

## **Design of The BK Service Program to Increase The Emotional Maturity of Class X Students at SMA Negeri 9 Sijunjung**

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**Abstract:** This research is motivated by the existence of students who have difficulty managing emotions. This can be seen from various behaviors such as irritability, impulsivity in making decisions, difficulty controlling oneself when facing conflicts, and tending to respond to stressful situations in a non-adaptive way. Based on an interview with a BK teacher at SMAN 9 Sijunjung in January 2025, there are problems in students such as students who are not able to respect others in their opinions and attitudes, are not able to respond well to others and there are still those who are involved in conflicts with each other, there are students who are not able to be patient in their daily behavior, especially in the school environment. This study aims to find out: 1) BK teachers have not provided emotional maturity services for students at SMA Negeri 9 Sijunjung. 2) designing a BK service program to increase the emotional maturity of SMA Negeri 9 Sijunjung students. This type of research is descriptive quantitative with a correlational approach. The population of this study is 140 people. The sampling technique used Simple Random Sampling with a sample of 103 people. The instrument used in this study is a questionnaire. The data analysis technique in this study uses a descriptive analysis test. The results of this study are about revealing the emotional maturity of students who are in the high category and based on the results of this research it is recommended for BK teachers to be able to provide services and materials in order to increase emotional maturity with service topics, namely: accepting yourself, controlling yourself before acting, being able to control emotions, thinking objectively and responsibly.

**Keywords:** BK service program, Emotional Maturity, SMA Negeri 9 Sijunjung.

## **INTRODUCTION**

Education is very important to achieve success and future progress of a person. According to the 1945 Constitution, one of the objectives of the establishment of the Unitary State of the Republic of Indonesia is directly related to education and culture, namely educating the life of the nation. The education of a nation can be said to be of quality if it can provide better changes in abilities, knowledge, and skills in students. Education also has a very important role in improving the quality of human resources. In Law No. 20 of 2003 concerning the National Education System. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential abilities to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed for themselves, society, nation and State.

Education not only aims to develop the cognitive aspects of students, but also affective, social, and emotional aspects. One of the important skills that need to be developed in students, especially at the high school level, is emotional maturity. Emotional maturity reflects a person's ability to manage, express, and control their emotions appropriately in a variety of situations. This ability greatly affects social interaction, decision-making, and academic achievement of students. According to Hurlock (Putri, 2022:1837) the characteristics of emotional maturity are: self-control and self-understanding. According to Sumiati (2021:14), adolescents who have reached emotional maturity will be more objective, able to control their emotions, and able to think well so that they are able to show the right emotions to the stimuli they receive. Meanwhile, the characteristics of emotional maturity according to Walgito (Rahayu et al., 2019:1837) are able to accept

oneself and other people's situations objectively, not impulsive or able to control one's actions and consider the consequences, able to control expressions and emotions even when angry, thinking objectively and having patience, compassion, understanding, tolerance, responsibility for one's own problems and not easily frustrated.

Saarni (Reswita et al., 2021:174) stated that stable emotional development is if in adolescence they are able to master a number of emotional competencies. Emotional competence is the manifestation of self-efficacy in emotions that arise in social transactions. Emotional competence helps us regulate our emotions and the quality of emotions in relating to others, emotional competence is a person's ability to manage their emotions. Furthermore, Solina (2019:15) emotional maturity is needed in fostering social relationships as it is known that adolescence is a period of identity search and peers is a very valuable group. This ability not only plays a role in self-control, but also in understanding and responding to the emotions of others with empathy, which is the basis for the formation of harmonious social relationships. Emotional competence is closely related to the process of socialization, which is the process by which a person learns the standards, values, and behaviors expected in the culture or society in which they grew up. Yeung, Rob (Reswita et al., 2021:173-174) explained that individuals who have better emotional maturity, are able to identify what they are feeling and are able to build a mood in calming themselves down quickly, are able to concentrate well, are more active in relating to others and are more capable in understanding others.

Looking at the description above, it can be interpreted that emotional maturity is one of the important factors that should be possessed by students in a good learning process at school. Students with good emotional maturity mean that they are more likely to follow the learning process seriously, be able to concentrate well, and master thinking skills that encourage their productivity and creativity. Emotional maturity also helps students to be more disciplined, motivated, and able to work together with classmates and teachers in a positive learning atmosphere. On the other hand, students who cannot muster certain control over their emotional lives will have difficulty focusing on lessons, are easily distracted by negative feelings,

and tend to have problems socializing in the school environment and outside of school. This condition not only interferes with academic achievement, but can also affect students' overall personal and social development. As a result, they are more prone to depression, excessive anger, low self-esteem, and even deviant behavior that can harm themselves and others. Therefore, emotional maturity must be one of the main concerns in the educational process so that students can develop optimally both from the academic and non-academic sides.

Guidance and Counseling (BK) as an integral part of the education system in schools has a strategic role in helping students develop emotional maturity. BK services not only serve as a support in overcoming academic problems, but also an important means to support students' personal, social, and emotional growth. However, the implementation of BK services is often not designed systematically and based on the actual needs of students. Existing programs are sometimes still general and have an administrative tendency, so they have not been specifically directed to develop the emotional aspects of students optimally. In fact, a mature emotional state is very necessary so that students are able to face learning challenges, build healthy social interactions, and maintain psychological balance in the midst of various pressures. Therefore, a planned, systematic, and needs-based BK service program design is needed so that its implementation is truly on target. This program is expected to not only help students recognize and understand their emotions, but also direct them to manage those emotions in a positive and constructive way. With a scalable and sustainable design, counselors can provide more targeted services, equipping students with self-control, empathy, effective communication, and social responsibility skills that ultimately support their success in both academics and daily lives.

Based on previous research submitted by Shonya Syifani, in 2022 concerning "Design of a Factor-Based BK Service Program That Affects the Academic Procrastination of SMK Negeri 2 Bukittinggi Students" shows that the general picture of the Academic Procrastination of Students at SMK Negeri 2 Bukittinggi based on individual physical condition factors is most in the many categories, where students do a lot of punishment for the reason of individual physical condition. Such as postponing doing tasks due to

headaches, because the body is tired after exercising, postponing doing tasks because it is difficult to concentrate, postponing doing tasks because the mind is disturbed due to quarrels between family members at home and postponing doing tasks due to fatigue after playing with friends. Based on observations made during the field practice period in July-December 2024 with students of SMA Negeri 9 Sijunjung, there are students who are not enthusiastic about learning, there are students who fight and fight, there are students who play cellphones when learning takes place, there are also students who like to be alone, quiet, and less active in the classroom.

Based on interviews with students at SMAN 9 Sijunjung in January 2025, there are problems in students such as students finding it difficult to control their emotions and explosive anger, students who tend to be moody, and students who fight or fight. This shows that students do not have good emotional maturity. Based on an interview with a BK teacher at SMAN 9 Sijunjung in January 2025, there are problems in students such as students who are not able to respect others in their opinions and attitudes, are not able to respond well to others and there are still those who are involved in conflicts with each other, there are students who are not able to be patient in their daily behavior, especially in the school environment. Based on the above problems, the researcher needs to conduct a research entitled "Design of the BK Service Program to Increase the Emotional Maturity of Class X Students at SMA NEGERI 9 SIJUNJUNG."

## METHODS

This study uses a quantitative method with a correlation approach to test the relationship between emotional maturity and socializing ability. In line with the opinion of Sugiyono (Irfan, 2022), the quantitative method emphasizes data collection through research instruments and statistical analysis, while the correlation method, according to Syahrizal et al. (2023), is used to see similarities and differences between the facts studied. This research was carried out in August 2025 at SMA Negeri 9 Sijunjung, chosen because the problems studied were indeed found in the school. The instrument of this study is in the form of a questionnaire with a Likert scale which is used to measure variables of emotional maturity and social ability. The

Likert scale, developed by Rensis Likert (1932), allows respondents to give a degree of approval to the statement submitted. In this study, the researcher compiled a questionnaire systematically through several stages, starting from theoretical studies, grid preparation, indicator determination, to reducing it to question items. The instrument was then validated by three expert lecturers and corrected according to suggestions before being tested. Respondents were asked to choose answers from five alternatives: strongly agree, appropriate, moderately appropriate, less appropriate, and very inappropriate, with different scores for both positive and negative items. After the questionnaire is filled, the data is analyzed quantitatively through grouping, tabulation, and presentation based on the variables studied.

## Validity Test

Validity is an important measure in research to ensure the instrument is actually able to measure what it should be researching. According to Sugiharto (Sanaky, 2021), validity is related to the accuracy of the measuring instrument in producing data that is relevant to the research objectives. An instrument is said to be valid if it is able to carry out its measurement function precisely, accurately, and has a high level of precision in detecting small differences in the measured attributes. On the other hand, instruments with low validity will produce data that is not suitable for the purpose of measurement. In this study, the validity test was carried out using the Pearson Product Moment correlation, which calculates the relationship between the score of each question item and the total score, so that it can be known whether an item is worth using or needs to be repaired or removed.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Description:

- N : number of subjects
- $\sum Y$  : The total score of each item
- $\sum X$  : Total score of the entire item
- $\sum XY$  : Total score between X and Y
- $X^2$  : The square of the total score of each item
- $Y^2$  : Square of total score

### Reliability Test

Reliability is the level of accuracy and consistency of an instrument in measuring research data. According to Sugiyono (Syaifudin, 2020), instruments are said to be reliable if they provide consistent results even though they are used repeatedly. In this study, the reliability test was carried out using the Alfa Cronbach method using the help of SPSS software version 26 for Windows. The test results show that if Cronbach's Alpha value is greater than 0.6 then the instrument is declared reliable, while if the value is less than 0.6 then the instrument is considered unreliable. Reliability tests were conducted on 30 respondents, and the Cronbach's Alpha score obtained became the basis for assessing whether the question items on the questionnaire were trustworthy and used further in the research analysis.

Reliability Statistics	
Cronbach's Alpha	N of Items
0,912	50

### FINDINGS AND DISCUSSION

The discussion of the research results is based on the analysis and interpretation of the research findings data depicted in the description of the previous results. Based on the results of the study, it can describe the form of the Module to Increase the Emotional Maturity of Class X Students at SMA Negeri 9 Sijunjung, which is as follows:

#### Emotional Maturity of Students at SMA Negeri 9 Sijunjung

Based on research that has been carried out, the general picture of the emotional maturity of students at SMAN 9 Sijunjung is most in the high category, with a percentage of 60%, this shows that most students have the ability to manage their emotions well. Individuals who have reached emotional maturity can be identified as individuals who can critically assess the situation first before acting, no longer reacting without thinking ahead like children or emotionally immature people Hurlock (Kawuryan, 2011:87). According to Chaplin (Kawuryan, 2011:88), emotional maturity is a state or condition of reaching the level of maturity of emotional development, and therefore the person concerned no longer displays

an emotional pattern that is appropriate for children.

Based on the explanation above, it can be concluded that the emotional maturity of class X students of SMA Negeri 9 Sijunjung is in the high category (60%) with a total of 62 students. Therefore, it can be interpreted that most of the students of class X of SMAN Sijunjung have high emotional maturity, where students when considering the consequences of the actions they will take and handle it patiently, carefully and responsibly and are able to accept any risk to what they decide. Meanwhile, based on the indicators of emotional maturity of students, namely the emotional maturity of students at SMA Negeri 9 Sijunjung, it is seen based on the indicator of being able to accept themselves in the high category, with a percentage of 65%. This means that most students have emotional maturity seen from the ability of students to accept themselves. One of the important indicators of emotional maturity is self-acceptance, which is the ability of individuals to accept their state as a whole, both advantages and disadvantages, without lowering their self-esteem. According to Hurlock (Rachmatan, 2018:46), the characteristic of individuals who have reached emotional maturity is to be able to accept themselves realistically and not get caught up in denial of their weaknesses or failures.

Emotionally mature people do not deny their shortcomings, but are able to face them with an open attitude and an effort to improve themselves. Based on the above opinion, it can be concluded that emotional maturity is characterized by the ability of individuals to accept themselves as a whole and realistically, including strengths and weaknesses, without degrading themselves. Emotionally mature individuals do not deny weaknesses, but rather face them openly and seek to improve themselves. The non-impulsive indicator is in the high category, with a percentage of 40%. This means that most students have emotional maturity judging from the ability of students not to be impulsive. Individuals who have reached emotional maturity no longer show impulsive reactions like children, but are able to respond critically and thoughtfully. Impulse control as one of the main components of emotional maturity, the ability to delay emotional responses and choose the right response is a form of emotional maturity of Goleman (Aini et al., 2019:22). Based on the above opinion, it can be

concluded that emotionally mature individuals are able to control impulses, delay emotional reactions, and respond to situations wisely, these abilities reflect strong emotional maturity.

Furthermore, the indicator of being able to control emotions is in the high category, with a percentage of 48%. This means that most students have emotional maturity judging from the ability of students to control emotions. Emotional maturity is the ability to observe and manage one's own emotions and others. Goelman (Wilani, 2019:339) self-control is one of the main components of emotional maturity. Emotionally mature people are able to control negative feelings such as anger, anxiety, or frustration so as not to influence their actions destructively. Based on the above opinion, it can be concluded that emotional maturity is reflected in the individual's ability to recognize and manage his emotions effectively.

On the indicator of objective thinking is in the high category, with a percentage of 48%. This means that most students have emotional maturity which is reflected in their ability to think objectively when facing certain situations. Yusuf (Laksmiwati, 2017:37) thinks that objective thinking is the ability to judge an event or problem based on facts and logic, not solely from an emotional point of view. Individuals who are able to think objectively can control the influence of negative emotions, such as anger or disappointment, so that the decisions taken remain rational and proportionate. Based on this opinion, it can be concluded that objective thinking is one of the important factors that affect emotional maturity, because it helps individuals manage emotions in a healthy way and direct behavior in a positive direction.

And the last one based on the responsible indicator is in the high category, with a percentage of 53%. This means that most students have emotional maturity seen from the ability of students to have responsibility. Walgito (Rahayu, 2019:47-48) is a person whose emotions are mature and has good responsibility, can stand alone, is not easily frustrated and faces problems with understanding. Based on the above opinion, it can be concluded that an emotionally mature individual is able to understand the consequences of his actions, make decisions with wise consideration, and does not blame others for his mistakes. Responsibility is one of the important characteristics of emotional maturity because it involves self-control, self-

awareness, and commitment to social and personal norms. Based on the above opinion, it can be concluded that the results of the study show that the emotional maturity of class X students of SMA Negeri 9 Sijunjung is in the high category with a percentage of 60% or 62 people. The highest indicators are the ability to accept oneself (65%), followed by responsibility (53%), think objectively (48%), control emotions (48%), and the lowest in the ability to be non-impulsive (40%). These findings show that the majority of students have been able to manage their emotions well, but impulse control still needs to be improved.

### **BK Service Program Design**

Based on the results of the study, it was found that 37% of students had a level of emotional maturity in the medium category. This shows that some students are not optimal in managing emotions, controlling themselves, and making wise decisions. To answer these problems, the researcher designed a BK service program in general through classical services and group guidance.

Classical services were chosen because they can reach all students simultaneously in a group setting, so that the delivery of material becomes effective and efficient. The theme raised was compiled to strengthen aspects that are indicators of emotional maturity, namely: Understanding Yourself – students are invited to recognize their strengths, weaknesses, interests, values, and emotional patterns so that they can form a better understanding of their identity. Self-Control Before Action – trains learners to think before acting, consider consequences, and delay impulsive reactions, so as to be able to make wiser decisions. Able to Control Emotions – provides emotional control strategies, such as breathing techniques, relaxation, and assertive communication so that students can reduce their emotional turmoil in a healthy way. Thinking Objectively – teaches students to assess situations based on facts and logic, not mere emotions, so that they can be fair and rational in dealing with problems. Responsible – instilling awareness that every action has consequences, and encouraging an attitude of responsibility for the choices made thus forming maturity in attitude. In addition, classical services also allow students to learn interactively through discussions, simulations, and role-plays, so that the material presented is easier to understand and apply in daily life. With

a group atmosphere, students can share experiences, support each other, and learn from the situations experienced by their friends.

This will enrich the emotional learning process because students not only understand concepts theoretically, but also see their application in social reality. Through structured and systematic classical services, it is hoped that students will be able to develop emotional maturity more optimally, which will ultimately have a positive impact on learning achievement, social relationships, and readiness to face future life challenges. Based on the explanation above, the design of BK services in general through classical services and group guidance with the theme of self-understanding services, self-control before acting, being able to control emotions, thinking objectively, and being responsible. This plan can be seen in the appendix. Through this design, students are expected to be able to develop self-awareness, understand their potentials and weaknesses, and practice skills in controlling emotions so as not to have a negative impact on themselves and others.

In addition, group tutoring provides opportunities for students to practice socializing, expressing opinions, and learning to respect the views of others in an open and supportive setting. The design of this service is also systematically prepared so that each theme can complement each other and form a continuous series of emotional learning. With the classical service, all students gain the same understanding of the importance of emotional maturity, while through group guidance students can delve deeper into the material through direct experience and social interaction. This is expected to be able to create positive changes in students' mindsets, attitudes, and behaviors, so that they are better prepared to face challenges in academic and social life. In the end, the design of this BK service is not only aimed at helping students in overcoming problems, but also as a preventive and self-development effort so that students can grow into emotionally mature, responsible, and able to adapt well in the surrounding environment.

## CONCLUSION

Based on the results of research on the design of the BK service program in increasing the emotional maturity of class X students at SMA Negeri 9 Sijunjung, it can be concluded that the emotional maturity of students is in the high

category. In addition, this research produced a design of a BK service program specifically designed to support the increase of students' emotional maturity, so that it is expected to be able to be a reference for BK teachers in the implementation of counseling services at the school.

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