

HUBUNGAN ANTARA KEMATANGAN EMOSI DENGAN PENERIMAAN SOSIAL SISWA REGULER TERHADAP SISWA DIFABEL DI SMA MUHAMMADIYAH 3 JEMBER

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INTISARI

Sekolah inklusi menyatukan siswa reguler dan siswa difabel dalam satu lingkungan belajar, namun penerimaan sosial siswa reguler terhadap siswa difabel belum sepenuhnya optimal. Penerimaan sosial penting untuk mendukung interaksi positif dan rasa dihargai siswa difabel. Salah satu faktor yang berpengaruh adalah kematangan emosi, karena berperan dalam kemampuan mengelola emosi, perasaan, memahami perbedaan, dan penyesuaian sosial. Penelitian ini bertujuan untuk mengetahui hubungan antara kematangan emosi dan penerimaan sosial siswa reguler terhadap siswa difabel. Penelitian ini menggunakan pendekatan kuantitatif korelasional. Subjek penelitian terdiri dari 113 siswa reguler di SMA Muhammadiyah 3 Jember, diperoleh menggunakan teknik total sampling. Instrumen penelitian meliputi Skala Penerimaan Sosial dengan 38 aitem valid ($\alpha = 0,920$), serta Skala Kematangan Emosi dengan 16 aitem valid ($\alpha = 0,872$). Analisis data menggunakan korelasi *Pearson Product Moment*. Hasil penelitian menunjukkan adanya hubungan positif yang sangat kuat dan signifikan antara kematangan emosi dan penerimaan sosial ($r = 0,800$; $p < 0,05$). Artinya, semakin tinggi kematangan emosi siswa reguler, semakin tinggi penerimaan sosial mereka terhadap siswa difabel. Dengan demikian, hipotesis alternatif (H_1) diterima dan hipotesis nol (H_0) ditolak.

Kata Kunci: Kematangan Emosi, Penerimaan Sosial, Sekolah Inklusi, Siswa Difabel

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**THE RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND SOCIAL
ACCEPTANCE OF REGULAR STUDENTS TOWARD STUDENTS WITH
DISABILITIES AT SMA MUHAMMADIYAH 3 JEMBER**

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ABSTRACT

Inclusive schools integrate regular students and students with disabilities within the same learning environment; however, the level of social acceptance shown by regular students toward students with disabilities is not yet fully optimal. Social acceptance is essential to support positive interactions and a sense of being valued among students with disabilities. One factor that influences social acceptance is emotional maturity, as it plays a role in the ability to manage emotions and feelings, understand differences, and adjust socially. This study aims to examine the relationship between emotional maturity and social acceptance of regular students toward students with disabilities. This research employed a quantitative correlational approach. The participants consisted of 113 regular students at SMA Muhammadiyah 3 Jember, selected using a total sampling technique. The research instruments included a Social Acceptance Scale, consisting of 38 valid items ($\alpha = 0.920$), and an Emotional Maturity Scale of 16 valid items ($\alpha = 0.872$). Data were analyzed using the Pearson Product Moment correlation. The results showed a very strong and significant positive relationship between emotional maturity and social acceptance ($r = 0.800$; $p < 0.05$). This indicates that the higher the emotional maturity of regular students, the higher their social acceptance of students with disabilities. Therefore, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Keywords: Emotional Maturity, Inclusive School, Students with Disabilities, Social Acceptance.

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