

Conference Paper

Attachment and Age As Predictors of the Emotional Maturity of University Students

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Abstract

This study aims to determine the impact of chronological age and attachment (parent and peer) on the emotional maturity of university students. This research is a quantitative study with correlational research. This research uses over 300 students from the State University of Malang. The sampling technique used is multistage purposive sampling. The instruments used in this study were Armsden and Greenberg's adaptation of IPPA-R Attachment scale made and Murray's emotional maturity scale. The results show that there is a chronological age impact on the emotional maturity partially with $p\text{-value} = 0,010$, $p < 0.05$. they also indicate there is an attachment impact on the emotional maturity partially with $p\text{-value} = 0.000$, $p < 0.05$. Finally, the findings suggest there is an impact of chronological age and attachment simultaneously against the emotional maturity with $p\text{-value} = 0.000$, $p < 0.05$ and the contributes of 10.7%, where the chronological age contributes of 2% and attachment contributes of 8.7%.

Keywords: chronological age; mother attachment, father attachment, peer attachment, emotional maturity, university student.

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1. Introduction

Emotional maturity is one of the non-physical developments that a person needs to achieve in order to be called an adult. This means that emotional maturity is a developmental task that must be achieved before reaching adulthood. The impact of social, cultural, and economic changes on achieving maturity is longer during this period than before the 1970s. Based on this, Arnett (2000) separated the new period between the late adolescence period and the early adulthood period called the period of emerging adulthood for 18-25 year old. This theory is supported by (Santrock, 2011a) and in line with (Sarwono, 2012) which states that the limit for reaching maturity in Indonesia is 24 year old.

Based on the age classification, students are included in the category emerging adulthood, they are at the age limit of 18-25 year old (Arnett, 2000, 2014). In other words, university students are reaching maturity. During this period, university students are

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required to achieve the task of developing late adolescence while studying. University students are generally at risk of experiencing academic stress related to dividing time between class assignments, organization, relationships with parents, peer relations, and other activities (S. Purwati, 2012; Sofian, 2013). Students are required to interact with many people. From the Initial studies through a questionnaire survey conducted by the author found that lecture assignments were also designed in groups so that students could work together with their peer university students. This often creates conflicts that test the emotional maturity of students.

Emotional maturity is the ability to control strong emotions through a series of objective and positive thoughts and showing the expression in a socially acceptable way. A person who is emotionally mature does not immediately explode emotions but thinks critically first (Hurlock, 2011). Murray (2003) explains the notion of emotional maturity as the achievement of individual development in directing and controlling emotions in order to be accepted by oneself and others. This achievement is not automatically achieved with age. Emotional maturity will encourage someone to be open to experiences and be able to interpret positively. Emotional maturity according to (Walgito, 2000) is the ability to control emotions, think well, and see problems objectively which are related to both mental and age maturity.

Emotional maturity has a big impact on a person's development. Yusuf (2000) mentions that before reaching adulthood, namely adolescence, is the peak period of emotionality where emotions have fluctuations and become more prominent. In line with this, Arnett (2000) states that one of the characteristics of a person who is in the emerging adulthood period is the instability (Arnett, 2014). This instability is a result of exploration and experimentation conducted by someone during this period (Santrock, 2011a). In addition, there is a change in the relationship between someone who is reaching adulthood and his or her parents due to the drive for independence. This often creates conflicts with parents (Santrock, 2011b). On the other hand, this condition also directs a person to have closer relationship to peers. In other words, students are making adjustments to socio-emotions and success in passing through this period is in line with the process of reaching emotional maturity.

Age is considered to be one of the factors in one's emotional maturity. This is because age describes socio-emotional experiences and experiences in dealing with conflict (Hurlock, 2011). Yusuf (2000) and (Asrori, 2015) looked at the effect of age on emotional maturity from differences in characteristics in early adolescence and late adolescence. In the early adolescence period someone tends to have low self-control while emotional stability tends to appear at the end of the adolescent period. However,

Walgito (2000) and Murray (2003) see that increasing age does not automatically increase emotional maturity. This is in accordance with the characteristics of the period leading to adulthood (emerging adulthood), that is the instability due to explorations and experiments carried out by university students (Arnett, 2000). On the other hand, increasing age also increases psychological demands and stresses. This means that before reaching the age of 25, a person is still considered unstable and easily influenced by external pressures (Arnett, 2014).

Another factor that affects emotional maturity is the pattern of relationships with people around them. Hurlock (2011) states that the parenting style of parents and the environment is a strong factor in shaping a person's emotional maturity. Ali & Asrori (2004) stated that changes in parenting patterns of parents and peers affect the condition of emotional maturity. Yusuf (2000) states that a conducive environment will increase the likelihood of achieving higher emotional maturity. On the other hand, a person will have a tendency to have low emotional maturity if they do not get good support from family and acceptance from peers. Interactions that can affect emotional maturity are interactions that are continuous with a relatively high frequency. Relationships based on strong and deep interactions with a person can also be called attachments. LaFreniere (2000) & Santrock (2011b) reveal that in the period leading up to adulthood, there is a change in attachment between parents and children as a result of the development of autonomy. This raises parent and peer attachments as developing attachments are important for students.

Attachment is a strong, intense, important and long-lasting emotional bond between a person and another person whom he or she believes to be a close figure, namely father and mother as parents and peers. The attachment aspect consists of communication, trust and alienation (G. C. Armsden & Greenberg, 2009). (Santrock, 2011b) emphasizes the importance of parent and peer attachment to someone who is growing up. Attachment with parents is the foundation of healthy socio-emotional development. This is in line with Erickson's psychosocial development stage (Santrock, 2011b), namely the basic beliefs that develop during infancy. On the other hand, good attachment with peers shows a sign of emotional independence from parents. The existence of peers helps a person to feel more secure in expressing his emotional feelings.

Research by (Syalwa, 2008), Fajarini & Khaerani (2014) and Natalia & Lestari (2015) shows that attachment and emotional maturity are interrelated. The three studies prove that there is a relationship between secure attachments to parents and adolescent emotional maturity. These studies prove that secure attachments to parents can foresee or predict a student's emotional maturity level. These studies also consistently

explain that environmental factors can impact emotional maturity, but do not examine peer interactions. In addition, Natalia & Lestari (2015) saw no significant difference in emotional maturity between adolescents aged 16-18 year old and age 19 -21 year old. Apart from these studies, the authors have not found any recent studies examining the relationship between age and emotional maturity.

Based on the description above, this study was conducted to determine the effect of attachment and age on emotional maturity in university students.

2. Literature Review

2.1. Emotional Maturity

Murray (2003) defines emotional maturity as an individual's emotional development in directing and controlling strong emotions so that they can be accepted by themselves and others. Based on Murray's (2003) theory, Kapri & Rani (2014) defines emotional maturity as the ability to control emotions before the emotions control someone. Emotional maturity can be seen from how someone responds to situations, controls his or her own emotions and uses adult ways in dealing with others. Emotional maturity according to Walgito (2000) is the ability to control emotions, think well and see problems objectively. In line with Murray's (2003) view, emotional maturity is related to the maturity of thought and the maturity of age. However, a person cannot automatically have emotional maturity with age. The actions of an immature person are generally based on emotion and irresponsible.

Ali & Asrori (2004), Goleman (2007), Hurlock (2011), and Yusuf, (2000) state that age and environmental treatment are factors that are consistent in influencing emotional maturity. These views state that emotional maturity is influenced by factors of parenting and the environment. This proves that interaction with the closest person has an influence on someone's emotional maturity. In addition, Hurlock (2011) and Yusuf (2000) mention the age factor is one of the factors of emotional maturity. This is because chronological age describes the socio-emotional and experiences and certain demands that a person has.

The aspects of emotional maturity according to Murray (2003) 1) the ability to give and receive love 2) the ability to face reality and deal with it 3) just as interested in giving as receiving 4) the capacity to relate positively to life experiences 5) the ability to learn from experience 6) the ability to accept frustration 7) the ability to handle hostility constructively 8) relative freedom from tension symptoms.

2.2. Chronological Age

Santrock (2011b) defines chronological age as the number of years that a person has passed since he or she was born. Meanwhile, Murray (2003) describes chronological age as a measurement of the time throughout a person's life in years. From this explanation, it can be concluded that chronological age is a measurement of a person's life span from birth, in units of years which can show the chronological, anatomical, and physiological side of an individual.

Arnett (2000, 2014) separates the new period between late adolescence and early adulthood. This theory uses the term of emerging adulthood for ages 18-25 year old and no longer uses the term of late adolescence. This is related to changes in socio-cultural and economic conditions that encourage the achievement of maturity to be longer than before the 1970s. These changes are marked by changes in the average age at marriage and becoming parents which generally become the standard of maturity. In general, a person decides to get married in his or her early 20s, but at this time a person prefers a education and permanent career before marriage. Initially, this period used a longer time span, namely 18-29 year old, the age range depending on the context of understanding of the adult used. However, in spite of the difference of maturity criteria, the core period to adulthood is in the range of 18-25 year age. This theory is supported by Santrock (2011a) and in line with Sarwono (2012) which states that the limit for reaching maturity in Indonesia is 24 years. Based on this, the age range used by the authors in this study was 18-25 years.

This study uses the chronological age period towards adulthood (emerging adulthood), namely the age of 18-25 years to classify students Arnett's (2015). This period is used because it is the latest theory and is more in line with the socio-cultural and economic conditions at the time the research was conducted.

2.3. Attachment

Bowlby (1982) is the researcher who first used the term of attachment. The definition of attachment according to him is behavior that is instinctively driven in seeking and maintaining closeness with other individuals who are considered stronger or wiser. Ainsworth (1985) developed Bowlby's theory and agreed to emphasize the importance of attachment with parents. Ainsworth explained that attachments are divided into secure attachments and insecure attachments. Starting from Bowlby's theory, Armsden & Greenberg (1987) describe attachment as a strong, intensive and important affective

bond to both parents and peers. Unlike the two previous researcher who emphasized the importance of infant attachment to parents or caregivers, this theory discusses attachment to adolescents and adds peers as attachment figures.

Armsden & Greenberg (1987) analyzed the attachment factors in adolescents and found that the attachment aspects are trust, communication, and alienation. The trust aspect shows the degree of adolescent confidence that their attachment figures (parents and friends) understand their needs and wants and are sensitive and responsive to their emotional state. The communication aspect measures the quality of communication between adolescents and their attached figures which is usually done by symbolic communication. The alienation aspect is the reverse aspect to other aspects to see how foreign or uncomfortable the teenager feels with his attached figure. These aspects then become a reference in the Inventory of Parent and Peer Attachment (IPPA). The scale is designed to measure attachment with fathers, mothers, and peers in adolescents.

2.4. University Student

Yusuf (2000) Yusuf (2000) defines students as humans aged approximately 18 to 25 year old who are currently pursuing higher education. According to him, students enter the period of late adolescent development to early adulthood or middle adulthood. Based on the agent, the main developmental task of students is to mature themselves (Yusuf, 2000). In this regard, the authors use the age limit Arnett (2014) for students aged 18-25 years, namely the period to adulthood. The task of development during adulthood is to make decisions that are independent and responsible for themselves, one of them is being financially independent (Arnett, 2014).

2.5. The Effect of Age on University Students' Emotional Maturity

The age range of university students in general is 18-25 year old (Yusuf, 2000). There are two ideas regarding the influence of age on emotional maturity. The first is that the more mature a student is, the higher his emotional maturity will be. The first idea is related to self-capacity and socio-emotional experiences that are obtained when a student gets older. The second is that the more mature a student is, he or she has many demands that will affect his emotional maturity. The second idea relates to the emergence of a new theory about the transition period to adulthood (emerging adulthood) so that before reaching that age, students generally still do not have emotional stability, but on the other hand, stressors and student academic demands increase with age.

Chronological age as a positive predictor of emotional maturity is evidenced by differences in characteristics between early adolescence and late adolescence which are often used to identify students. At the beginning of the period, namely 13-16 year old, adolescents have high anxiety and low self-control as a result of the physical adjustment of puberty (Asrori, 2015; Yusuf, 2000). These characteristics no longer appear in students who are considered late adolescents (17-21 years). Students tend to have emotional stability and more critical thinking. In general, university students have also achieved the task of adolescent development and are preparing for adulthood. (S. Purwati, 2012) found that students with older age (21 years) have less academic stress than students with younger age (18 years). This proves that the more mature a person is, the higher the chances of reaching emotional maturity

The second idea is based on a more recent theory, namely Arnett's emerging adulthood theory (2000). This theory believes that at this time, people between the ages of 18 and 29 have their own developmental patterns. Students with an age range of 18-19 years are still in the process of finding their identity as evidenced by being still in the study period, still looking for a permanent job, and not fully independent from their parents. At that time a person does not have stability and tends to focus on oneself (self centered). In this context, students have higher demands and increasingly difficult assignments. This shows that the stress triggers increase as a person gets older. This view is evidenced by longitudinal studies which found that the peak of a person's psychological distress is at the age of 20 to 24 years (Keyes et al., 2014). This shows that students in general have high stress-triggering psychological pressure, namely academic demands and tasks to reach maturity. Based on these things and seen from the context of the chronological age of university students, age is possible to have a negative influence on emotional maturity.

2.6. The Effect of Parent Attachment on Students' Emotional Maturity

Attachment to parents is the foundation of healthy socio-emotional development (Santrock, 2011b). This is in line with Erickson's stage of psychosocial development (Santrock, 2011b), namely the basic trust that develop during infancy. Berns (2012) argues that the family has the function of providing a deep first experience of interaction and providing a sense of security to children. Attachment with parents affects the tendency

of children's social behavior namely emotional health, self-esteem, self-confidence, self-adjustment, and competence in social interactions such as empathy in adolescence to early adulthood (Santrock, 2011b).

In accordance with the stage of psychosocial development, university students have an autonomous drive to develop independence and responsibility. In general, there is a conflict of independence between the students and their parents. But this conflict is considered necessary in order to release dependence from childhood to independence in adulthood. In other words, the conflict between university students and their parents is positive to prepare them for the next period. Hulukati & Djibran (2018) conducted a factor analysis research on student development tasks at Gorontalo State University. The results of this study indicate that family are the most dominant factors in influencing the fulfillment of student development tasks compared to other factors, such as campus, society, and natural conditions.

2.7. The Effect of Peer Attachment on Students' Emotional Maturity

Peers are important figures for university students (Ali & Asrori, 2004; Hurlock, 2011; LaFreniere, 2000; Santrock, 2011b; Yusuf, 2000). This is related to the encouragement of students to be independent from their parents. Secure attachment with peers shows a sign of emotional independence from parents (Santrock, 2011b). The existence of peers helps students to feel secure in expressing their emotional feelings. Peers are also the answer to the generation gap between parents and students as young people (Yusuf, 2000). This generational equation among students makes peers perceived to understand students better than their parents. In addition, at this time conformity also developed. The urge to conformity makes university students spend more time with peers (Ali & Asrori, 2004). The need for peers in students can also be seen in the emergence of groups and organizations among students. Syarif (2017) conducted a study on the relationship of attachment and emotional independence which obtained the results that 70% of students who live apart from their parents had peers as their attached figures.

Yusuf (2000) mentions four lessons learned by students from peers. These four things are learning to interact with others, learning to control social behavior, learning to develop age-appropriate skills, and learning to exchange feelings and problems. It can be concluded that peers help students in understanding social norms which are one of the conditions for achieving emotional maturity, namely expressing socially acceptable emotions (Hurlock, 2011).

The importance of peer attachment is also supported by the research of Rufaida & Kustanti (2018) which proves that peers are a driving factor for adaptation among students from Sumatra at Diponegoro University. In addition, Purwati & Rahmandani (2020) conducted a study on peer attachment to university students. The results of this study indicate that peer attachment significantly has a negative relationship with academic stress, which indicates a problematic emotional maturity in students. Based on the explanation above, it can be concluded that attachment peers has an influence in managing stress among students and increases the achievement of emotional maturity.

2.8. The Effect of Attachment and Age on Students' Emotional Maturity

The maturity of university students allows them to have the capacity to think critically and allows them to solve more complex emotional problems. In addition, maturity directly shows emotional stability in understanding oneself and others. An increasingly mature age also shows a person's learning process in society to deal with conflict and emotion control. In other words, age is able to separate sensitive and reactive students from those who are able to control their emotions better.

Attachment to parents is the basis for healthy socio-emotional development (Santrock, 2011b). The attachment to parents that took time from the baby creates basic trust in students. This basic belief encourages a person to have a sense of security which will become the basis for exploring a more complex social world. Attachment with parents affects emotional health, self-esteem, self-confidence, self-adjustment, and competence in social interactions such as empathy in adolescence to early adulthood (Santrock, 2011b).

The tendency of conflict between students and their parents increases as they reach adulthood. However, the autonomy conflict that occurs between students and their parents is positive in order to prepare students to get to know a more complex social world (Santrock, 2011b). Hulukati & Djibran (2018) conducted analytical research on student development tasks at Gorontalo State University. The results of this study indicate that family are the most dominant factors in influencing the fulfillment of student development tasks compared to other factors, namely campus, society, and natural conditions.

Peers are important figures for university students. The drive for conformity led students to spend more time with peers. This is related to the encouragement of students to be independent from their parents. Good attachment with peers shows

an indicator of emotional independence from parents. Peers make students feel safer in expressing their emotional feelings. Peers help students understand social norms, which are one of the conditions for achieving emotional maturity, namely expressing socially acceptable emotions.

A more mature chronological age allows a greater cognitive capacity and socio-emotional experience for reaching emotional maturity. Murray (2003) emphasizes the importance of emotional maturity in viewing problems and relating to others. Students have two attached figures who are very influential in resolving conflicts in their lives. Parent attachment forms the basis of a sense of security in the social world, whereas peer attachment helps students to understand socially appropriate emotional expressions. Parents attachment together with peer attachment can be a good system for exploring a more complex social world (Santrock, 2011b). How mature the age and how close the students to their parents and peers affect the degree of emotional maturity of students. In other words, age and attachment to parents and peers are able to predict students' emotional maturity.

3. Method

This research uses quantitative approach with correlational research type. This study measures the effect of age and attachment on emotional maturity in college students. The research variable consisted of two independent variables, namely age (X_1) and attachment (X_2) and one dependent variable, namely emotional maturity. This study aims to determine the magnitude of the effect of age and attachment on emotional maturity in students. The population in this study were students of the State University of Malang, amounting to 25,439 university students. The subjects studied in this study were 303 university students of the 2016-2019 class. The sampling technique used was multistage random sampling. Sampling using multistage random sampling technique was carried out because the population in this study was homogeneous and large and divided into several groups vertically (stratified) and horizontally.

Data collection was carried out using 2 instruments, namely (1) the Inventory of Parent and Peer Attachment scale (IPPA-R) which was adapted from Armsden & Greenberg (2009) and consists of 3 parts. The maternal attachment section consists of 25 items, from the trial results obtained 23 items used with a moving item difference index of 0.3-0.8 and a Cronbach Alpha coefficient of 0.907. The father's attachment section consists of 25 items, from the test results obtained 15 items are used with a moving item difference index of 0.3-0.6 and a Cronbach Alpha coefficient of 0.872. The peer

attachment section consists of 25 items, from the test results obtained 19 items used with a moving item difference index from 0.3 to 0.7 and a Cronbach Alpha coefficient of 0.908 (2) the attachment scale is based on the theory of Armsden & Greenberg (2009), which consists of 48 items from the trial results obtained 33 items used with a different power index of moving items from 0.2-0.5 and a Cronbach Alpha coefficient of 0.832, and (2) the emotional maturity scale is based on the theory of Murray (2003) which consists of 30 items, from the trial results obtained 29 items with a moving item difference index of 0.3-0.7 and a Cronbach Alpha coefficient of 0.902. The analysis used in this study is multiple linear regression analysis because the study tested the effect of three variables that are interval and ratio together.

4. Result and Discussion

The data in this study had normal distribution, indicated by the p-value of the residual data of this study of 0.241 which is greater than 0.05. In addition, the normality test is also carried out using the Probability Plot Diagram (P-Plot) which shows that the data has normal distribution. This conclusion is obtained from the distribution of data following or around the diagonal line.

TABLE 1: Kolmogorov Smirnov Normality Test Result

Residual	p-value		Conclusion
	0,241	Sig. > 0,05	Normal

The two independent variables in this study, namely age and attachment are linear with the dependent variable, namely emotional maturity. This can be seen from the significance value of Deviation from Linearity for the emotional maturity and age variables is $0.447 > 0.05$ and the significance value of Deviation from Linearity for the emotional maturity and attachment variables is $0.065 > 0.05$.

TABLE 2: Linearity Test Result

Variabel		Sum of Squares	Mean Square	F	Sig.
Emotional Maturity & Age	Deviation from Linearity	287.794	57.559	.953	.447
Emotional Maturity & Attachment	Deviation from Linearity	5797.460	67.412	1.302	.065

Multicollinearity test shows that there is no multicollinearity between age and attachment variables in the regression model in this study. This can be seen from the tolerance value for the variable age (X_1) and attachment (X_2) is 1, which is greater than 0.10. In addition, the VIF value for age (X_1) and attachment (X_2) is 1,000 or less than 10.

Normal P-P Plot of Regression Standardized Residual

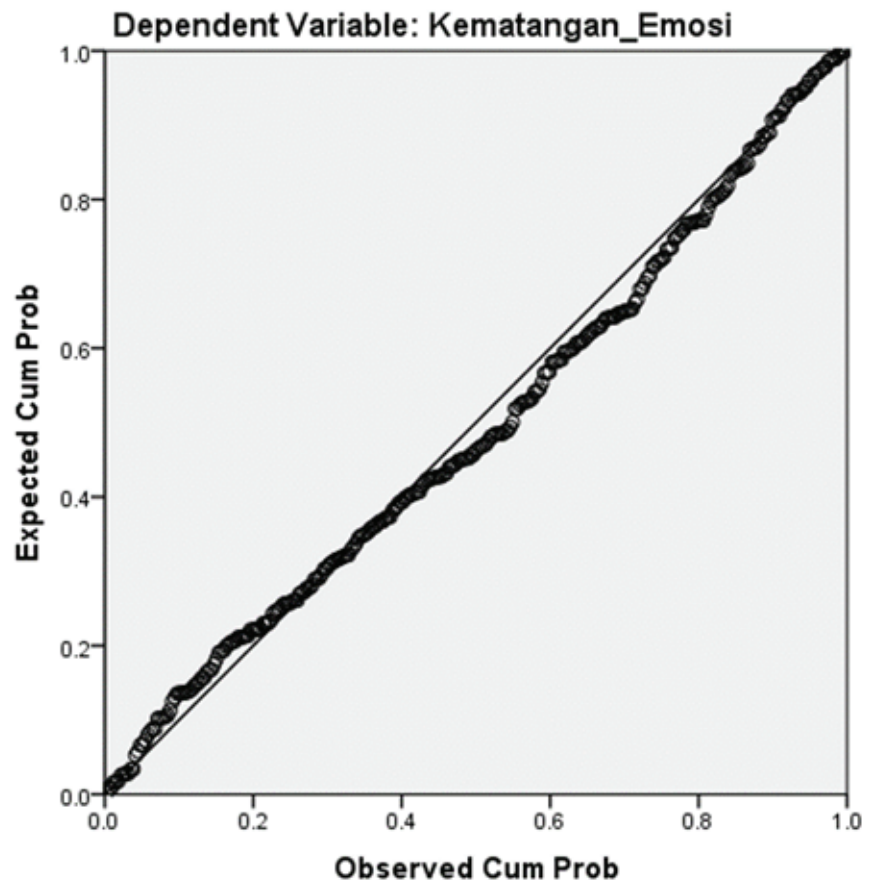


Figure 1: Diagram P-Plot

TABLE 3: Multikollinearity Test Result

Variabel	Tolerance	VIF	Conclusion
Age (X_1)	1	1,000	Multicollinearity does not occur
Attachment (X_2)	1	1,000	Multicollinearity does not occur

There were no heteroscedasticity symptoms in the age and attachment variables. This conclusion is drawn from the p-value of age, which is 0.784, greater than 0.05. Likewise, the p-value of the attachment variable is 0.072, which is greater than 0.05. Based on this, the research data can be tested with parametric analysis and the regression analysis that will be carried out can be guaranteed its accuracy.

TABLE 4: Heteroscedasticity Test Result

Variabel	p-value	Conclusion
Age (X_1)	0,784	> 0,05 Heteroscedasticity does not occur
Attachment (X_2)	0,072	> 0,05 Heteroscedasticity does not occur

4.1. Descriptive Analysis Result

TABLE 5: Description of Subject by Age

Age	Interval	Frequency	Percentage
18 Years	1	21	6,9 %
19 Years	2	60	19,8%
20 Years	3	72	23,8%
21 Years	4	71	23,4%
22 Years	5	66	21,8%
23 Years	6	10	3,3%
24 Years	7	3	1,0%
Total	7	303	100%

Table 5 shows that all subjects were in the period of age emerging adulthood with an age range of 18-24 years and the highest frequency at age 20 years.

TABLE 6: Categorization of Subject's Attachment

	Category	Frequency	Percentage	Total
Attachment	Secure	153	50,5%	100%
	Insecure	150	49,5%	
Mother Attachment	Secure	163	53,8%	100%
	Insecure	140	46,2%	
Father Attachment	Secure	154	50,8%	100%
	Insecure	149	49,2%	
Peer Attachment	Secure	165	54,5%	100%
	Insecure	138	45,5%	

Table 6 shows that most of the students with a percentage of 50.5% were categorized as having secure attachments, this score was obtained from summing up the student attachment scores for each figure. When viewed from the attachment figures, most of the students with a percentage of 53.8% were categorized as having secure maternal attachments, 50.8% secure father attachments, 54.5% secure peer attachments.

TABLE 7: Categorization of Subject Emotional Maturity

Category	Frequency	Percentage
High	130	42,9%
Low	173	57,1%
Total	303	100%

Based on table 7, the results of emotional maturity show that most students that are categorized as having low emotional maturity with a proportion of 57.1%, in other words most students have not reached emotional maturity.

4.2. Hipotesis Test Result

Hypothesis test results show that (1) there is an effect of age on emotional maturity with a negative coefficient value. This is indicated by the t-value of -2.586 with p-value = 0.010 ($p < 0.05$). (2) there is an effect of attachment on emotional maturity with a positive coefficient value. This is indicated by the t-value of 5.385 with p-value = 0.000 ($p < 0.05$). (3) there is an effect of age and attachment together on emotional maturity with a t-count of 17.988 with p-value = 0.000 ($p < 0.05$).

TABLE 8: Multiple Linear Regression Analysis Result

Variabel	Regression Coefficient	Standard Error	t _{value}	p-value
Constantan	64,541	4,149	15,554	0,000
Chronological Age (CA)	-0,820	0,317	-2,586	0,010
Attachment (A)	0,106	0,020	5,385	0,000
R	0,327			
R ²	0,107			
Adjusted R ²	0,101			
F	17,988			0,000
Variabel Dependen	Emotional Maturity			

From the analysis, it is known that age and attachment have an effect of 10.7% on emotional maturity, while the remaining 89.3% comes from other factors that were not involved in this study. Furthermore, from the results of the effective contribution it is known that attachment has a greater influence on emotional maturity by 8.7% compared to age which has an effect of 2%.

Based on table 4.17 the regression equation is as follows:

$$EM = 64,541 - 0.820 AC + 0.106 A + \epsilon$$

The regression equation above can be presented as follows:

1. A constant value of 64,541 indicates that if the independent variables in this study, namely age and attachment, do not change, then emotional maturity has a value of 64,541.

2. The coefficient value of age (U) has a negative direction, namely -0.820. In this case, it is assumed that if the other independent variable (attachment) is constant, it means that each 1 unit increase in age will reduce emotional maturity by 0.820 units, and vice versa.

3. The coefficient value of attachment (K) is 0.106 and has a positive direction. It is assumed that if the other independent variable (age) is constant, it means that every 1 unit increase in attachment will show emotional maturity of 0.106 units, and vice versa.

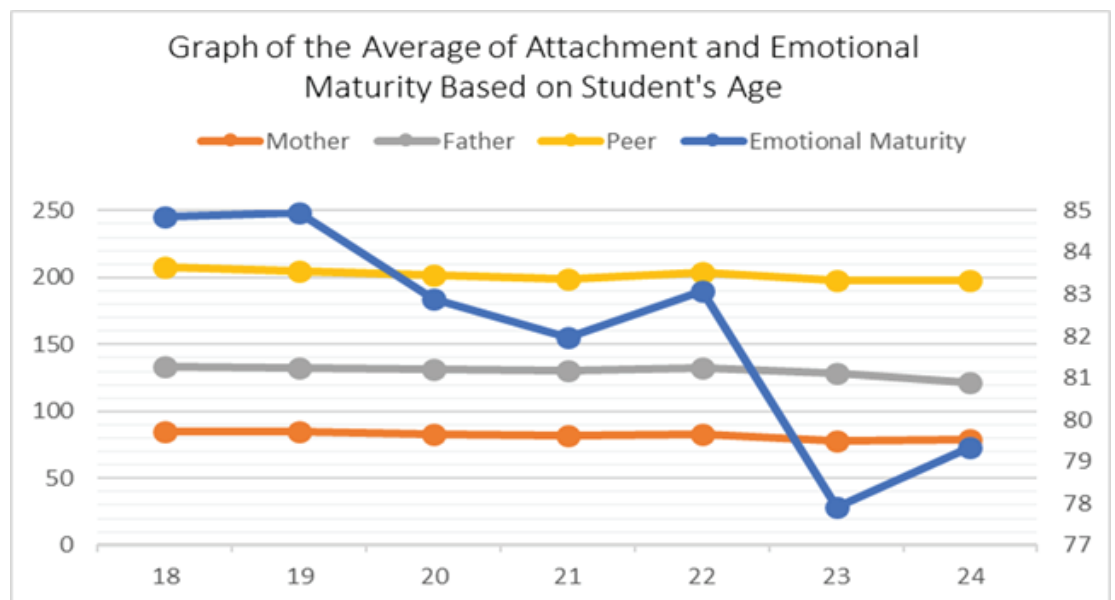


Figure 2: Graph of the Average of Attachment and Emotional Maturity Based on University Student Age

Based on Figure 2. it is known that there is no significant average difference in maternal attachment at each age level. This also happened to the average attachment of the father and of the peers. This means that age does not affect the level of a person's attachment. On the other hand, the graph of the average emotional maturity of students tends to be categorized as decreasing. The most significant decrease in mean emotional maturity was 23 years. Age 19 is the age with the highest average emotional maturity.

Based on Table 9. it is known that the percentage of female students who have a secure attachment to their mother (56%), father (53%) and peers (64%) is greater than that of male students. This means that male students tend to have insecure attachment to mothers (52%), fathers (54%) and peers (64%). On the other hand, there is no big difference between the percentage of emotional maturity of male and female students. However, the percentage of male students who have high emotional maturity is 47%, which is more than 41% of female students. Table 4.12 proves that students who stay apart in other cities from their families have a more secure attachment to their mothers

TABLE 9: Percentage of Attachment and Emotional Maturity Based on Subject Characteristics

Characteristic	Mother		Father		Peer		Emotional Maturity	
	Secure	Insecure	Secure	Insecure	Secure	Insecure	High	Low
Gender								
Male	49%	51%	36%	54%	36%	64%	47%	53%
Female	56%	44%	53%	47%	64%	36%	41%	59%
Residence Status								
Stay Apart Parent	55%	45%	56%	44%	57%	43%	41%	59%
Stay With Parent	52%	48%	41%	59%	50%	50%	47%	53%

(55%), fathers (56%) and peers (57%) than students who live in cities or with their families. On the other hand, the percentage of emotional maturity of students who live in the city with their families tends to be greater, namely 47% compared to students who stay apart in other cities, which is 41%.

Based on the research results, it shows that there is an effect of age on emotional maturity in students. Hypothesis test results indicate that there is a negative coefficient value on the variable age to emotional maturity. This may imply that the increasing age of students brings a tendency to lower emotional maturity and vice versa. In this case, this study proves that increasing age does not automatically increase emotional maturity (Murray, 2003; Walgito, 2000). So far, there is no recent research proves that age has a direct positive effect on emotional maturity in late adolescence. In contrast, Natalia & Lestari (2015) found no difference in emotional maturity when viewed from age in late adolescence.

The negative effect of age on emotional maturity is caused by the characteristics of students as part of the period towards adulthood (emerging adulthood), namely the instability resulting from high exploration and experimentation (Arnett, 2000). In this period, students are still learning to become adults so they are vulnerable to being influenced by external conditions that trigger stress, such as high demands. This is in line with longitudinal studies which prove that the peak of a person's psychological stress is at the age of 20 to 24 years (Keyes et al., 2014). Furthermore, a longitudinal study by Robinson (2015) found that some students who are waiting for graduation (with age under 25 years) experience a crisis characterized by high anxiety, depression and low levels of self-control due to approaching age quarter life crisis which generally occurs at the age of 25-35 years. Quarter life crisis refers to confusion during adjusting to the role of an adult. Furthermore, Supriyatin (2015) states that egocentrism tends to increase along with the emergence of conflicts and the development of socio-emotional

independence. Arnett (2000) and Robinson (2015) also emphasize that the period to adulthood is a period of age that focuses on oneself. Meanwhile, Murray (2003) states that someone who is self-centered tends to be bad in social relationships and shows lower emotional maturity. This explains that the increasing age of students actually decreases emotional maturity.

Research shows that there is an effect of attachment on emotional maturity in students. Hypothesis test results indicate a positive coefficient value on the attachment variable towards emotional maturity. This means that if the attachments that are owned by adolescent girls are high (secure) then the emotional maturity they have is high and vice versa. The results of this study agree with previous research conducted by Fajarini & Khaerani (2014), Natalia & Lestari (2015), & Syalwa (2008). These studies show that attachment and emotional maturity are related.

Students who have a secure attachment to their father and mother show a foundation for healthy socio-emotional development that is acquired early in life (Santrock, 2011b). The foundation of this socio-emotional development is called basic belief which is able to create a sense of security and becomes the basis for exploring a more complex social world when being student. As someone who is growing up, students who have attachments with secure peers show signs of emotional independence from their parents (Santrock, 2011b). In addition, students with secure peer attachments gain experience to learn to interact with others, learn to control social behavior, learn to develop skills in accordance with their age and learn to exchange feelings and problems (Yusuf, 2000). Based on this, it can be concluded that peers help students in understanding social norms which are one of the conditions for achieving emotional maturity, namely expressing socially acceptable emotions.

Based on the results of the study, it shows that age and attachment together have an influence on emotional maturity. From the research results, it is known that both age and attachment have little effect in influencing emotional maturity. Goleman (2007) explains that emotional maturity is influenced by internal and external factors. Age as an internal factor of emotional maturity not only explains the length of a person's life but also the increasing demands of life (Keyes et al., 2014). On the other hand, as an external factor of emotional maturity, attachment with parents is the foundation for socio-emotional development and peer attachment is a sign of emotional independence from parents and an understanding of social norms (Santrock, 2011b).

Based on the explanation above, it is known that age and attachment together have little effect on emotional maturity. This suggests that age and attachment represent only a small fraction of the variation in emotional maturity. However, from the results of

this study it is shown that attachments make a greater contribution than age, so it can be said indirectly that the emergence of emotional maturity in students can be caused more by the attachments students have to their mothers, fathers, and peers. Where this is in accordance with previous research which explains that attachment has a linear relationship with emotional maturity (Fajarini & Khaerani, 2014; Natalia & Lestari, 2015; Syalwa, 2008). These results indicate that it is important for students to have a secure or healthy attachment relationship with the people closest to them, in this case mother, father, and peers. Where this is shown through the existence of good communication and trust and the little isolation in the relationship.

5. Conclusion

Based on the research conducted, it is known that age has an effect on emotional maturity with a negative coefficient value. This means that increasing the age of students will reduce the tendency for emotional maturity and vice versa. Furthermore, there is the effect of attachment on emotional maturity with a positive coefficient. This can be interpreted that the higher the student's attachments, the higher the emotional maturity they have and vice versa.

Age and attachment together provide a quite strong impact on emotional maturity. From these two factors, it can be concluded that attachment has a greater influence on the tendency for emotional maturity than to age. Therefore, it is expected that students have a secure or healthy attachment relationship with the people closest to them, in this case mother, father, and peers. Where this is shown through the existence of good communication and trust and the little isolation in the relationship.

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