

## Relationship Between Emotional Maturity And Self-Esteem In Adolescents At The Orphanage

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### Abstrack

Adolescence is often called a period of rebellion, because of emotional turmoil, withdrawal, and various problems in various environments. Emotional maturity influences a teenager's development, helping them manage their emotions and increase their self-esteem. This research examines the relationship between emotional maturity and self-esteem in adolescents at the Salatiga orphanage. The method used was quantitative with a correlational analysis design with 150 participants from 5 nursing homes in Salatiga using random sampling techniques. The measuring instruments used were the Emotional Maturity Scale (EMS)( $\alpha = 0.75$ ) and the self-liking and self-competence questionnaires (SLCS) scale ( $\alpha = 0.94$ ). The data analysis method uses the product moment correlation test from Karl Pearson. The hypothesis test results of the Pearson correlation value are  $-0.243$  with a significance value  $= 0.001$  ( $p < 0.05$ ). The results show a significant negative relationship between emotional maturity and self-esteem in adolescents at the Salatiga orphanage.

**Keywords:** emotional maturity, pride, adolescent, orphanage

### Abstrak

Masa remaja, sering disebut masa pemberontakan, karena gejolak emosi, penarikan diri, dan berbagai masalah di berbagai lingkungan. Kematangan emosi memengaruhi perkembangan remaja, membantu mereka mengelola emosi dan meningkatkan harga diri. Penelitian ini menguji hubungan kematangan emosi dengan harga diri pada remaja di panti asuhan Salatiga. Metode yang digunakan kuantitatif dengan desain analisis korelasional dengan 150 partisipan dari 5 panti di Salatiga menggunakan teknik random sampling. Alat ukur yang digunakan adalah Skala Emotional Maturity Scale (EMS)( $\alpha = 0,75$ ) dan Skala self-liking and self-competence questionnaires (SLCS) ( $\alpha = 0,94$ ). Metode analisis data menggunakan uji korelasi product moment dari karl pearson. Hasil uji hipotesis dari nilai pearson correlation sebesar  $-0,243$  dengan nilai signifikansi  $= 0,001$  ( $p < 0,05$ ). Hasil menunjukkan hubungan negatif yang signifikan antara kematangan emosi dengan harga diri pada remaja di panti asuhan Salatiga

**Kata kunci:** kematangan emosi, harga diri, remaja, panti asuhan

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## INTRODUCTION

Adolescence is known as the period of rebellion (Wijaya, 2019). According to the Population and Family Planning Agency (BKKBN), the age range for teenagers is 10-24 years and unmarried (Diananda, 2019). At this time, a child who has just experienced puberty often displays various emotional turmoil, withdraws from the family, and experiences many problems at home, school or in his home environment or circle of friends (Karlina, 2020). In general, residents of orphanages are individuals who have problems in the family. In most cases, it was found that foster children came from poor families and had not known their parents since they were babies. Orphanages act as a substitute for families in order to meet children's needs in their development process (Marwati, 2016).

Adolescents in orphanages are responsible for their own lives in determining their future, whereas during adolescence they still need direction from their parents in dealing with problems related to their development process (Lete, 2019). Research conducted by Marwati (2016) stated that a survey showed that 46% of teenagers in orphanages had characteristics of low self-esteem. Adolescents in orphanages consider themselves to have no convictions, are a source of problems for the environment, are isolated from their families, give up easily and experience obstacles in expressing negative emotions. The development of thoughts about identity and uniqueness is a problem in a teenager's life, one of which is related to adolescent self-esteem (Marwati, 2016).

Based on information from the results of interviews conducted by researchers with 10 sources, it shows that 6 out of 10 teenagers in the orphanage have self-esteem which is indicated to be relatively low, because they are less confident in their ability to get what they want because their abilities are in accordance with aspects of self-esteem, namely self-competence which is relatively low. Meanwhile, 7 out of 10 teenagers in the orphanage have self-esteem which is indicated to be relatively low, because they cannot evaluate themselves either positively or negatively (good or bad person), this is in accordance with the aspect of self-esteem, namely Self-liking, which is relatively low. Meanwhile, 4 out of 10 teenagers in the orphanage have self-esteem which is indicated to be relatively high, because they are confident that they will be able to get what they want because their abilities are in accordance with the self-esteem aspect, namely Self-competence which is relatively low. Meanwhile, 3 out of 10 teenagers in the orphanage have self-esteem which is indicated to be relatively high, because they can evaluate themselves both positively and negatively (good or bad person), this is in accordance with the aspect of self-esteem, namely Self-liking, which is relatively high.

Research conducted by Fitriah (2019) states that individuals who have low self-esteem feel more dissatisfied with themselves and want to be someone else, tend to experience negative emotions, are reluctant to accept defeat and are excessively frustrated when experiencing failure, looking at life and some experience life as something that is not good, discouraged from socializing/making close friends with other individuals, hopeless and lacking constructive thinking (Fitriah, 2019). Research by Yusuf (2016) also proves that if teenagers have low self-esteem they will feel obstacles in maintaining a positive self-concept which will cause depression (Yusuf, 2016). Research conducted by Kinjari (2020) revealed that the results of low self-esteem can be temporary, but in serious cases can lead to various problems including depression, anorexia nervosa, delinquency, self-injury and even suicide. While adolescents' self-esteem experiences lows and highs from approximately eighth grade, research has found that self-esteem appears to be relatively stable. Individuals with high self-esteem in childhood tend to become



adolescents with high self-esteem. Many studies have shown that during middle and late adolescence and into early adulthood, self-esteem stabilizes or even increases (Kinjari, 2020).

Research conducted by Muarifah (2019) states that self-esteem is a subjective assessment made by individuals as an evaluation material about themselves which is reflected in positive or negative attitudes, both internal and external, by expressing an independent, disciplined, creative and respectful attitude towards yourself highly. Self-esteem is formed by 2 aspects, namely self-competence and self-liking. The first component, namely self-competence, is often interpreted as an individual's assessment of himself as a person who has the ability to get results according to his wishes because of the abilities he has. Self-liking is interpreted as the value of self-experience as a social object, a good or bad human being (Muarifah, 2019). The impact that occurs when self-esteem is high and low according to Croker (2005) considers that high self-esteem is seen as the holy grail of psychological sanity and the key to happiness, success and popularity. While low self-esteem is at the same time blamed for social-related problems, varying from low school performance to alcohol and drug abuse. In addition, according to Mayzer (2004), low self-esteem in adolescents exposed to risk factors can be associated with patterns of escalation in aggressive behavior and also with many other social problems. Studies on delinquency describe adolescents who face a large number of risk factors as being vulnerable to risky behavior (Demeter, 2016).

Individuals who have high self-esteem tend to present themselves as someone who is optimistic, giving rise to a sense of pride and satisfaction with themselves (Multasih & Suryadi, 2019); more sensitive to abilities, ignores bad feedback, understands bad events that have happened to him, struggles to improve his personality, feels more dominant about good emotions (happy and happy), flexible, brave and able to express himself in socializing (spontaneous and active), struggling to carry out activities so that one's capacity increases and the courage to take risks (Febrina, 2018); behave well towards other individuals, think constructively (flexibly), be able to reach decisions quickly and have confidence in their decisions. On the other hand, teenagers who have low self-esteem tend to show pessimistic behavior, dissatisfied with their situation (Amir & Witriani, 2019). They are vulnerable to events that undermine self-esteem, such as criticism and failure, and often see events from a negative side (Potard, 2020). They also experience social anxiety, lack self-confidence, have difficulty socializing, avoid risks, and have a less constructive mindset (Yudiono, 2020).

A teenager needs self-esteem, of course self-esteem is not formed just like that, so there are many factors that influence it. These factors are: respect and acceptance from other individuals who are important and valuable to the individual, individuals know that they can eliminate discomfort, increase and reduce helplessness. History of success, status and position that an individual has achieved. Individual values and inspiration in interpreting experiences. As well as individual ways of dealing with devaluation (Hidayati, 2015).

Emotional maturity can be understood as the strength of self-control over emotions that is obtained from thinking and practicing. Individuals who try to care for and control their emotions can postpone time and persist in emotional actions without having to sympathize with themselves according to Singh and Bhargava (2005). Aspects of emotional maturity are: emotional stability, emotional progression, social adjustment, personality integration and independence (Epivania, 2023).



According to Kaplan and Baron in Agrawal (2016), individuals who have high emotional maturity have the characteristics, namely having the capacity to withstand delays in meeting needs, the ability to tolerate reasonable frustration, confidence in long-term planning and the ability to postpone or revise their expectations. in the demands of the situation. An emotionally mature child has the capacity to make effective adjustments with himself, family members and peers (Agrawal, 2016). Vice versa, low emotional maturity will tend to experience difficulties in controlling their emotions properly, for example by harboring excessive disappointment or anger (Maulidha, 2021). Adolescents who are not emotionally mature can be seen in their character who tends to be impulsive, pays little attention to other individuals and lacks responsibility and is prone to frustration (Maryam, 2018). The role of emotional maturity greatly influences an individual's ability to be able to display appropriate behavior for their age with good emotional control so that this strength is able to help when relating to other individuals.

Research conducted by Nisa (2019) revealed that emotional maturity is a way in which individuals can control their emotions in encountering various situations so that individuals reach a level where individuals can control their emotions better. This shows development towards independence, accepting reality, adapting, responding with true, empathetic and can control anger. The characteristics of individual emotional behavior tend to change due to individual development from infancy to adulthood (Nisa, 2019).

Research on emotional maturity and self-esteem has been carried out by several researchers. According to Agrawal (2016), he found that there is a positive relationship between emotional maturity and self-esteem, where the emotional maturity of working women tends to be more stable, thus affecting their self-esteem. Research conducted by Behera (2017) found that there is a positive relationship between emotional maturity and self-esteem. Developing dancers' emotional maturity is directly related to their self-esteem. Emotional maturity and self-esteem are related to life satisfaction. Emotional factors positively influence life satisfaction through the subject's self-esteem. However, these two studies only explain emotional maturity and self-esteem in working women and dancers. However, previous research rarely discusses positive relationships among adolescents in orphanages. So in this study, researchers want to understand the relationship between emotional maturity and self-esteem in adolescents in orphanages.

In contrast to research conducted by Kinjari (2020), it was found that there was a negative relationship between emotional maturity and self-esteem. Results revealed that self-esteem was not related to adolescents' emotional maturity. Adolescence is the period between childhood and adulthood. This is certainly a time of change and teenagers do have various pressures on them. This is especially true in early adolescence when physical appearance tops the list of factors that determine global self-esteem. During this period a person is confused about the most appropriate role to play in life and may lack a stable identity.

In this study, it was found that there was a significant negative relationship between emotional maturity and self-esteem in teenagers in the Salatiga orphanage due to the results of the correlation coefficient ( $r$ ) of  $-0.243$  with a significance value =  $0.001$  ( $p < 0.05$ ) using Pearson which means there is a negative relationship significant relationship between the variables of emotional maturity and self-esteem. The higher the emotional maturity, the lower the level of self-esteem, and conversely the lower the emotional maturity, the higher the level of self-esteem. The hypothesis in this study was rejected.



## METHOD

Research entitled "The relationship between emotional maturity and self-esteem in adolescents in orphanages" uses quantitative research methods. This quantitative research is used because it is systematic, planned and structured like existing reality. The quantitative research used is a correlational method. Correlational quantitative research is research that measures the influence of two variables using statistical methods (Sugiyono, 2013). Activities in data analysis are grouping data based on variables and type of respondent, presenting data for each variable studied, carrying out calculations to answer the problem formulation and carrying out calculations for the hypotheses that have been proposed. Data analysis techniques in quantitative research use statistics (Sugiyono, 2016). The data analysis method in this research includes assumption testing and hypothesis testing. The assumption test in this research is directed at the normality test, to see whether the data is normally distributed or not. The normality test uses Kolmogorov-Smirnov, because the sample size is more than 50. Test the hypothesis with associativity (relationship test) of two variables if the data is on an interval or ratio scale.

The linearity test used in this research was calculated. The level of significance used in this research was  $\alpha = 0.05$ . The way to find out whether the two variables are linear or not is to look at the significance value in the Deviation from Linearity row. If the significance value (Sig.)  $> 0.05$ , it can be concluded that there is a linear relationship between the two variables. The author uses product moment correlation because the author uses two variables in the research to be studied. The method used by researchers in this research was to determine the relationship between emotional maturity and self-esteem in adolescents in orphanages.

## RESULT AND DISCUSSION

### Research Scene Orientation and Research Data Collection

This research was conducted at an orphanage in Salatiga. There were 5 orphanages involved in this research, namely: Sion Orphanage, White Cross Orphanage, Darul Hadlanah Orphanage, Putri Aisyiyah Orphanage and Woro Wiloso Orphanage. This research was conducted from January 26 to February 8 2024. This research was carried out by sharing the Google Form questionnaire link via social media, namely WhatsApp, to one of the orphanage children who then shared it with a group that the orphanage children had.

### Research Participants

Participants in this research were teenagers aged 10 – 24 years who lived in an orphanage in Salatiga.



**Tabel 1.**  
 Research Participant Demographics

No	Participant classification	Information	Amount	Percentage
1	Gender	Woman	89	59,3%
		Man	61	40,7%
	Total		150	100%
2	Age Range	10 – 15 years	58	38,7%
		16 - 20 years	81	54%
		21 - 24 years	11	7,3%
	Total		150	100%
3	Occupied Orphanage	Orphanage Sion	13	8,7 %
		Orphanage Darul Hadlanah	32	21,3 %
		Orphanage Salib Putih	29	19,3 %
		Orphanage Putri Aisyiyah	15	10%
		Orphanage Woro Wiloso	61	40,7 %
		Total		150

Based on Table 1, it can be seen that the gender of most of the participants (59.3%) is female, then the age range of most of the participants (54%) is 16-20 years old and the institution occupied by most of the participants (40.7%) ) comes from Panti Woro Wiloso.

### Descriptive Analysis Results

**Table 2.**

Descriptive Statistical Results of the Relationship between Emotional Maturity and Self-Esteem

Variabel	N	Min.	Max.	Mean	Std. Deviation
Emotional Maturity (X)	150	40	155	91,25	19,429
Self-Esteem(Y)	150	12	45	30,32	6,910

Based on empirical data, from Table 2 It can be seen that the mean of variable X (Emotional Maturity) is 91,25 (SD =19,429), the mean of variable Y (Self-Esteem) is 30,32 (SD =6,910). Next, the minimum score for variable X (Emotional Maturity) = 40 and maximum = 155 and minimum score for variable Y (Self-Esteem) = 12 and maximum score = 45.



**Table 3.**  
 Categorization of Emotional Maturity

Category	Interval	N	Percentage	Mean
Tall	$116 \leq X \leq 155$	14	10%	
Currently	$77 \leq X \leq 116$	110	73%	
Low	$38 \leq X \leq 77$	26	17%	91,25 %
Total		150	100%	

Based on Table 3, the majority (73%) of participants have emotional maturity in the medium category.

**Table 4.**  
 Categorization of Self-Esteem

Category	Interval	N	Percentage	Mean
Tall	$33 \leq X \leq 45$	60	40 %	
Currently	$21 \leq X \leq 33$	76	51%	
Low	$9 \leq X \leq 21$	14	9%	30,32 %
Total		150	100%	

Based on Table 4, the majority (51%) of participants have self-esteem in the medium category

### Assumption Test Results

**Table 5.**  
 Normality Test Results

Variable	KS-Z	Sig.	Information
Emotional Maturity (X)	0,061	0,610	Normal
Self-Esteem(Y)	0,076	0,332	Normal

In normality testing, apart from the asymptotic approach method which is usually used by default for the Kolmogorov Smirnov normality test, there are two other approaches, namely Monte Carlo and EXACT. "The weakness of the asymptotic method is that it will give failed results if the data is small, unbalanced and not well distributed, whereas the EXACT method can get accurate values for data that is not well distributed, the data size is small, sparse and unbalanced" (Mehta & Patel, 2013). For this reason, in this study the researchers tried to use the EXACT method.

The results of the normality test in table 5 of the school engagement variable in table 5 have a Kolmogorov-Smirnov Z value of 0.061 with a probability (p) or significance of 0.610 ( $p > 0.05$ ). Because the significance value is  $p > 0.05$ , the emotional



maturity variable has a normal distribution. The self-esteem variable has a Kolmogorov-Smirnov Z value of 0.076 with a probability (p) or significance of 0.33a. Thus the self-esteem variable is also normally distributed.

**Table 6.**  
Linearity Test Results

	<b>F<sub>hitung</sub></b>	<b>Sig.</b>	<b>Information</b>
Linearity	11,415	0,001	There is a linear relationship

Based on Table 6, the calculated  $F_{count} = 11.415$  and the significance value is 0.001 ( $p < 0.05$ ), it can be concluded that between variables X and Y there is a linear relationship between the independent variable and the dependent variable.

### Hypothesis Test Results

**Table 7.**  
Correlation Test

<b>Variable</b>	<b>r<sub>xy</sub></b>	<b>Sig.</b>	<b>Information</b>
Emotional Maturity – Self Esteem	-0,243	0,001	$p < 0,05$

Based on Table 7, the correlation coefficient (r) is -0.243 with a significance value = 0.001 ( $p < 0.05$ ) using Pearson, which means there is a significant negative relationship between the variables of emotional maturity and self-esteem. The higher the emotional maturity, the lower the level of self-esteem, and conversely the lower the emotional maturity, the higher the level of self-esteem. The hypothesis in this study was rejected.

The research results show that the hypothesis in this study is not accepted. The correlation coefficient (r) results are with a significance value = 0.001 ( $p < 0.05$ ) using Pearson, which means there is a significant negative relationship between the variables of emotional maturity and self-esteem. In the explanation above, it can be seen that the significance value of emotional maturity is 0.001 ( $p < 0.050$ ). Because this figure is above 5%,  $H_0$  is accepted, which means Emotional maturity does not have a significant relationship to self-esteem. The correlation coefficient for self-esteem is -0.243, indicating that there is an inverse relationship between self-esteem and emotional maturity, where if self-esteem increases by one unit, the value of emotional maturity will decrease by 0.243, and if emotional maturity decreases by one unit, the value of self-esteem will increase by 0.243. The results of this study were also supported by Demeter, (2016) in his research which revealed that the path coefficient for self-esteem and emotional maturity was negative, so the results were assumed to be an inverse relationship (based on the negative statement on the emotional maturity scale). Those who have mature/strong emotions; can easily control his own emotional state. Those with high self-esteem are considered happy and psychologically healthy and low self-esteem is thought to have an inverse relationship with psychological health.

Emotional maturity in orphanage children will affect their self-esteem. As emotional maturity increases, self-esteem decreases. Adolescents in foster care who have low self-esteem can cause them to experience great anxiety which makes it difficult for





them to overcome feelings of fear or nervousness which results in them having difficulty explaining the material being presented. As stated by Calhoun and Acocella (Baron & Byrne, 2000), fear and worry affect the ability to think clearly so that it interferes with solving problems and dealing with the demands of the surrounding environment.

Emotional maturity plays a role in teenagers in orphanages, the better the level of adjustment of teenagers in their environment (Fitri, 2019). Emotional maturity influences the self-esteem of teenagers in orphanages. If emotional maturity is high then the self-esteem of teenagers in orphanages will be low. This is caused by various factors within teenagers. Participants in this study were classified as being in the medium emotional maturity category with a score of 73%, which means that teenagers in the orphanage had moderate emotions. Individuals who are able to understand the emotions they are experiencing and feeling will be better able to manage their emotions positively and not negatively. Controlled emotions cause people to be able to think better, see problems objectively (Aini, 2015). On the self-esteem variable is at 51%, which means that teenagers in orphanages have moderate self-esteem. According to Hurlock (2009), teenagers with moderate self-esteem have similarities in terms of self-acceptance, but at some point they tend to depend on social acceptance to eliminate the uncertainty they feel.

The reason why emotional maturity does not always affect self-esteem is due to the complexity of factors that influence a person's self-esteem. For example, a study by Harter (2014) shows that an individual's self-esteem is also influenced by their self-evaluation of various aspects of their life, such as academic achievement, social skills, or interpersonal relationships. Additionally, the study by Orth et al. (2015) showed that internalized thought patterns and self-perceptions can influence a person's self-esteem, regardless of their level of emotional maturity. Sometimes, individuals may have high emotional maturity but have a negative view of themselves due to various reasons such as childhood experiences or poor social interactions. As well as research by Maslihah (2011). defines social support as help and support that a person obtains from his interactions with other people. Social support arises from the perception that there are people who will help if a situation or event occurs which is deemed to cause problems and this assistance is felt to increase positive feelings and raise self-esteem (Maslihah, 2011). Some of these studies indicate that there are other factors that can influence a person's self-esteem besides emotional maturity. Therefore, although emotional maturity can be a significant factor, it does not always directly influence a person's self-esteem.

## CONCLUSION

Based on research entitled "The relationship between emotional maturity and self-esteem in adolescents in Salatiga orphanages" it was found that there was a significant negative relationship between emotional maturity and self-esteem in adolescents in Salatiga orphanages. In the average categorization of emotional maturity, the majority of participants had emotional maturity in the medium category. Then there is a categorization of average self-esteem, most participants have self-esteem in the medium category too.

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