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ASSESSMENT OF EMOTIONAL MATURITY IN ELEMENTARY SCHOOL STUDENTS: PSYCHOMETRIC VALIDATION AND RELIABILITY EVIDENCE

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Abstrak

Kematangan emosional merupakan komponen krusial dalam perkembangan psikososial anak usia sekolah dasar yang memerlukan pembinaan secara sistematis. Oleh karena itu, instrumen penilaian yang valid dan reliabel sangat penting untuk mengukur kematangan emosional secara objektif, sehingga memungkinkan identifikasi dini serta memberikan landasan ilmiah bagi perancangan program pengembangan kesehatan mental, khususnya pada komunitas yang kurang terlayani seperti anak-anak dari etnis Madura di Indonesia. Instrumen yang ada saat ini masih terbatas dalam hal cakupan butir soal, indikator konseptual, dan kesesuaian dengan karakteristik perkembangan siswa sekolah dasar. Penelitian ini bertujuan untuk mengembangkan dan memvalidasi instrumen komprehensif guna menilai kematangan emosional menggunakan metode Penelitian dan Pengembangan (R&D) yang sistematis. Instrumen tersebut diuji dalam dua tahap, yaitu validasi ahli melalui *Focus Group Discussion* (FGD) dan uji empiris yang melibatkan 20 siswa kelas lima di SD Negeri Cangkreng 1, Kabupaten Sumenep, Madura. Validitas isi dianalisis menggunakan *Item-Level Content Validity Index* (I-CVI) dan *Scale-Level Content Validity Index* (S-CVI), sedangkan validitas butir dan reliabilitas diperiksa menggunakan SPSS dan *Cronbach's Alpha*. FGD menghasilkan skor S-CVI sebesar 0,993 untuk aspek instruksi, konten, dan bahasa, yang menunjukkan tingkat kesepakatan ahli yang sangat tinggi. Evaluasi butir soal juga menghasilkan skor S-CVI sebesar 0,87, yang mengindikasikan validitas isi yang kuat dengan hanya memerlukan revisi minor. Uji empiris menunjukkan bahwa seluruh butir soal memperoleh nilai korelasi antara 0,910 hingga 0,937, melampaui nilai kritis 0,444 pada taraf signifikansi $\alpha = 0,05$. Koefisien *Cronbach's Alpha* sebesar 0,990 mengonfirmasi reliabilitas dan konsistensi internal yang sangat baik. Hasil-hasil ini menunjukkan bahwa instrumen tersebut valid secara teoretis dan reliabel secara empiris untuk digunakan oleh guru, konselor, dan peneliti dalam menilai kematangan emosional anak. Penelitian selanjutnya perlu memperluas validasi

berskala besar dan mengintegrasikan sistem penilaian digital guna meningkatkan skalabilitas serta inovasi dalam pemantauan kesehatan mental anak.

Kata kunci: Asesmen, Kematangan Emosional, Validasi, Reliabilitas, Bukti

Abstract

Emotional maturity is a critical component of psychosocial development in elementary school children that requires systematic nurturing. Valid and reliable assessment instruments are therefore essential to objectively measure emotional maturity, enabling early identification and providing a scientific basis for designing mental health development programs, particularly in underserved communities such as children from the Madura ethnic group in Indonesia. Existing instruments are still limited in terms of item coverage, conceptual indicators, and suitability for the developmental characteristics of elementary school students. This study aimed to develop and validate a comprehensive instrument for assessing emotional maturity using a systematic Research and Development (R&D) method. The instrument was tested in two stages, namely expert validation through a Focus Group Discussion (FGD) and empirical testing involving 20 fifth-grade students at Cangkreng 1 Public Elementary School, Sumenep Regency, Madura. Content validity was analyzed using the Item-Level Content Validity Index (I-CVI) and Scale-Level Content Validity Index (S-CVI), while item validity and reliability were examined using SPSS and Cronbach's Alpha. The FGD produced an S-CVI score of 0.993 for instruction, content, and language, showing a very high level of expert agreement. Item evaluation also resulted in an S-CVI score of 0.87, indicating strong content validity with only minor revisions. Empirical testing showed that all items obtained correlation values between 0.910 and 0.937, exceeding the critical value of 0.444 at $\alpha = 0.05$. The Cronbach's Alpha coefficient of 0.990 confirmed excellent reliability and internal consistency. These results indicate that the instrument is theoretically valid and empirically reliable for use by teachers, counselors, and researchers in assessing children's emotional maturity.. Future studies should expand large-scale validation and integrate digital assessment systems to enhance scalability and innovation in child mental health monitoring.

Keywords: Assessment, Emotional Maturity, Validation, Reliability, Evidence

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INTRODUCTION

Emotional maturity is a crucial developmental aspect that must be intentionally cultivated through the educational process, as the essence of education lies not only in fostering intellectual abilities but also in nurturing students' emotional competence (Hurlock, 1997). Individuals with well-developed emotional maturity are able to manage their feelings, adapt effectively to various situations, and engage positively with their social

environment. Such outcomes are highly expected by educational institutions, parents, and society at large, as the ultimate goal of education is the formation of individuals with strong character, ethical behavior, and mature social functioning (Berry et al., 2023).

Conversely, low emotional maturity among elementary school children often leads to a range of social and emotional difficulties. Children who have not yet achieved adequate emotional maturity tend to become easily angered, behave impulsively, or isolate themselves from peers within their social environment (Bato, 2023).

The Madurese constitute one of the largest ethnic groups in Indonesia, residing predominantly in the province of East Java, particularly across four principal districts: Bangkalan, Sampang, Pamekasan, and Sumenep (Wiyata, 2003). By 2024, the Madurese population is projected to reach approximately 7.1 to 7.2 million people, positioning the group as a community with substantial social and cultural influence (Qomariyah & Hasan, 2025). The Madurese are widely recognized for their deeply rooted traditions, customary practices, and philosophical values that have been consistently preserved and transmitted across generations. This strong attachment to ancestral heritage has shaped a distinctive cultural identity characterized by a high degree of loyalty and an emphasis on honor, often referred to as an *honor culture*. Consequently, local cultural values play a pivotal role in shaping the community's social interactions and emotional behavioral patterns (Hidayat, 2020). On the other hand, the Madurese community has long been subjected to social stigma and stereotypes frequently constructed by outsiders, such as the perception that Madurese individuals are harsh, emotional, or inherently associated with rude behavior and violence (Rimzani, 2013). Certain cultural practices—most notably *carok*—have often been highlighted in media coverage and academic discussions as extreme representations of Madurese culture, thereby reinforcing these negative generalizations (Wiyata, 2002). In reality, the emotional characteristics of a community cannot be simplistically reduced to such stereotypes; instead, they must be examined within the broader socio-cultural and psychological contexts that shape behavioral expression. This complexity underscores the importance of studying emotional maturity among Madurese children as a form of early mental health detection and as a scientific effort to correct distorted public perceptions while fostering a more objective understanding of emotional development in the younger Madurese generation (Citrawati et al., 2024).

Findings from a recent study in Sumenep Regency, Madura, indicate that the emotional maturity level of elementary school students remains relatively low, with an average score of only 2.57 on a 5-point scale based on student questionnaire data. This condition is reflected in the frequent occurrences of egocentric behavior, interpersonal conflicts, and even parental involvement in disputes among students (Tim Media Jatim, 2023). Such circumstances highlight the urgent need for professional and scientifically grounded efforts to accurately assess children's emotional conditions before implementing any intervention or guidance (DeVon et al., 2007).

In this context, the development of an instrument to measure emotional maturity becomes a critical initial step. A well-designed instrument must be capable of providing an

objective depiction of students' emotional conditions so that the resulting measurements can serve as a foundation for planning appropriate developmental interventions (Bimo Walgito, 2004). To generate trustworthy outcomes, however, such an instrument must meet rigorous standards of validity and reliability. Consequently, the development process requires a structured scientific approach, beginning with the formulation of theoretically grounded items, followed by expert content validation, and culminating in empirical field testing (Nieveen, 1999).

Previous studies have proposed several instruments for assessing emotional maturity. (Hurlock, 1997) asserts that emotional maturity can be evaluated through three principal dimensions: emotional control, self-understanding, and the use of critical mental functions, all of which are influenced by the child's developmental stage. Meanwhile, (Sasikumar & Nagooran, 2021) developed a measurement instrument comprising 45 statements, a number that may be too extensive and potentially tiring for elementary school children. Other studies examining children's emotional development, including (Munadi et al., 2021) have likewise introduced comparable instruments. Nevertheless, the indicators used were relatively broad, reducing their suitability for the particular developmental needs and abilities of elementary school students.

These shortcomings indicate the importance of developing a more concise and targeted instrument that corresponds closely to the developmental characteristics of elementary school learners. Accordingly, this study offers an alternative by designing an emotional maturity assessment instrument with a reasonable number of items, specific and measurable indicators, and language that can be readily understood by children (Yusoff, 2019). This approach is intended to address the limitations of earlier studies and generate a practical, precise, and contextually appropriate measurement tool for primary education.

From a theoretical perspective, the development of emotional maturity instruments must adhere to the principle of alignment between the measuring tool and the characteristics of the respondents. Assessment instrument experts emphasize that a well-designed instrument should be constructed based on the context and conditions of the target population to ensure that the resulting measurements are relevant and meaningful (Hinton & McMurray, 2017) This principle underpins the present study, which involves adapting the statement items to correspond with the cognitive and emotional developmental levels of elementary school children, without compromising the conceptual depth of emotional maturity itself.

From an empirical perspective, previous studies also highlight the critical importance of validity and reliability testing in the development of assessment instruments. (Tuasikal & Retnowati, 2019) reported that, of the 36 items included in their emotional maturity instrument, only 25 items were confirmed to be valid and reliable following field testing. These findings underscore the necessity of empirically analyzing item selection to ensure that the resulting instrument is statistically sound and truly representative of the construct being measured.

Based on this background, the current study focuses on developing an emotional maturity assessment instrument for elementary school students that meets both validity and

reliability standards. The validation process covered content validity through expert judgment and empirical validity through field implementation. Content validation involved competent and experienced experts in a Focus Group Discussion (FGD) setting (Marrelli, 2008), whereas empirical testing was conducted with students at Cangkreng 1 Public Elementary School, Sumenep Regency, Madura, with the resulting data analyzed using SPSS software (Hinton & McMurray, 2017).

The findings of this study are expected to make a significant contribution to the fields of education and child developmental psychology. By developing an emotional maturity assessment instrument that has been rigorously tested for validity and reliability, teachers, school counselors, and researchers are provided with a professional and appropriate tool for evaluating students' levels of emotional maturity. Ultimately, obtaining valid measurement results will serve as a critical foundation for the design and implementation of character development initiatives and emotional guidance programs for elementary school children, particularly within the framework of sustainable mental health interventions on a global and universal scale.

METHOD

This research applied a quantitative method within a Research and Development (R&D) framework. The instrument development process emphasized two main components, namely content validity assessment and empirical validity evaluation. Content validity was examined through the Content Validity Index (CVI), while empirical analysis was performed to identify the instrument's validity and reliability coefficients using SPSS software (Hinton & McMurray, 2017; Marrelli, 2008). In recent years, the CVI technique has become increasingly popular for evaluating content validity because it offers strong statistical capability and generates dependable validity results (Hendryadi, 2017).

Meanwhile, empirical validity and reliability testing was carried out to complement the expert validation results, ensuring that the instrument is not only theoretically valid but also practically reliable in field settings. According to (Sugiyono, 2013), a high-quality research instrument must yield meaningful results, providing data that can be interpreted in real empirical contexts. Consistently, (DeVon et al., 2007) emphasize that when both content and empirical validation processes are conducted systematically, the resulting instrument achieves a high level of reliability and produces scientifically robust and trustworthy data.

The subjects of this study comprised two main groups: the expert group and the field test group. Expert validation was conducted with five specialists, including lecturers and teachers with extensive experience in educational psychology and counseling. The validation process employed the Focus Group Discussion (FGD) technique to obtain in-depth and comprehensive evaluations of each item in the instrument.

Empirical testing, on the other hand, was carried out at Cangkreng 1 Public Elementary School in Sumenep Regency, Madura, involving 20 fifth-grade students as respondents. Participants were selected purposively, taking into account the characteristics of active students and ensuring that both school and parental consent were obtained. This

approach aligns with (Popham, 1978) assertion that the selection of test subjects in instrument development must consider both representativeness and the suitability of the research context.

The procedure for developing and testing the instrument in this study followed the steps outlined by (Yusoff, 2019). The first step involved compiling indicators and item statements based on established theories of emotional maturity. The second step consisted of expert validation through FGD, during which specialists evaluated the appropriateness of content, clarity of language, and representativeness of the indicators. The third stage focused on examining the expert evaluation results through the Item-Level Content Validity Index (I-CVI) to assess the validity of every instrument item. In the fourth stage, field testing was carried out with 20 students to obtain empirical data from actual respondents. The fifth stage involved analyzing the instrument's empirical validity and reliability using SPSS. Pearson's correlation was applied to evaluate item validity, while Cronbach's Alpha was used to measure the reliability and internal consistency of the instrument.

During the content validation stage, data analysis was conducted by calculating the average I-CVI score across the five experts. The assessment criteria were based on the classification system developed by (Guilford, 1950):

Table 1 - Expert Validation Assessment Criteria

SCORE	CRITERIA	DESCRIPTION
$0,80 < \text{Mean } I\text{-CVI} < 1,00$	Very high validity	Can be used without revision
$0,60 < \text{Mean } I\text{-CVI} < 0,80$	High validity	Can be used with minor revision
$0,40 < \text{Mean } I\text{-CVI} < 0,60$	Moderate validity	Can be used with major revision
$0,20 < \text{Mean } I\text{-CVI} < 0,40$	Low validity	Cannot be used yet and requires consultation
$0,00 < \text{Mean } I\text{-CVI} < 0,20$	Very low validity	Cannot be used yet and requires extensive consultation/consideration
$\text{Mean } I\text{-CVI} < 0,00$	Not valid	Cannot be used

(Guilford, 1950)

The quantitative approach in this expert assessment allows for objective decision-making regarding the overall quality of the questions (guidelines, content, and language) and each item of the instrument before it is used in field testing. Furthermore, empirical validity testing is conducted to ensure consistency between theory and empirical data. Item validity is analyzed by correlating the score of each item with the total score of the instrument using the Pearson Product Moment technique. The results of the analysis are then interpreted based on the criteria proposed by (Arikunto, 2010),

Table 2 - Validity assessment criteria

Score	Assessment Criteria	Description
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$3,25 \leq P < 4,00$	Very Valid	Can be used without revision
$2,50 \leq P < 3,25$	Valid	Can be used with minor revision
$1,75 \leq P < 2,50$	Moderate	Can be used with major revision
$1,00 \leq P < 1,75$	Insufficient	Cannot be used yet and requires consultation

(Guilford, 1950)

Items exhibiting significant correlations and high category values were retained, whereas items demonstrating low validity were either revised or removed. This procedure ensures that each item in the instrument accurately and representatively measures specific aspects of emotional maturity. The final stage involved testing the reliability of the instrument to determine the consistency of the measurement results. Reliability was assessed using Cronbach's Alpha coefficient, with higher values indicating stronger internal consistency among items, based on the criteria established by (Arikunto, 2010) berikut;

Table 3 - Reliability scores and categories

Value (Cronbach's Alpha)	Category
0,800 – 1,000	Very High
0,600 – 0,799	High
0,400 – 0,599	Sufficient
0,200 – 0,399	Low
0,000 – 0,199	Very Low

(Guilford, 1950)

The ultimate outcome of this study is expected to yield an emotional maturity assessment instrument that is both content valid and empirically validated, as well as reliable for measuring the emotional maturity levels of elementary school students.

RESULTS

This section describes the results of the validity and reliability assessments conducted on the emotional maturity instrument for elementary school students, covering both expert review and empirical field testing. The findings are then interpreted and discussed in relation to relevant theories and earlier studies to determine the instrument's reliability, practicality, and overall suitability for implementation.

Development of the Emotional Maturity Assessment Instrument

The emotional maturity assessment instrument was developed through several structured stages, starting with the identification of relevant indicators and continuing with the formulation of statement items. Each stage was systematically arranged to ensure that the instrument had appropriate content and clear constructs before proceeding to validity and reliability testing.

Table 4 Characteristics of Emotional Maturity Instruments

INDICATOR	NUMBER OF QUESTIONS	QUESTION NUMBER	SCORE
Emotional Stability	4	+ 1, 2, - 3, 4	+ A=4, O=3, S=2, N=1 - A=1, O=2, S=3, N=4
Listening Skills	4	+ 5, 7 - 6, 8	Note: A = Always O = Often S = Sometimes N = Never + = Positive Questions - = Negative Questions
Self-Control	4	+ 9, 11 - 10, 12	
Realistic Optimism	4	+13, 15 - 14, 16	
Forgiveness	4	+ 17, 19	
		- 18, 20	

The developed emotional maturity assessment instrument comprises 20 items presented in the form of a questionnaire, covering five primary indicators: emotional stability, listening skills, self-control, realistic optimism, and forgiveness. Each indicator includes four items, divided between positively and negatively worded statements. The instrument employs a four-point Likert scale, with scores ranging from 4 (always) to 1 (never). The items were carefully constructed based on established theories of emotional maturity and findings from empirical reviews to ensure that they are representative and suitable for elementary school students.

Results of Expert Validation through Focus Group Discussion (FGD)

Expert validation was conducted via Focus Group Discussion (FGD) sessions involving five validators, consisting of lecturers and experienced teachers. The purpose of this activity was to evaluate the appropriateness of content, clarity of language, and the representativeness of indicators for each item within the instrument.

Table 5 - Results of Expert Validation of Emotional Maturity Assessment in FGD Forum

ASSESSMENT ASPECTS	RELEVANT PROPORTION					Mean i-CVI
	V1	V2	V3	V4	V5	
Guidelines	1	1	1	1	1	1.00
Contents	1	1	1	1	1	1.00
Language	1	1	1	1	0	0.80
S-CVI						0.933

Expert validation of the emotional maturity assessment instrument for elementary school students was carried out through a Focus Group Discussion (FGD) involving five validators. The panel consisted of educational psychology lecturers, specialists in learning evaluation, and experienced elementary school teachers. The validators assessed three key components of the instrument, namely the completion instructions, the content of each statement, and the appropriateness of the language.

The analysis indicated that the instructions component achieved an Item-Content Validity Index (I-CVI) of 1.00, demonstrating that all validators considered the instructions clear, easily understandable, and appropriate for the developmental characteristics of elementary school respondents. The instructions were deemed effective in minimizing errors during completion and in guiding participants without causing ambiguity.

Regarding the content aspect, an I-CVI of 1.00 was also obtained, indicating unanimous agreement among the experts that each indicator and statement item accurately represented the dimensions of emotional maturity as defined by theory (Hinton & McMurray, 2017; Hurlock, 1997). The validators affirmed that the items appropriately reflected students' abilities in emotional control, self-understanding, and the use of critical mental functions, all in accordance with the developmental context of elementary school children.

Meanwhile, the language component received an I-CVI of 0.80, indicating that four out of five validators considered the language used to be relevant and communicative. However, minor suggestions were made to simplify certain terms to better align with the cognitive level of elementary school students. These revisions included adjustments to diction and sentence structure without altering the substantive meaning of the statements.

The average Scale-Level Content Validity Index (S-CVI) of 0.933 reflects a very high level of content validity. According to (Guilford, 1950) criteria, this score indicates that the instrument is suitable for use with minimal revision, requiring only minor editorial improvements regarding language. The strong agreement among experts further supports the notion that the emotional maturity construct being assessed possesses both conceptual clarity and empirical relevance.

Overall, the results of this expert validation provide a solid foundation for proceeding to the next stage of research: empirical validity and reliability testing. This step ensures that each item is not only theoretically valid but also reliable and consistent when applied in actual elementary school settings.

Table 6 - Data on the Validation Results of the Emotional Maturity Assessment Instrument Items

QUESTI ON ITEM NO.	RELEVANT PROPORTION					Mean i-CVI
	V1	V2	V3	V4	V5	
1	1	1	1	1	1	1.00
2	1	1	1	1	1	1.00
3	1	1	1	1	1	1.00

4	1	1	1	0	1	0.80
5	1	1	1	1	0	0.80
6	1	1	1	1	1	1.00
7	1	1	1	1	1	1.00
8	1	1	0	1	1	0.80
9	1	1	1	0	1	0.80
10	1	1	1	1	1	1.00
11	1	1	1	1	1	1.00
12	1	1	1	1	0	0.80
13	1	1	1	1	1	1.00
14	1	1	1	1	1	1.00
15	1	0	1	1	1	0.90
16	1	1	1	0	1	0.80
17	1	1	0	1	0	0.75
18	1	1	1	1	1	1.00
19	1	0	1	1	1	0.90
20	1	1	0	1	0	0.75
s-CVI						0.87

Expert validation of the twenty items of the emotional maturity assessment instrument demonstrated a high level of agreement among the validators. Five experts provided dichotomous ratings (0 = not relevant, 1 = relevant) for each item based on its alignment with the theoretical construct of emotional maturity.

The majority of items (13 out of 20) received an I-CVI score of 1.00, indicating unanimous agreement among the validators that these items were relevant and accurately representative of the targeted aspects of emotional maturity. These items were considered to have clear meanings, to be contextually appropriate for elementary school students, and to be consistent with conceptual dimensions such as emotional control, self-understanding, and the application of critical mental functions (Hinton & McMurray, 2017; Hurlock, 1997).

Items 4, 5, 8, 9, 12, and 16 achieved an I-CVI score of 0.80, showing that four of the five validators considered these items relevant. Nevertheless, minor suggestions were provided concerning wording, editorial consistency, and sentence clarity. Items 15 and 19 recorded an I-CVI value of 0.90, indicating a small difference in expert assessments while remaining within the highly valid category. In contrast, items 17 and 20 obtained an I-CVI score of 0.75. Although these items were still categorized as highly valid, further refinement was advised to improve their clarity, communicative quality, and contextual suitability for elementary school students.

The instrument obtained an overall Scale-Level Content Validity Index (S-CVI) average of 0.87, demonstrating a very high degree of content validity (Guilford, 1950). Therefore, all items were considered appropriate for proceeding to the empirical testing stage without major revisions. However, minor editorial improvements were still recommended

for several items, particularly to simplify the wording and ensure compatibility with the cognitive and linguistic development of elementary school children.

Results of Empirical Validation and Reliability Testing of the Emotional Maturity Instrument

The field trial was conducted to obtain empirical evidence supporting the emotional maturity instrument that had previously undergone expert validation. This empirical testing was carried out at Cangkreng 1 Public Elementary School in Sumenep Regency, Madura, involving 20 fifth-grade students as respondents. Data were analyzed using SPSS to calculate item validity through the Pearson Product Moment correlation and instrument reliability using the Cronbach's Alpha coefficient.

The results of the empirical test served as the basis for determining the feasibility of the instrument prior to its use in the main study. The following section presents the validity test results based on the comparison between the calculated r-value (r-count) and the critical r-value (r-table):

Table 7 - Empirical Test Validity Test Results

Question	r- calculated	r- table	Validity	Question	r- calculated	r- table	Validity
01	0.933	0.444	Valid	11	0.910	0.444	Valid
02	0.917	0.444	Valid	12	0.917	0.444	Valid
03	0.914	0.444	Valid	13	0.932	0.444	Valid
04	0.927	0.444	Valid	14	0.917	0.444	Valid
05	0.910	0.444	Valid	15	0.910	0.444	Valid
06	0.915	0.444	Valid	16	0.927	0.444	Valid
07	0.932	0.444	Valid	17	0.927	0.444	Valid
08	0.912	0.444	Valid	18	0.927	0.444	Valid
09	0.937	0.444	Valid	19	0.919	0.444	Valid
10	0.927	0.444	Valid	20	0.913	0.444	Valid

Empirical validity testing was conducted to ensure that each item in the Emotional Maturity Assessment Instrument had a significant relationship with the overall construct measured by the total score. Analysis using SPSS with 20 respondents showed that all items had calculated r-values ranging from 0.910 to 0.937, exceeding the critical r-table value of 0.444 at the 5% significance level. In addition, all items demonstrated a Sig. (2-tailed) value of 0.000, indicating a very strong and statistically significant positive correlation with the total score. Thus, all items were declared empirically valid and capable of accurately measuring the intended aspects of emotional maturity. Meanwhile, the reliability test results are presented in the following table:

Table 8 - Reliability

Cronbach's Alpha	N of Items	Category
0.990	20	Very High Reliability

Reliability analysis was performed to evaluate the internal consistency of the Emotional Maturity Assessment Instrument. The SPSS results showed that the 20 statement items produced a Cronbach's Alpha coefficient of 0.990. This coefficient is substantially higher than the minimum acceptable reliability standard of 0.70, demonstrating an exceptionally strong level of internal consistency. Accordingly, the instrument can be categorized as highly reliable, as all items consistently measure the emotional maturity of elementary school students. These findings further indicate that the instrument provides stable and accurate measurements and is appropriate for application in educational assessment and research settings.

DISCUSSION

This section discusses the theoretical and empirical findings of the validity and reliability analysis of the Emotional Maturity Assessment Instrument, as well as its alignment with previous studies and relevant conceptual frameworks. The instrument consists of 20 statement items representing five key indicators emotional stability, listening skills, self-control, realistic optimism, and forgiveness developed based on emotional maturity theory (Hurlock, 1997) and supported by empirical evidence (Tuasikal & Retnowati, 2019). The use of a four-point rating scale (4–1) is intentionally designed to match the cognitive and emotional developmental characteristics of elementary school students, ensuring that the items are simple, accessible, and meaningful for young respondents.

Expert validation results, which assessed the clarity of instructions, content relevance, and linguistic appropriateness, can be summarized in the following table:

Table 9 - Validation

Validation Type	Number	Range I-CVI	Score S-CVI	Validity	General Description
Based on Assessment Aspects	3 aspects	0,80 – 1,00	0,90	Highly Valid	The structure of the instrument is considered clear, relevant, and easy to understand

Validation Type	Number	Range I-CVI	Score S-CVI	Validity	General Description
Based on Items	20 Items	0,75 – 1,00	0,87	Highly Valid	Most items are considered to represent the construct of emotional maturity
Overall Average			0,885	Highly Valid	The instrument is suitable for use in empirical testing in the field

Based on the evaluation results from five validators across the three main aspects of the instrument—namely instructions, content, and language a Scale Content Validity Index (S-CVI) score of 0.90 was obtained, which falls into the category of *highly valid*. This score indicates that, in terms of structure, clarity, and comprehensibility, all components of the instrument are considered relevant and appropriate for assessing the emotional maturity of elementary school students. The validators noted that the instrument accurately reflects the construct of emotional maturity, particularly in the dimensions of self-awareness and emotional regulation, although a few technical terms were recommended to be simplified to better suit the cognitive level of young learners.

The item-level expert validation results likewise indicated strong content validity, with I-CVI scores ranging from 0.75 to 1.00 and an average S-CVI value of 0.87, placing the instrument in the highly valid category. The majority of items achieved a maximum score of 1.00, reflecting complete agreement among the experts that the items were relevant to the construct being assessed. Items scoring between 0.75 and 0.80 received only minor recommendations, particularly regarding the simplification of sentence patterns and the adjustment of contextual examples to better reflect students' everyday experiences. In general, the findings demonstrate that relevant items clearly predominated, indicating a high degree of consistency among the validators. This finding is consistent with (Lenz, 2010) who explains that a CVI value exceeding 0.80 reflects strong agreement among experts.

Conceptually, these findings align with the perspective of (Lynn, 1986) who asserts that the Content Validity Index (CVI) is one of the most accurate procedures for ensuring the alignment between indicators and their theoretical constructs. Therefore, the expert validation results provide strong confirmation that the emotional maturity instrument possesses robust content validity.

Empirically, these validation outcomes serve as the foundation for establishing the reliability of the instrument when implemented in the field. As emphasized by (Sugiyono, 2013), instruments that have passed expert validation must also be empirically tested to ensure their reliability, so that they are not only theoretically valid but also practically meaningful and dependable when used in real educational settings.

These findings also reinforce the argument of (DeVon et al., 2007) who emphasize that the integration of content validation and empirical testing produces instruments with stronger measurement accuracy and higher data robustness. Therefore, with a combined S-CVI value of 0.885 derived from the average of the two validation stages the emotional maturity instrument can be classified as highly appropriate for use with elementary school students. This high level of validity confirms that each item thoroughly represents the core constructs of emotional maturity: emotional stability, listening skills, self-control, realistic optimism, and forgiveness. These dimensions are consistent with (Goleman, 2007) framework on the fundamental components of emotional intelligence in school-aged children.

Thus, from expert judgments supported by empirical and theoretical foundations, the instrument has met strong validity criteria. The subsequent step involves examining its reliability and empirical validity through field implementation to ensure that all items previously judged as relevant also operate consistently and accurately in real classroom situations involving elementary school students.

The empirical analysis revealed that all items in the emotional maturity instrument obtained calculated r-values ranging from 0.910 to 0.937, exceeding the r-table value of 0.444 at the 5% significance level. These results indicate that every item has a strong and statistically significant relationship with the total score, thereby fulfilling the requirements for empirical validity. The findings also confirm that the developed indicators emotional stability, listening ability, self-control, realistic optimism, and forgiveness consistently and accurately reflect the emotional maturity construct.

Theoretically, these results align with (Goleman, 2007) conceptualization that emotional maturity involves an individual's capacity to regulate emotions, adapt under pressure, and build positive social relationships. The high item validity obtained in this study suggests that the instrument's statements successfully capture these essential dimensions in a comprehensive manner. Moreover, the congruence between empirical validity and expert validation further strengthens the conclusion that the instrument is not only conceptually sound but also effective in measuring emotional maturity in real educational settings. This is in accordance with the view of (Almanasreh et al., 2019), who assert that robust measurement instruments must demonstrate both strong content validity and stable empirical performance.

Meanwhile, the reliability test results showed a Cronbach's Alpha value of 0.990, which falls into the "Very High Reliability" category. According to Nunnally and Bernstein (1994), an Alpha coefficient above 0.90 indicates exceptionally high internal consistency, meaning that respondents provide stable and consistent responses across items that measure the same construct. This finding confirms that the emotional maturity assessment instrument possesses excellent reliability and is suitable for use in broader measurement contexts involving larger student populations.

Overall, the results of the validity and reliability analyses demonstrate that the Emotional Maturity Instrument for Elementary School Students has been rigorously tested

both theoretically and empirically. This confirms that the instrument is a valid and reliable tool for identifying students' levels of emotional maturity. In practical terms, the instrument can serve as an important foundation for teachers, counselors, and researchers in designing educational interventions that foster students' holistic social-emotional development. Furthermore, it can be used for early detection of emotional and mental well-being, supporting sustainable school programs aimed at developing students who are emotionally healthy, resilient, and intelligent.

CONCLUSION

This research successfully produced a valid and reliable instrument for measuring emotional maturity among elementary school students. The instrument consists of 20 questionnaire statements representing five principal indicators: emotional stability, listening ability, self-control, realistic optimism, and forgiveness. Expert assessment conducted through a Focus Group Discussion (FGD) generated a Scale-Level Content Validity Index (S-CVI) of 0.933. This result reflects a very high degree of expert agreement and indicates that the instructions, item content, and language are appropriate for use after only minor improvements. At the item level, the mean I-CVI score reached 0.87, further demonstrating strong validity and confirming the suitability of all items for implementation.

Empirical testing with 20 fifth-grade students showed that every item obtained a calculated r-value ranging from 0.910 to 0.937. These values were higher than the r-table criterion of 0.444 at the 5% significance level, confirming that all items met the requirements for statistical validity. In addition, the Cronbach's Alpha coefficient reached 0.990, indicating exceptionally high reliability and strong internal consistency in measuring students' emotional maturity. Collectively, these findings demonstrate that the instrument is theoretically well-founded and practically applicable as an assessment tool for educators, school counselors, and researchers seeking to evaluate and strengthen the social-emotional development of elementary school students.

Nevertheless, this study was restricted to a small-scale trial involving only 20 students from one elementary school. Further studies should therefore examine the instrument using larger and more heterogeneous samples drawn from various geographical areas. Future refinement may also involve expanding the indicators and applying factor analysis to strengthen measurement accuracy and construct validity. In addition, transforming the instrument into a digital assessment format is recommended to increase efficiency, accessibility, and compatibility with ongoing developments in educational technology.

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