The Relationship between Emotional Maturity and Verbal Aggressive Behavior in State Vocational High School Students

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Abstract: This study aims to determine the relationship between emotional maturity and verbally aggressive behaviour in class XI students of SMKN 1 Anyer. The method used in this study was associative quantitative with a correlational approach, with a population of 360 students and a sample of 90 students using the Probability Sampling Technique, namely that each people has the same opportunity to be sampled without any sampling criteria. The data collection tool used is the questionnaire instrument. Test the hypothesis using the Product Moment From Pearson correlation test with a value of -.465, decision making with a significance value of 0.04 <0.05 is correlated or has a relationship. The calculation results show that there is a relationship between emotional maturity and verbally aggressive behaviour in class XI students of SMKN 1 Anyer in a negative direction or the opposite direction, the hypothesis is accepted Ha: (accepted) there is a significant relationship between emotional maturity and verbally aggressive behaviour in class XI students SMKN 1 Anye, Ho: (rejected) there is no relationship between emotional maturity and verbally aggressive behaviour in students of SMKN 1 Anyer, by concluding that the higher the level of emotional maturity, the lower the verbal aggressive behaviour, conversely, the higher the level of emotional maturity, the higher the verbal aggressive behaviour.

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan kematangan emosi dengan perilaku agresivitas verbal pada siswa kelas XI SMKN 1 Anyer. Metode yang dilakukan dalam penelitian ini adalah kuantitatif asosiatif dengan pendekatan korelasional, dengan jumlah populasi 360 siswa dan sempel pada penelitian ini 90 siswa menggunakan Teknik Probability Sampling yaitu setiap populasi memiliki kesempatan yang sama untuk dijadikan sampel tanpa adanya kriteria sempling. Alat pengumpulan data yang digunakan yaitu instrument angket. Uji hipotesis menggunakan uji korelasi Product Moment from Pearson dengan nilai -.465, pengambilan keputusan dengan nilai signifikasi 0,04 < 0,05 berkorelasi atau memiliki hubungan. Hasil penghitungan menunjukan bahwa terdapat hubungan antara kematangan emosi dengan perilaku agresivitas verbal pada siswa kelas XI SMKN 1 Anyer dengan arah negative atau berlawanan arah, hipotesis yang diterima Ha: (diterima) ada hubungan yang signifikan antara kematangn emosi dengan perilaku agresivitas verbal pada siswa kelas XI SMKN 1 Anye, Ho: (ditolak) tidak ada hubungan antara kematangan emosi dengan perilaku agresivitas verbal pada siswa SMKN 1 Anyer. Dengan pengambilan kesimpulan semakin tinggi tingkat kematangan emosi maka semakin rendah perilaku agresivitas verbal, sebaliknya semaki rentang tingkat kematangan emosi semakin tinggi perilaku agresivitas verbal.

A. Introduction

Entering adolescence is experiencing a transition period from children to adults with many changes and adjustments in their lives. Changes in physical and psychological hormones are one of the causes in his life, as well as the environment around him, is one of the causes. The development of adolescents should be guided and directed appropriately so as not to generate deviant behaviour, which can lead to conflict (Desmita, 2015). The environment is very influential in the development of adolescents, and it is common for adolescents to imitate behaviour that is seen and observed in their environment, such as imitating the behaviour of their peers, parents who say harsh words, fight, speak lies, physical abuse, and other behaviours that violate norms.

Adolescence is when people feel free to find their identity so that everything they do, is based on their will and desires. Sometimes their choice is influenced by the surrounding environment, which brings positive influences. It is believed that entering an early age and progressing during the developmental task of youth will continue to fail for the freedom within him. The release felt by teenagers makes decisions taken incorrectly, thus causing wrong choices due to a lack of emotional maturity or making decisions based on overflowing emotions (Sarlito, 2012).

Adolescents can be viewed biologically as experiencing puberty so that it affects physical changes and cannot hold back the emotions that exist within them (Sasuwu et al., 2023). Adolescent behaviour changes are sometimes difficult to understand because emotions are prominent (Jahro, 2017). Enthusiastic disorder in adolescents can be characterized by various consequences related to factors such as the living environment, social interactions, and daily activities. In this case, the enthusiasm for adolescent development can be used as an indicator to measure various problems that arise in each teenager (Hafifah & Anggraeni, 2022).

At the age of adolescents, they are expected to manage and control their feelings in the process towards emotional maturity. This doesn't mean they have to control every emotion, but they need to understand and master their emotions. Thus, individuals with high emotional maturity can manage aggressive impulses, control their emotions, have sensitivity to other people's feelings, and maintain good relationships with their surroundings.

Aggressiveness cases often occur among teenagers or students, such as the brawl in Serang on January 16 2022. There was a case in a conflict between SMK and SMK schools in the city of Serang, which was triggered because they mocked each other between one group and the other. In the brawl tragedy, one student died. This case occurred in Serang with students' behaviour at SMK 1 PGRI and SMKN 2 Serang City. In the case above, it can be concluded that the action is psychologically said to be aggressive behaviour. This action aims to harm the target object with intentional intent. This act of aggression comes from the negative energy possessed by a teenager or individual (Ridho, 2022).

Action aggression has two direct or indirect behaviours: acts of charge through social media. Deep Pyzalski (Mahfud & Khoirunnisa, 2020) The explanation is as follows: (1) Non-verbal cues in conversation can turn a good situation into a problem due to misunderstanding in interpreting, (2) not realizing that aggressive behaviour can harm

individuals or groups, (3) The resulting aggressive content by the perpetrator will continue to exist in the electronic media used as long as the victim remains active in its use.

Teenagers are synonymous with brawls between students. Personal problems are one of the causes. The structure of conflicts between students usually has a chairman where the chairman will order and give directions to each member according to the instructions of a leader to conduct brawls. If there are members who do not comply, the member will experience rejection from the group. Refusing to do so will create fear in the rejected individual, so in the case of brawls, many teenagers are involved because of coercion or because the individual wants to (Ritung & Soetikno, 2018).

According to research (Olga, 2019), aggressive behaviour is divided into physical and verbal. Examples of physical aggression behaviour are as follows: (1) hitting, (2) fighting, and (3) kicking. Meanwhile, verbal aggression is as follows: (1) spreading fake news, (2) making fun of, (3) insulting someone. Then, according to Hurlock (1980), emotional maturity has existed since infancy, children and adolescents. Emotional adulthood formed in humans is essential in developing self-maturity in acting, thinking, and assessing using a critical and objective view. Several learning and maturity factors are crucial to adolescents' emotional development. So adolescents must have a good picture of their emotions to achieve emotional maturity. When faced with destructive emotions, it is best to talk to other people they trust to avoid bad emotional reactions such as aggression.

Gainau (in Shurur, 2015), an excellent social environment will create a harmonious relationship. If someone has emotional abilities that can be controlled, success will be made in their relationships. Gill deep (in Handasah, 2018) adolescents face various emotional, physical, personal, social, and behaviour challenges. Due to a lack of emotional maturity, they tend to respond to these problems with aggressive behaviour. As for the opinion according to Hurlock (1980), individuals who are said to be emotionally mature: (1) Can exercise socially acceptable self-control. Someone with good self-control will be accepted socially, good emotional maturity will bring up good self-control, (2) Self-understanding. Society's expectations sometimes make individuals depressed. A lot of control is needed to meet the needs and expectations of society. Individuals mature in learning to understand themselves will be ready for all the conditions and expectations in the community, (3) Using mental critical abilities and critical skills. The characteristics of individuals who have emotional maturity can assess needs critically before the individual responds.

The opinions and theories above have a gap with what happened above. Vocational students entering their early teens lack self-control and critical mental abilities, so uncontrolled emotions grow. This occurs because a person has low emotional maturity, and actions arise. Agrees. This happened in the city of Serang in the form of brawls caused by mocking each other between one group and another because there were not many individual acts of aggression committed against Vocational High School students, so from a field review, the research focused on Vocational students who are ranged and often commit acts of aggression that can detrimental to many. Starting from schools, parents, the community environment and the ranks of the police in this act of aggression research, only a little has been researched in the Serang city area.

Research conducted by Berkowitz (in Chaq et al., 2019) argues that verbal aggressiveness is often done intentionally to hurt someone by using harsh words such as

slander, ridicule, and swearing. Action is an example of communication that is not good and can harm other people. Teenagers tend to use their contact with harsh words, which can be interpreted as verbally aggressive behaviour. Many factors cause the appearance of acts of aggression or verbal aggressiveness within the individual because there are indications of intentionality in doing so with the victim, who has become the object (Anggraini & Desiningrum, 2020).

Individuals need to have emotional maturity to adapt to their environment. Individuals have different levels of emotional maturity, and not all of them will successfully achieve emotional maturity. The story of individual emotional maturity influences aggressive behaviour in adolescents. Emotional immaturity in expressing or controlling emotions can cause individuals to exhibit aggressive behaviour (Sovitriana & Sianturi, 2021).

At the age of adolescents, they are expected to manage and control their feelings in the process towards emotional maturity. This doesn't mean they have to control every emotion, but they need to understand and master their emotions. Thus, individuals with high emotional maturity can manage aggressive impulses, control their emotions, have sensitivity to other people's feelings, and maintain good relationships with their surroundings (Annisavitry, 2017).

In the description above, every individual needs emotional maturity because, with these elements, the individual can control his emotions, which affect his behaviour. Therefore, this study aimed to determine the level of emotional maturity possessed by class XI students of SMK Negeri 1 Anyer, to determine verbal aggressive behaviour in research subjects, and to determine whether there is a relationship between emotional maturity and verbal aggressiveness in late adolescents, which can be seen through the aspects of emotional maturity based on the tendency of verbally aggressive behaviour.

B. Method

The stages in the research carried out require several processes to produce thought and writing. The following chart illustrates the process and stages of writing in research:
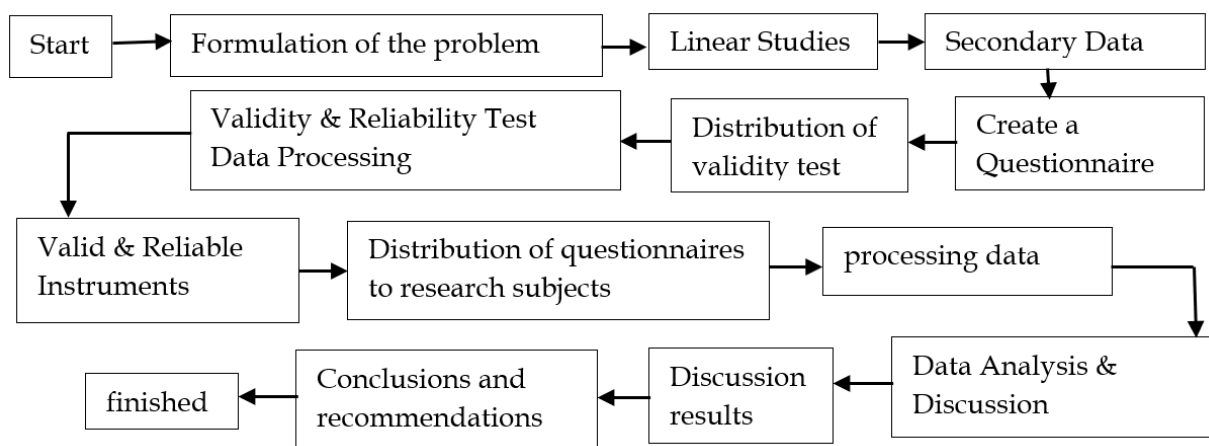

Figure 1. Research Flow

The method used in this research is associative quantitative with a correlational approach. Correlational research focuses on the numbers obtained from the results of statistical analysis to find out which two variables are the focus of the study and to be able to describe the level of association. According to (Arikunto, 2010), The population is a research target unit that can be referred to as a research object. Individuals who will conduct a study can see how the elements are in the research target area. The population in the research location, namely class XI students at SMK Negeri 1 Anyer, has a total population of 360 students for each class, each of which has 36 students. The number of samples taken using the calculation according to (Arikunto, 2013) is part or representative of the population studied. Explain If the population is less than 100, it is better to use the entire population as a sample. If the population is over 100, the sample is at least 10-15% or 20-25%. So the calculation for the sample results is to use 25% because the population is more than 100 with a sample result of 90 samples.

The questionnaire is a data collection technique with many respondents to measure a large area by asking questions related to the applicable variables (Sugiyono, 2010). Researchers used a Likert scale as a data collection tool in this study. This Likert scale consists of statements of opinion presented to respondents, who then indicate agreeing or disagreeing with the report. Usually, respondents are asked to provide an assessment with a mark on a scale of 1 to 5 as an answer choice. The scale includes Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) choices.

The sampling technique in research conducted using Probability Sampling takes samples from existing population elements by providing equal opportunities and opportunities without any sampling criteria (Sugiyono, 2017). The data collection technique used in this research was using a questionnaire or questionnaire based on the independent and dependent variables.

The data analysis technique uses the Pearson Product Moment correlation analysis test to see the degree of relationship between the independent and dependent variables in a study (Sugiyono, 2017).

Figure 2. Thinking Framework

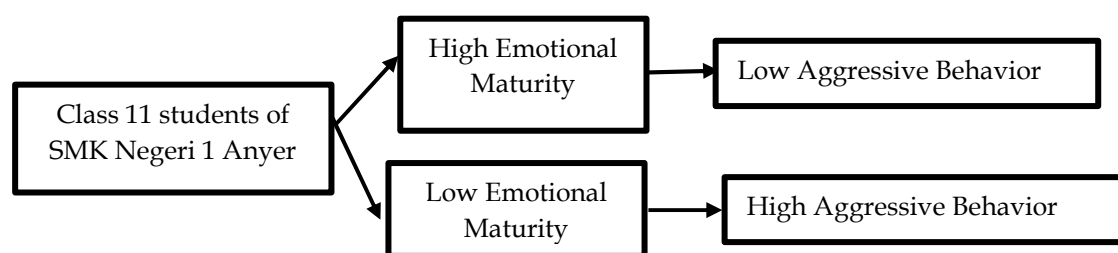## C. Results and Discussion

Result

The validity of a test relates to what the test measures and how well the test performs the measurement (Anastasi & Urbina, 2007). In testing the scale's validity, researchers used Pearson's product moment correlation technique and performed statistical analysis using SPSS software version 26.0 and Pearson's Product Moment calculation. The validity test was

carried out on 30 students as respondents in the instrument trial in measuring the validity test declared valid if rcount > rtable, then the item score was valid with a significance of 5% = 0.361 and vice versa. With valid item scores, it can be used as a research scale or measurement tool.

Research reliability calculations used the Alpha Cronbach technique in this study using SPSS version 26.0. According to Azwar (2016), the reliability test is a measuring tool to determine the accuracy of an instrument so that it remains consistent if the measurement is carried out several times or repeated. The reliability instrument value is if Cronbach's Alpha > 0.60. The results of calculating the reliability test of the emotional maturity variable Alpha Cronbach 0.870 > 0.60, which can be concluded that the expressive maturity instrument is reliable. And the verbal aggressiveness variable Alpha Cronbach 0.871 > 0.60, which can be supposed that the emotional maturity instrument is reliable.

Descriptive Statistical Analysis

In the research, there were two variables, namely the independent variable Emotional Maturity (Independent) and the dependent variable Verbal Aggressiveness (Dependent). In obtaining data for analysis in this study using a questionnaire or questionnaire, the respondents who were the subject of the study were students of SMKN 1 Anyer grade 11 who had entered their early teens to late teens with an age range from 14 years - 18 years.

Table 1. Age Description Respongen

Age	Frequency	Percentage
16	24	27%
17	54	60%
18	12	20%
Amount	90	100%

In the table above, it can be concluded that the average age of respondents entering the age of 16 years. There are 24 students, with a percentage of 27%. In 17 years, 54 students with a percentage of 60%, and in 18 years, 12 students with a percentage of 20%.

Descriptive Statistics of Emotional Maturity

Calculate the table formula that will be listed to categorize levels using three categories: high, medium and low. The results of research and calculations using SPSS version 26.0 for statistical emotional maturity sample scores are as follows:

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deflight
Emotion Maturity	90	34	93	76.27	9.158
Agreecivitas Verbal	90	25	90	56.02	16,484
Valid N (listwise)	90				

The table above explains that the respondents were 90 students, the mean emotional maturity level score was 76.27, and the standard deviation was 9.158.

Table 3. Emotional Maturity Scale Score Category

Category	Row Score Range	Number of Subjects	Percentage %
Low	X<67,112	9	10%
Medium	67,112 <=X < 85,428	60	23%
High	X >=85,428	21	67%
	Total	90	100%

From the table above, it can be concluded that nine students fall into the low category with a percentage of 10%, and 60 students fall into the medium category with a percentage of 23%. Twenty-one students fall into the high class, with a percentage of 67%.

Descriptive Verbal Aggressiveness Statistics

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Melan	Std. Delflight
Emotion Maturity	90	34	93	76.27	9.158
Agreelcivitas Velrbal	90	25	90	56.02	16,484
Valid N (listwise)	90				

The table above explains that the number of respondents was 90 students, the mean Verbal Aggressiveness level score was 56.02, then the standard deviation was 16,484.

Table 5. Verbal Aggressiveness Score Category

Category	Row Score Range	Number of Subjects	Percentage %
Low	Y<39,536	17	19%
Medium	39,536 <=Y<72,506	52	58%
High	Y>72,506	21	23%
Total		90	100%

From the table above, it can be concluded that 17 students fall into the low category with a percentage of 19%, 52 students fall into the medium category with a percentage of 58%, and 21 students fall into the high category with a percentage of 23%.

Testing Requirements Analysis
Normality Test

This research was conducted using SPSS version 26.0. This study used the Kolmogorov-Smirnov normality test. According to (Sugiyono, 2017), the normality Test is a test to see whether the residuals obtained have a normal distribution. This statistical test uses the Kolmogorov-Smirnov test. If the significant value is > 0.05, it can be normally

distributed, and vice versa. If the significance is <0.05, it is said to be not normally distributed.

Table 6. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		90
Normal Parameterstersa, b	Mean	0E-7
	Std. Deviation	15.70044852
Most ExtremeDifferences	Absolute	.101
	Positive	.101
	Negative	-.083
Kolmogorov-Smirnov Z		.961
asymp. Sig. (2-tailed)		.314

a. Test distribution is Normal.
b. Calculated from data.

In the calculation results of the normality test of the two independent and dependent variables, the Asymp.Sig. (2-tailed) value is 0.314 > 0.05, which states that the distribution is normal.

Linearity Test

The linearity test aims to determine whether the independent variable and the dependent variable have a linear relationship or not significantly. Testing was carried out using SPSS version 26.0. The basis for decision-making is if the value of Significance Deviation from Linearity > 0.05. Then there is a linear relationship between the independent and dependent variables and vice versa.

Table 7. ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Emotion Maternity * Aggresslcivitas Velrbal	Between Groups	(Combined)	7567979	30	252,266	.896	.621
		linearity	2245092	1	2245092	7,972	006
		Deflight from Linearity	5322887	29	183,548	.652	.895
	Within Groups		16615.976	59	281,627		
	Total		24183.956	89			

The table above shows that the calculation of the linearity test obtains a Significance Deviation from a Linearity value of 0.895 > 0.05, so it is stated that the independent and dependent variables have a linear relationship.

Correlation Test

This research uses the Pearson product-moment correlation analysis test to see the degree of relationship between the independent and dependent variables in a study. This statistical technique is included in the parametric approach by looking at interval or ratio data using specific requirements (Sugiyono, 2007).

Table 8. Korean Test *Product Moment Pelarson Correlations*

		Agreecivitas Verbal	Toripe Emotion
Agreecivitas Verbal	Pearson Correlation	1	-.465**
	Sig. (2-tailed)		.004
	N	90	90
Emotion Maternity	Pearson Correlation	-.465**	1
	Sig. (2-tailed)	.004	
	N	90	90

**. corelation is significant at the0.05 level (2-taild).

The basis for decision-making in product-moment correlation analysis is if the significance value is <0.05, it is correlated or has a relationship. Otherwise, if the significance value is > 0.05, it is unrelated or has no ties. In the Pearson product-moment correlation test table, decision-making with a significance value of 0.04 <0.05 is correlated or has a relationship with a Pearson Correlation value of -465, meaning that the relationship between the two variables is significant in a negative or opposite direction.

Interpretation of the results of Product Moment correlation coefficient analysis can be seen through the high or low relationship between the independent variable and the dependent variable can be seen through the Product Moment correlation coefficient interpretation table as follows:

Table 9. Coelefficient Interpretation Correlation

Interval Coelfisieln	Relationship Level
0.00-0.19	Very low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	Strong
0.80-0.999	Very strong

The interpretation of the correlation coefficient table above states that the value of the independent and dependent variables is -.465. It can be seen through the correlation coefficient table that the value of -.465 is in the medium category, where it can be concluded that there is a negative relationship between emotional maturity and aggressive behaviour in class XI students of SMKN 1 Anyer with a moderate level of connection.

Discussion

The research results were conducted to determine how emotional maturity relates to verbal aggressive behaviour in class XI students of SMKN 1 Anyer. Analysis of hypothesis testing in research conducted according to the initial hypothesis, namely: Ha: There is a significant relationship between emotional maturity and verbally aggressive behaviour in class XI students of SMKN 1 Anyer Ho: There is no meaningful relationship between emotional maturity with verbal aggressive behaviour in class XI students of SMKN 1 Anyer.

The decision-making hypothesis is Ha: there is a significant relationship between emotional maturity and verbal aggressiveness in students of SMKN 1 Anyer (accepted). And Ho: (rejected) with a correlation level of -465 and a significance value of 0.04 <0.5. decision making, the higher the level of emotional maturity, the lower the verbal aggressiveness is treated. Conversely, the lower the level of emotional maturity, the higher the verbal aggressive behaviour.

The number of previous studies conducted will be a benchmark for the research results based on the prevailing theory to show whether the research results support it. The discussion in this study is that there is a relationship between emotional maturity and verbally aggressive behaviour in class XI students of SMKN 1 Anyer in a negative direction.

Based on the theory (Katkovsky & Gorlow, 1976), emotional maturity is where emotional conditions are good intrapersonally and metaphysically. To achieve good emotional maturity, one needs to earn it continuously. The ability to process good emotions can be seen through the characteristics of independent individuals, accept reality, adapt well, have the readiness to respond to other people's emotions appropriately, have the power to be balanced with their social life, and can empathize and control anger well.

Opinion Hurlock (1980) argues that a stable response indicates a person has excellent or mature emotional maturity, with characteristics such as seeing time, place, situation, and conditions in venting anger or emotions. This can be interpreted that emotional maturity can affect how we express feelings, such as one of his actions, namely verbal aggressiveness. (Baron, 2012) Eexplains that verbal aggression is words that contain aggression and aim to hurt someone. The purpose of hurting someone can look at various aspects, such as direct active verbal aggression, direct passive verbal aggression, indirect active verbal aggression, and indirect passive verbal aggression.

Research conducted by Lestari & Susanto (2019) research results explained that there is a relationship between emotional maturity and aggressive behaviour of Madrasah Aliyah (MA) and Vocational High School (SMK) students at the Riau Islamic Boarding School of Technology Pekanbaru. The research conducted by Natalia (2018) The results showed that there is a relationship between emotional maturity and aggressive behaviour in adolescents with a negative relationship. It can be concluded that the higher the aggressive behaviour, the lower the emotions.

From previous theories and research, emotional maturity greatly influences verbal aggressive actions or behaviour. This can also be seen through a study conducted that there is a significant relationship in a negative direction. In the opinion of Fitri et al (2016), emotional maturity is someone who can control his emotions, handle critically in any condition and situation and think and act rationally.

D. Conclusion

Based on calculations and hypothesis testing using IBM SPSS version 26.0 for Windows with a Pearson Correlation value of -.465 and a significance level of 0.04<0.05 correlated or has a relationship, the decision taken was (Ha) accepted, meaning that there is a significant relationship between emotional maturity and aggressive behaviour verbal in class XI students of SMKN 1 Anyer. This relationship has a negative direction, which means that the higher the level of emotional maturity, the lower the level of verbal aggressiveness, and conversely, the lower the level of emotional maturity, the higher the level of verbal aggressiveness.

This research has significance because emotional maturity and aggressiveness exist in every individual. For students who experience the transition from early to late adolescence, have a high level of education, and reach a good age of maturity in physical, cognitive, and socio-emotional development, this can help them deal with the realities of life more maturely, control aggressiveness, and manage their emotions well.

For researchers interested in continuing this research with adolescent subjects, this will provide an opportunity to reveal more about emotional maturity in late adolescence. This is important because, at the age of adolescents, emotional maturity significantly influences the development of their behaviour. By exploring this aspect in more depth, future research can provide a more comprehensive understanding of how emotional maturity shapes adolescent behaviour. In this research, the variables studied were emotional maturity and aggressiveness, with the research subjects focusing on SMK students. For future researchers interested in conducting research using one of the same or similar research subjects, it is advisable to involve additional variables such as self-esteem and conformity. This can provide a more holistic understanding of the factors influencing emotional maturity and aggressiveness in late adolescents. By including these variables, future research can explore more comprehensive relationships and broaden our understanding of the factors involved in adolescent development.

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