiological responses. A research conducted by Cecil & Glass<sup>8</sup>, which focuses on the regulation of emotions in

<sup>3</sup> Ma'ruf Ma'ruf, "Pendidikan Islam Berbasis Kasih Sayang," *Raheema* 4, no. 2 (2019): 99–108, <https://doi.org/10.24260/raheema.v4i2.838>.

<sup>4</sup> Donn Byrne and Robert A Baron, *Psikologi Sosial* (Jakarta: Erlangga, 2003).

<sup>5</sup> Sarlito Wirawan Sarwono, *Psikologi Sosial: Individu Dan Teori-Teori Psikologi Sosial* (Yogyakarta: Balai Pustaka, 1997).

<sup>6</sup> Joshua Davis et al., "Development and Validation of a Measure for Emotion Regulation at Work: Introducing the Workplace Emotion Regulation Preference Inventory (WERPI)," *Personality and Individual Differences* 85 (2015): 245–50.

<sup>7</sup> Oliver P John and James J Gross, "Healthy and Unhealthy Emotion Regulation: Personality Processes, Individual Differences, and Life Span Development," *Journal of Personality* 72, no. 6 (2004): 1301–34.

<sup>8</sup> Penelope Cecil and Nel Glass, "An Exploration of Emotional Protection and Regulation in Nurse–Patient Interactions: The Role of the Professional Face and the Emotional Mirror," *Collegian* 22, no. 4 (2015): 377–85.

teacher-student interactions, states that teachers who are able to regulate their emotions can provide quality learning and are a protective mechanism used to guard against emotional mismatches that arise. Putri, in her journal, shows that there is a positive and very significant relationship between emotional regulation and prosocial behavior. The higher a person's emotional regulation, the higher his prosocial behavior. The lower a person's emotional regulation, the lower his prosocial behavior.<sup>9</sup>

Prosocial behavior can be understood as behavior that benefits the recipient of the aid but does not have a clear advantage for the aid provider. So even though it is said that prosocial behavior is behavior that does not require rewards from people who have he helped, but in fact they still expect a sense of recognition to be able to show their existence to others. According to William, the behavior of someone who intends to change the recipient's psychological or physical state in such a way that the helper will feel that the recipient is becoming more prosperous or satisfied materially or psychologically. Prosocial behavior is a study in the realm of psychology Social which is always practiced in everyday life. People who have done prosocial behavior will feel their own satisfaction with themselves, who feel they can help others. Prosocial behavior is positive behavior that benefits or makes other people's physical/ psychological conditions better which is done on a voluntary basis without expecting anything in return from others. This behavior includes all forms of action taken or planned to help others regardless of the motives of the helper.<sup>10</sup>

In my opinion, prosocial behavior is carried out or appears when individuals examine Emotional Maturity and Religiosity because as an individual has reached emotional maturity it can be identified as an individual who can critically assess the situation before acting, no longer reacts without thinking beforehand like children or emotionally immature people<sup>11</sup>. Therefore, the ability of individuals to respond to stimuli that affect their environment can be demonstrated with a healthy, directed and clear personality in accordance with the stimulus and responsibility for all their decisions and actions towards the environment. If this is fulfilled, then the individual is said to be emotionally mature.<sup>11</sup> Hurlock

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<sup>9</sup> Sherly Velia Nanda and Krisnova Nastasia, "Hubungan Antara Regulasi Emosi Dengan Perilaku Prosocial Pada Perawat Rumah Sakit XX Padang," *Psyche 165 Journal* 9, no. 2 (2016).

<sup>10</sup> Elizabeth Bergner Hurlock, *Psikologi Perkembangan, Suatu Pendekatan Sepanjang Rentang Kehidupan* (Jakarta: Erlangga, 1994).

<sup>11</sup> K Khotimah, "Hubungan Dukungan Sosial Dan Kematangan Emosi Dengan Post Partum Depression Pada Ibu Yang Melahirkan Anak Pertama," *Skripsi (Tidak Diterbitkan). Sema-Rang: Fakultas Psikologi Universitas Negeri Semarang*, 2006.

further emphasizes that emotional maturity is when individuals assess a situation critically before reacting emotionally, no longer react without thinking beforehand like children or immature people.<sup>12</sup> The inability to control certain emotions will interfere with self-adjustment, on the contrary. if you are able to control and control emotional turmoil, you will be able to cooperate with other people. A person is said to be able to reach emotional maturity if he acts in accordance with society's expectations, is able to use his or her mentally appropriately, understands oneself and does not easily change his emotions. This means that emotional maturity is the ability to accept negative things from the environment without responding to them with negative attitudes, but with policy<sup>14</sup>.

As Rufaida's research, the results of her research indicate that there is a very significant positive relationship between the level of emotional maturity and prosocial behavior in students.<sup>13</sup> Piaget (in Dariyo) defines that emotional maturity is the ability of a person to control and control their emotions well, in this case people whose emotions are ripe are not quickly affected by stimuli or stimuli both from within and from outside their personal. Thus emotional maturity is assumed to have a strong influence on prosocial behavior. With good emotional maturity, individuals will have more attention to social norms so that the level of empathy is high which in turn makes a person control behavior and tend to help others.

However, one thing that the researcher observes is that someone who is able to control behavior, if the level of religiosity is high. Religiosity is defined as how far the knowledge is, how strong is the belief, how much is the practice of worship and the rules and how deep is the appreciation of the religion one adheres to. For a Muslim, religiosity can be seen from the extent of knowledge, belief, implementation and appreciation of Islam. Ancok define religiosity as diversity which means covering various sides or dimensions that do not only occur when someone performs ritual behavior (worship), but also when doing other activities that are driven by supernatural forces. The source of the religious soul is a sense of absolute dependence (sense of depend). The existence of fears of threats from the natural environment and human beliefs about all their limitations and weaknesses. This absolute sense of dependence makes humans look for magical

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<sup>12</sup> Hurlock, *Psikologi Perkembangan, Suatu Pendekatan Sepanjang Rentang Kehidupan*.

<sup>13</sup> A F Rufaida, "Hubungan Antara Tingkat Kematangan Emosi Dengan Tingkah Perilaku Prosocial Pada Maha-Siswa Fakultas Psikologi Universitas Islam Negeri Maulana Malik Ibrahim Malang," *Skripsi. Universitas Islam Negeri Maulana Malik Ibrahim. Diakses Tanggal 8 (2009)*.

powers from their surroundings that can be used as protective forces in their lives with a power that is outside of themselves, namely God.

Furthermore, Oemar Hamalik explains that learning is a process to achieve goals. Based on the above opinion, it can be concluded that learning is an effort made by a person as an individual, so that he experiences changes in behavior that are relatively sedentary as a result of experiences and interactions with the environment that involve cognitive processes and occur within a certain period of time. This is in line with what Goleman, Daniel stated that the learning process carried out in schools by teachers is determined by emotional and social measures. With emotional prowess, individuals know and respond to their own feelings well and are able to read and deal with other people's feelings in communication effectively. An individual with well-developed emotional skills or maturity means he is more likely to succeed in life and be motivated in the learning process.

A person can place certain emotions, such as joy, anger, joy and sadness. For example, if someone feels very unpleasant and motivated, then that person is experiencing the emotion of anger. Conversely, if someone feels very happy and quite passive, then that person may be experiencing the emotion of happiness. Basically, the psychological approach proposes his view of human behavior that human behavior is influenced by the environment. Meanwhile, according to Laros and Steenkamp, "Emotion is reaction assessment (positive or negative) of a complex nervous system of a person towards external or internal stimuli and often conceptualized as a general dimension, such as the positive and negative influences". has the meaning that Emotion is the assessment reaction (positive or negative) of a person's nervous system to external or internal stimuli and is often conceptualized as a general dimension, such as those affecting positive and negative. Psychologists often use the term affect when referring to emotions or feelings. They are classified into two dimensions, positive emotion 32 and negative. Feelings can be conceptualized as positive influence positive emotions, which reflect the extent to which a person feels enthusiastic, active, and alert. It is a state of high energy, full concentration and enjoyable engagement.

Positive emotions are obtained from one of the pre-existing situations. To measure the emotions associated with consumption or other dominance, one of them is through the ability to categorize or classify emotions and distinguish them from other parts of Richin. Much evidence shows that the basic ethical attitudes in life come from the emotional abilities that underlie them. The ability to control impulses is the basis of will and character, while mutual love is the root

of empathy. Goleman said that if he had to choose the two moral attitudes needed today, he would choose self-control and compassion. Genetic heritage provides us with a specific set of emotional loads that determine our temperament, but the emotional lessons we learn as children both at home and at school can shape emotional circuits and improve our emotional intelligence. Emotion is a complex state of the organism such as the flight of feelings accompanied by changes in the broad organs of the body, usually generated as a strong feeling that leads to a certain form of behavior or behavior. It is closely related to body condition, heart rate, respiratory blood circulation, can be expressed as smiling, laughing, crying, and can feel like feeling disappointed or feeling happy.

According to Goleman (in Sudarsono) emotional intelligence is a person's ability to manage his emotional life with intelligence (to manage our emotional life with intelligence); maintaining harmony of emotions and their expressions (the appropriateness of emotion and its expression) through self-awareness skills, self-motivation, self-control, social skills, and empathy. Daniel Goleman said that emotional intelligence does not mean giving freedom to feelings to rule but rather managing feelings in such a way that they are expressed appropriately and effectively. For humans emotion does not only serve to sustain life, as seen in animals, however, not only that Development of Positive Emotions Emotions also function as energy builders that provide passion in human life. In addition, emotions also function as messengers.<sup>14</sup> As a means of sustaining life, emotions give people the strength to defend themselves against any disturbances or obstacles. The existence of feelings of love, affection, jealousy, anger or hate makes humans enjoy life together with other humans. Gross defines emotion regulation as the way individuals influence the emotions they have, when they feel them and how they experience or express those emotions.<sup>15</sup>

There are two strategies for emotional regulation: (1) Cognitive Reappraisal (cognitive re-assessment) is a form of cognitive change that involves potential emotional core situations that alter emotional influences. (2) Expressive Suppression (conscious emphasis on emotional expression) is a form of response that slows down the behavior to express the emotions that are being experienced. Cognitive reappraisal occurs early in the generative process of emotion, while expressive suppression occurs later. Gross concluded that cognitive reappraisal

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<sup>14</sup> Anthony Dio Martin, *Emotional Quality Management: Refleksi, Revisi Dan Revitalisasi Hidup Melalui Kekuatan Emosi* (Penerbit Arga, 2003).

<sup>15</sup> J J Gross and R A Thompson, "Emotion Regulation: Conceptual Foundations. InJ. J. Gross (Ed.), *Handbook of Emotion Regulation*," 2007.

can modify all stages of emotion before the tendency for emotional responses is fully formed.

Reappraisal (reconsideration) will lead to reduced experiences and negative emotional expression. It usually takes a few additional sources of thought to implement cognitive change outcomes and produce interpersonal behavior. After that, naturally people who do cognitive reappraisal will focus on 36 Ratnasari & Suleeman's interactions with their interaction partners and both their own behavior and the behavior of others will be accepted as expressions and emotional responses. In contrast, expressive suppression comes later and is basically an activity of modifying the behavioral aspects of emotional response tendencies without reducing negative emotional experiences. It requires a great deal of effort to regulate the tendency for emotional responses to emerge over time. This repetitive effort will consume sources of thought that could otherwise be used to optimize performance in a social context that contains a wide variety of emotions. Moreover, suppression will cause a mismatch between inner experience and outer expression. This leads to feelings of inauthenticity or pretense and hinders the development of close emotional relationships.

The emotional regulation model proposed by Gross is a model that complements several previous models of emotional regulation. Emotional recognition and regulation is the capacity to constructively manage one's emotional life as opposed to relinquishing control of one's inner landscape to negative emotions. Emotionally mature people possess the inner strength to control their emotional life, to "catch Themselves" before responding to negative circumstances with maladaptive attitudes and behaviors—withdrawal, anger, fear, and anxiety<sup>30</sup>. Emotion by Frijda<sup>31</sup> is seen as an awareness of the world and is an episode that is felt consciously, experienced now by the body. Emotion is also understood as something that is related to value, in the sense that emotion involves value in evaluating the stimuli in the environment and in determining what actions to perform in order to maintain, maintain or cut ties with the environment.

Frijda's model tends to ignore factors people are not aware of in experiencing emotional experiences. Meanwhile, Gross sees the importance of these unconscious factors and involves unconscious processes in his model of emotional regulation. Emotional regulation (ER, also known as affective regulation) is an area of research that has experienced significant growth in interest during the last two decades. In brief, ER is a person's attempt to regulate or influence

the type and degree of emotional response he or she has to a stimulus, the timing of that emotional response, how that emotional response is experienced, or how that emotional response is expressed to others. Capacity is a person's ability to regulate their emotions toward adaptive ends. Especially if there is no strict supervision by parents. From the ethnotheories explanation of emotions it is understood that culture influences emotional experiences and thus also influences the regulation of emotions.

From the results of intercultural comparisons, it was found that there were different interpretations of emotions and their regulations. The main factor is the trend towards individualism versus collectivism. Cultures that promote individualism interpret emotions differently from cultures that promote collectivism. The influence of culture or the habituation of an environment on emotional regulation has an impact on the influence of differences in socialization and one's attitudes towards emotional regulation.

Meanwhile, individuals who cannot hold back control over their emotional life will experience obstacles to focus on their tasks and do not have a clear mind. Yeung explains that individuals who have better emotional maturity, are able to identify what they feel and are able to build a mood in calming themselves quickly, are able to focus well, are more active in dealing with others and better able to understand other people. In line with the above opinion, Saarni (in Damon and Lerner states that stable emotional development is if in the past they were able to master a number of emotional competences.

A person's emotional competence is a manifestation of self-efficacy in emotions that appear in social transactions. Emotional competence helps us regulate our emotions and emotional quality in dealing with others, emotional competence is a person's ability to manage his emotions. Looking at the description above, it can be seen that emotional maturity is one of the important factors that early childhood teachers should have in a good learning process in school with their students. PAUD teachers with good emotional maturity means that they are likely to follow the learning process of their environment and their families well, and be able to master thinking skills that boost their productivity. On the other hand, PAUD teachers who are unable to collect certain control over their emotional life will have difficulty concentrating on their work and have problems socializing in their environment, especially in schools where teachers teach. As a result, they are prone to experience depression, anger, and lack of ability to regulate their emotions, which in turn can trigger various problems

such as communication difficulties and making planning tasks to implementing learning.

Goleman says that emotionally capable people, who know and are able to handle their own feelings well, and are able to read and deal with other people's feelings effectively, have benefits in every area of life. Emotional competence gives us the opportunity to understand the emotions we have, especially when it comes to doing something right. Emotional competence also helps us to understand and respond intelligently to emotions in others. The ability to respond to other people's emotions is needed so as to create a positive work environment where a person feels safe enough to do morally right. The disturbance of emotions creates a feeling of insecurity in the teacher, resulting in dissatisfaction about one's own life, hatred and disappointment towards people whom they see as more dependent and happy. Therefore they often do actions that damage and hurt others.

Cognitive models of depression aid our understanding of depression's varied manifestations from birth to late adolescence. Cognitive constructs have fostered an understanding of adult depression, and there have been several recent attempts to extend these analyzes to adolescents and children. To evaluate these efforts, it is essential to construct a frame through which to view the developmental transformation of cognitive processes. This endeavor takes us into the theoretical space of developmental psychology, which is removed from the realm of cognitive psychology that has inspired the cognitive models of adult depression. Fortunately, several trailblazers have already described the territory and located important principles. Here, we follow their lead and abstract developmental themes that can be used to frame research that probes the relevance of adult-derived cognitive models of childhood depression. Cognition is the primary topic of several maturity emotional theories, sometime ideas are now often grouped together to provide an organismic, integrative worldview of developmental processes that forms much of the foundation of contemporary developmental psychopathology. Although these theorists often took different stances on issues about developmental order and disorder, for our current purpose, it is useful to blend their perspectives.

According to Prayitno's opinion above, the emotional maturity of teachers directly or indirectly has an influence on their socialization and organization in the school environment. Teachers who have a good desire to learn and want to organize will always allocate their time effectively and efficiently to carry out all teaching activities, both at school and outside of school. In addition, they will also

be able to determine priority scales, dividing clear time on the objects or activities carried out. Based on observations made on Early Childhood teachers, it appears that some teachers have not been able to respect others in their opinions or attitudes, have not been able to respond well to others and there are still those who are involved in conflicts between one teacher and another. Some teachers are less able to be patient in their daily behavior, especially in the school environment. This shows that the teacher has not yet had good emotional maturity.

Furthermore, from the results of interviews with two supervisors in two sub-districts in Sragen regency, it is known that the biggest problem experienced by teachers is the inability of teachers to communicate the emotions they feel about work that has accumulated and to other people, such as irritability and getting angry. They are less able to control the emotions they feel towards others, this is shown when they feel happy or happy they express it excessively, and if negative emotions such as sadness that they are feeling are very visible, it can make them gloomy, so they choose to be silent and not want to communicate at school with colleagues when or not while teaching. Research on teachers' socialization skills in organization can be improved by increasing their emotional maturity.

Previous studies on emotional maturity have been carried out, one of which is Susilowati who examines the relationship between emotional maturity and social adjustment in accelerated junior high school students. The results show that there is a very significant positive relationship between emotional maturity and social adjustment. Then Safitri<sup>45</sup> who examined the relationship between emotional maturity and social adjustment of gifted students in the acceleration program at SMA Negeri 3 Tangerang Selatan, found that there was a significant relationship between emotional maturity and social adjustment of gifted students in the acceleration program of SMA Negeri 3 Tangerang Selatan. Emotional maturity research was also conducted by Paramitasari and Alvian<sup>46</sup> who examined the relationship between emotional maturity and the tendency to forgive in late adolescence. The higher the emotional maturity of adolescents, the higher the tendency to forgive in late adolescence. Judging from previous research, there have been many studies on the relationship of emotional maturity with other variables, but in reality there has been no research that reveals the effect of emotional maturity on the disclosure of early childhood teachers in Sragen district.

In relation to the importance of emotional maturity by the way teachers socialize with their organizations in the school environment as an important factor in the learning process in their schools, researchers feel the need to carry out research entitled “The Relationship between Emotional Maturity and the Social Ability of Early Childhood Educators”.

## 2. Methods

Based on the research objectives, the type of research used is descriptive correlational research which aims to find facts that correspond to the actual situation. According to Yusuf (2005) “correlational research is a type of research that looks at the relationship between one or several changes with one or several other changes”. This study is to find a relationship between emotional maturity (X) and teacher socialization in schools (Y). This research will be conducted in September–October 2020 in Sragen district, Central Java Province. The population of this study includes teachers with a teaching period of 5 years and 2 years in the PAUD teacher program with children aged 3 years to 6 years who are registered in the odd semester of the 2019–2020 school year. The population in this study can be seen in the following table:

**Table 1.1. Research Population**

| NO.   | Years of Service | Total Number of Teachers |
|-------|------------------|--------------------------|
| 1     | 2 years          | 11                       |
| 2     | 5 years          | 38                       |
| Total |                  | 49                       |

Source: Regional Education Coordinator Office

The sample is representative of the population. In accordance with the opinion of Yusuf (2005) states that the sample is a part of the population that is selected and represents that population. Sampling in this study was carried out by using total sampling technique. According to Mendenhall, Ott and Schaefer in Yusuf. Total Sampling is the taking of respondents by taking the entire population.

## 3. Findings And Discussion

This study consisted of two variables, namely the emotional maturity variable (X) and the socialization variable (Y). Based on the data processing that has been

done, the data can be analyzed based on the research questions that have been asked, namely (1) to find out how the emotional maturity level of teachers in schools (2) to find out how the level of socialization of teachers in schools (3) to determine whether there is a relationship between emotional maturity with socialization at school. The descriptions of the research results are as follows:

- a. Emotional Maturity Based on the results of data processing, an overall picture of emotional maturity for teachers can be seen from the following figure:

From the picture above, it can be seen that most PAUD teachers are quite good at emotional maturity, namely 63% of all respondents, then 31% of teachers are in the good category. However, there are still 5% of teachers who are not good enough and 1% are not good at emotional maturity.

- b. Teacher socialization in schools Based on the results of data processing, an overall picture of the socialization of teachers can be seen from the following figure:

From the table and graph above, it can be seen that the level of socialization of organized teachers is in the quite good category, namely 66%, in the good category, namely 25% and there are still 9% of teachers who have poor social skills.

- c. Emotional Maturity Relationship with Early Childhood Teacher Socialization in Sragen regency The following is an illustration of the correlation test results between emotional maturity and teacher socialization, namely “there is a significant relationship between 177 Lectura: Journal of Education, Vol 8, No. 2, August 2017 between emotional maturity and PAUD teacher socialization in Sragen Regency. “. Correlation testing uses the Person Product Moment formula, with the help of the SPSS for Windows 20.00 program, the results can be seen in the following table:

**Table 1.2. Correlation Test Results**

| Emotional Maturity |                     | Socialization |           |
|--------------------|---------------------|---------------|-----------|
| Emotional Maturity | Pearson Correlation | I             | 1,607(**) |
|                    | Sig. (2-tailed)     |               | ,000      |
| N                  |                     | 125           | 125       |

|               |                     |         |      |
|---------------|---------------------|---------|------|
| Socialisation | Pearson Correlation | 607(**) | 1    |
|               | Sig. (2-tailed)     |         | ,000 |
|               | N                   | 125     | 125  |

Based on table 1.2, it is revealed that the correlation index  $r$  calculated between emotional maturity and teacher socialization is known to be 0.607, which means it is greater than 0.05, so H1 which states that there is a relationship between emotional maturity and the socialization of early childhood teachers in Sragen district is accepted. With a strong correlation. In the discussion section of the results of this study, a discussion based on the findings of research on the relationship between emotional maturity and the socialization of early childhood teachers in Sragen district will be presented. The discussion about the results of this study is: Furthermore, this study was conducted to determine whether there is a relationship between emotional maturity and the socialization of PAUD teachers in Bunga sub-district. After analyzing the correlation test using the SPSS (Statistic Product and Service Solution) computer program for Windows release 20.00 using the Pearson Product Moment Correlation formula, the results showed that H1 which states that there is a relationship or significant between emotional maturity and PAUD teacher socialization. So, it can be concluded that there is a significant relationship between emotional maturity and the socialization of early childhood teachers in the Bunga sub-district, Sragen regency.

From these results, it can be seen that teachers who have a high level of emotional maturity have high socialization skills as well. This finding is supported by the opinion of Hurlock that boys and girls are said to have reached emotional maturity if at the end of adolescence they did not “blow up” their emotions in front of others but waited for a more appropriate time and place to express their emotions in a way - a more acceptable way. To reach emotional maturity, teachers must learn to get a picture of situations that can cause emotional reactions in their social environment.

#### **4. Conclusion**

Based on the research results, this research can be concluded as follows: The findings of the research on the emotional maturity level of teachers in the flower district of Sragen Regency indicate that the level of emotional maturity

of teachers can be categorized as quite good. The findings of research on the socialization of early childhood teachers in Bunga sub-district, Sragen regency, show that early childhood teachers have a fairly good level. There is a significant relationship between emotional maturity and teacher socialization in the regency district. Further researchers, as input for developing aspects of their studies in other fields, for example in the field of emotional maturity and socialization of teachers in their environment, especially in schools.

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