The Relationship between Emotional Maturity and Positive Thinking on the Students of Psychology Faculty of Medan Area University (UMA), Medan, Indonesia

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Abstract: positive thinking has many benefits and in fact positive thinking holds tremendous power in everyday life, whether in the family environment, education, offices or the general public. It makes the students explore more capabilities, they will also be better able to put their emotions, polite and neat in wearing clothes, have many friends, and can lead individuals toward their ideals in the future. Emotional is more directed at the stimulus in an emotional environment. Emotions occur because of external inputs to the sensory system that is what is seen and heard from the stimulus. Emotional maturity experienced by the individuals gives the effect of 24% on the positive thinking. Based on the results of this study it is known that there is still 76% role of other factors to positive thinking of the individual, where other factors in this study is not seen, including: congenital, education, thinking intelligence, rational thinking speed. The emotional maturity experienced by this research subject, i.e. the students of Psychology Faculty of Medan Area University class 2007 is high, because the difference between the empirical average value (237.07) is greater than the hypothetical average value (205) which exceeds the number of one SB or SD.

Keywords: emotional maturity; positive thinking; family; community

I. INTRODUCTION

Every individual surely has different ways of thinking. Some are able to think positively and some are less able to think positively depending on the individual's own thoughts. This is because the individual's thoughts will shape attitudes and attitudes will shape behavior, which will ultimately bear fruit. The results are in accordance with what the previous individual thought. When thinking positive things then the results will be positive and vice versa when thinking the negative things then the result will be negative (Kuraeny, 2004). Similarly, according to Asmani (2009) positive action is formed from positive thinking and positive thinking will form a positive attitude and understand emotions as a signal in determining the action. Muhsin (in Asmani, 2009) adds that positive thinking is the best choice for everyone in every situation. Positive thinking is to behave in anything that is positive and better. Positive thinking always results in a positive one. This is similar to Albrecht (2003) that positive thinking means attention to the positive subject and using positive language to shape and express the mind.

It is very clear that positive thinking has many benefits and in fact positive thinking holds tremendous power in everyday life, whether in the family environment, education, offices or the general public. In this study, the researcher only researched on the students where cognitive development (thinking) in late teenagers or early twenties (students) until the thirties. They should no longer obtain information for self-interest, but the individuals have been able to use what they know to pursue the target (Papalia, 2008). Students should be able to think positive in order to pursue the target. As well as Maxwell (in Kurniawan, 2009) that maintaining a positive mental attitude is the key to a personal success in life. Furthermore Kurniawan (2009) states that success comes from small success that starts from the power of thinking.

There are many benefits will be obtained by positive thinking that is someone will be more diligent, not easily give up with difficult materials, make the students explore more capabilities, they will also be better able to put their emotions, polite and neat in wearing clothes, have many friends, and can lead individuals toward their ideals in the future (Asmani, 2009). Then according to Kurniawan (2009) individuals who are able to think positively will be much more fun, life will be more vibrant, life will be more organized, add patience, and improve intelligence. The individuals who always think positively will always be able to see everything from the right point of view, so that they keep the health and emotional maturity in balance (Asmani, 2009). Wongsorejo (2010) supports that the attitude and positive thinking patterns do not only rely solely on the

intelligence and speed of thinking rationally, but is a unity of aspects of mental and emotional maturity in a balanced manner. Emotional is more directed at the stimulus in an emotional environment. Emotions occur because of external inputs to the sensory system that is what is seen and heard from the stimulus (Atkinson, 1983).

Emotion is the driving force in life, it moves toward progress or even pushes back, even stops life, determines what to do, how individuals feel, what they want, and whether the individual will get his or her desires. Hatred, love and fear are determined by emotions. Emotions can give strength or even weaken the individual, can also provide benefits or even harm, determine happiness or anxiety; therefore the individual must be able to manage his emotions to mature. To be mature emotionally, the individual must recognize and accept oneself first and then become aware of his mental limitations and abilities, his emotional reactions to the situation and the individual, the outside pressure that influences him and is able to adjust the desired to reality (Finkelor, 2007).

But in fact, in the Universitas Medan Area especially the Faculty of Psychology, based on the observations that the researcher obtained, there are still students who are less able to think positive, this condition is seen from the students who easily give up with difficult tasks/materials, they who remain waiting for lecturers outside the room and even wait for the lecturer to enter first.

II. LITERATURE REVIEW

2.1 Definition of Positive Thinking

Positive thinking means the attention is focused on positive subjects and using positive language to shape and express mind, Albrecht (2003). Similarly, expressed by Muhsin (in Asmani, 2009) positive thinking is the best option for everyone in every situation, behaving in anything positive and better that always produces positive things. According to Peale (in Masbow, 2009), positive thinking as a unity of wholesome ways of thinking. Positive thinking is a way of thinking that emphasizes the positive aspect of a state or self.

Furthermore Kurniawan (2009) explains that positive thinking is a lifestyle which is accustomed/trained to think about the good things only, and thoughts that will control our feelings, words, behavior, and everyday appearance towards the good for self, others, or God the Creator. A positive thinker will see everything that is faced or observed in a positive way and let his mind proceed in a positive way which then affects attitudes and behaviors to be positive.

Then Marhiyanto (in Barus, 2009) mentions that positive thinking is a thought that produces the concept of healthy, rational and intellectual, based on facts, always have to answer the solution. The positive thinker is a thinker who does not allow himself to be a coward but who can transform himself into heroes of a weak personality into a steel-spirited, self-confident human being. According to Wongsorejo (2010) the attitude and positive thinking patterns do not only rely solely on the intelligence and speed of thinking rationally, but is a unity of aspects of mental and emotional maturity in a balanced way. There are also two things that play a major role that becomes a positive thinking factor, namely:

a. Congenital/Talent Factor

Individuals exist who have been able to think positively since being born.

b. Educational factors

2.2 Understanding of Emotions

The finding that emotions affect success is not new, and is not limited to adults only. However, in the life of the adult, with the challenge of "succeeding or failing", the role of emotion is clearly visible in influencing the effectiveness of the individual in using the mind (Papalia, 2008). Goleman (2007) tries to define emotions as a distinctive feeling and thought, a biological and psychological condition, and a series of tendencies to act. In the most literal sense, the Oxford English Dictionary (in Goleman, 2007) defines emotion as "any activity or mind-set, feeling, lust and any great or overwhelming mental state". Albin (1988) states that emotions can give color to human life with various names such as sadness, joy, disappointment, passion, anger, hate, love. The certain calls to a particular feeling can affect the way it thinks about it and how it acts. Similarly, as revealed by Finkelor (2007) that emotions are not static. Emotion is the driving force in life, lead to progress, pushes back, even stops individuals altogether. Emotions determine what to do, how the individual feels, what the individual wants and whether the individual gets what he wants. The individual's hatred, love, and fear are determined by the individual's emotional structure. What to do by all three depends on the emotion. In the life of an individual there is nothing that does not originate in the emotional factor. Emotions give strength or even weaken, benefit or even harm, determine happiness or even anxiety to the individual.

From the above description, it can be concluded that emotion is a term that is still confusing but experts define it as a taste experience or a series of tendencies to act. Emotions determine what to do, how the individual feels, what the individual wants and whether the individual gets what he wants. Emotions can be hatred, love and fear.

2.3 Understanding of Emotional Maturity

Emotional maturity says that a mature person is aware of his mental limitations and abilities, his emotional reactions to the situation and the individual, and the outside pressure that influences him. But realizing it is not enough. Emotional maturity requires that the individuals adjust to it as well. Adjusting means the individual must be able to compromise. The individuals with mature emotions are able to compromise or adapt between the desired to the reality. When the individual has known himself, he will not ignore the factors in life that in his opinion prop in his heart. He even tries hard to adapt to these factors in order to deal with his properties so that he can reduce their weaknesses to the smallest (Finkelor, 2007).

According to Hurlock (1980), the mature individuals emotionally are the individuals who critically assess the situation first before reacting emotionally. Emotional maturity can be said as a condition of feeling or a feeling reaction which is stable to an object of the problem so that to take a decision or to behave is based on a consideration and not easily change from one mood to another mood. Murray (in Murti, 2009) argues that emotional maturity is the ability to see things objectively, be able to distinguish feelings and reality, act on the basis of facts from feelings, be able to express feelings within oneself confidently and courageously, balanced by consideration of feelings, and beliefs of other individuals, have an appreciation for other individuals, view life experiences as learning processes and be able to account for their actions.

Based on the above description, what is meant with emotional maturity is a condition of feeling or reaction of a stable feeling to an object of the problem so that to take a decision or behave based on a consideration and not easily changeable, able to make a compromise or match between the desired with the reality.

2.4 Relationship between Emotional Maturity and Positive Thinking on the Students

Positive thinking will make the individual always colored peace, comfort, and happiness of physical and mental (Asmani, 2009). Furthermore Kurniawan (2009) states that the benefits of positive thinking in life is the life will be much more fun, more vibrant, more organized, add patience, improve intelligence and more mature in managing emotions. Positive thinking is necessary in everyday life either in family, community, school, college, or anywhere.

In campus, students who think positively will be more diligent in following the lecture, not easily to give up with difficult material and make them more explore the ability (Asmani, 2009). Furthermore, their feelings will be happy because they always think about the positive results that will be obtained. When thinking of the desired positive outcomes is dominant then it really is what it wants to happen. Individuals who always think positively will always be able to see things from the right point of view, so that they can still maintain emotional health and maturity and able to control their emotions well because emotions reflect what is appreciated, admired, loved and reflect what is less liked or that rejected (Kurniawan, 2009). In other words, an individual who is less able to control and control his emotions well will have a negative impact on others and himself, so it is said not mature emotionally.

III.   RESEARCH METHOD

In this research method, it is described about the identification of the research variables, operational definition of research variables, population and sampling techniques, data collection methods, validity and reliability of measuring tools, and methods of data analysis used in this study are as follows:
1. Dependent variable: Positive Thinking
2. Free variable: Emotional Maturity

The definition of variable operational of the research intended for measurement of research variables can be directed in accordance with the measurement method that is prepared. The operational definition of the research variables are as follows:
1. Positive thinking is a healthy, rational, intellectual way of thinking that can control feelings, words, behaviors, and daily performances in a better way by using positive language to shape and express the mind.
2. Emotional maturity is a condition of feeling or reaction of a stable feeling to an object of the problem so that to take a decision or behave is based on a consideration and not easily changeable, able to make a compromise or match between the desired with the reality.

3.1 Population, Sample and Sampling Technique

In one study, population and sample problems are one important factor. Population is the whole population that is intended to be investigated (Hadi, 2004). According Sugiyono (2005) population is a generalization region consisting of the object / subject that has certain qualities and characteristics set by researchers to be studied and then drawn conclusions.

In this study the population is the students of the Faculty of Psychology, Universitas Medan Area in the academic year 2007/2008 as many as 136 students, from the classes of A, B, and C Morning classes. The sample is some individuals investigated, although only some individuals are taken in this research, generalizations can

be drawn, reflect the population and can represent the population. According to Arikunto (2007), if the subject population is much smaller or less than 100, the subjects used population (total sample). This means that all populations are sampled. Furthermore, if the subject is greater than 100, it can be taken 10% -15% or 20% -25% or more. Depending on at least from:

a. The ability of researchers in view in terms of energy and time.

b. The width of the observation area of each subject, because it involves a lot of little data.

c. The size of the risk in the responsibility of the researcher for the research at large risk, of course if the sample is larger, the result will be better.

Based on the above, the sample in this study is set by 136 people.

The sampling technique used in this research is purposive sampling, i.e. a number of samples based on certain characteristics or characteristics that are considered to have a close connection with the characteristics that have been known previously (Hadi, 2004). To obtain a number of subjects who want to be investigated, the researchers apply a random system with the intention of giving equal opportunities to the members of the population to be sampled research. Therefore, the method for obtaining research subject is called purposive sampling (Nasution, 2004).

The characteristics or characteristics of the sample in this study are as follows:

1. The students who enrolled in academic year 2007/2008
2. The students of class of 2007 are still active
3. The students who are in the morning class
4. Aged 20-23 years

3.2 Data Collection Method

Data collection method used in this research is scale method. Scale method is a research method by using a list of questions that have been prepared in such a way that the prospective respondents just stay fill or mark easily and quickly (Azwar, 2007).

This scale is structured based on the semantic difference format of Osgood, where the scale is made in story form. Each aspect has one story, from which the statements are obtained which the subject will respond by placing the perception or evaluation of the stimulus according to each of the words present at the end of the continuum. The continuum is from 7 parts (squares) given the numbers 1 to 7, ranging from unfavorable poles to the favorite poles. If the unfavorable pole positioning up to the favorable pole is reversed, then the placement of the score is adjusted so it needs to be reversed also i.e. 7 to 1. While the scale used in emotional maturity variables is derived from the aspects in emotional maturity according to Wijokongko (in Habibah, 2006) which includes being able to find the meaning and control the emotions, not denying or escaping from emotions, not exaggerating emotions, being able to take advantage of emotions as unlimited power and able to use emotions proportionately. The scale is measured by using Likert scale with 4 answer options containing positive (favorable) and negative (unfavorable) statements. The assessments given to each subject's answer to each of the favorable statements are: very appropriate (SS) gets a score of 4, the corresponding answer (S) gets 3, unacceptable answers (TS) gets 2, 1. For statements that are unfavorable the given assessment is: very appropriate (SS) gets a score of 1, the corresponding answer (S) gets a value of 2, unacceptable answer (TS) gets 3 and the answer is very inappropriate (STS) gets a value of 4 .

3.3 Validity and Reliability of Measuring Instruments

The instruments are said to be valid if it is able to measure what to be measured (Arikunto, 2007). Azwar (2007) adds that a measuring instrument can be said to have a high validity if the measuring instrument performs its function or provide a measuring result in accordance with the intention of wearing the measuring instrument.

The technique used to test the validity of measuring instrument in this case questionnaire tested its validity by using Product Moment analysis technique of Pearson's coarse formula, that is looking for the correlation coefficient between each item with total score (Hadi, 2004) where the formula is:

$$r_{xy} = \frac{\Sigma XY - \frac{(\Sigma X).(\Sigma Y)}{N}}{\sqrt{\left\{\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right\}\left\{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right\}}}$$

Note:

r_{xy} = Correlation coefficient of score item with a total score

Σx = Number of item value

Σy = N umber of total value

Σx^2 = Squares number of item value

Σy^2 = Squares number of total value

∑*xy*   = Number of subjects

The validity value of each item (coefficient r product moment) actually still needs to be corrected because of the excess weight. This over weight occurs because the item score is correlated with the total score, participates as the total score component, and this causes the coefficient r to be greater (Hadi, in Barus 2009). The technique to clean excess weight is used Part Whole formula. The Part Whole formula is as follows:

$$r_{bt} = \frac{(r_{xy})(SD_y) - (SD_x)}{\sqrt{(SD_x)^2 + (SD_y)^2 - 2(r_{xy})(SD_x)(SD_y)}}$$

Note:

r_{bt} = Correlation coefficient after being correlated
r_{xy} = Coefficient before being correlated
SD_y = Deviation coefficient of total value
SD_x = Deviation coefficient of item value
2   = Constant Numbers

The concept of the reliability of the measuring instrument is to find out and to know the extent to which measurement results can be trusted. Reliable can also be said of trustworthiness, reliability, stability, consistency and so forth. The measurement results can be trusted if in several times the implementation of measurements on a group of the same subject, obtained relatively similar results as long as the aspects within the subject measured unchanged (Azwar, 2007).Testing of instrument reliability can be done with Hoyt variance analysis technique (Sugiyono, 2005). According to Hadi (2004), the reason for using Hoyt's variance analysis technique is that it is more profitable. This is because this technique is better than the previous techniques, in the sense that it is no longer determined by certain conditions and if there is an "empty" answer, then there is no choice and the case may be disqualified. The Hoyt variance analysis technique formula is as follows:

$$r\tau\tau = 1 - \frac{Mki}{Mks}$$

Note:

R   : Reliability coefficient of measuring instrument
1   : Constant numbers
Mki   : Mean squared interaction between the items with the subject
Mks   : Mean squares among the subjects

3.4 Data Analysis Method

The data analysis method that can be used for preparation of hypothesis in this research is product moment correlation of Karl Person. The reason for the use of this product moment correlation technique is because this research has a purpose to see the relationship between emotional maturity with positive thinking on the students of psychology faculty of Universitas Area Medan. The formula is as follows:

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{n}\right]\left[\sum Y^2 - \frac{(\sum Y)^2}{n}\right]}}$$

r_{xy} : The correlation coefficient between each item with the total score

$\sum XY$: The number of multiplication between each item with a total score

$\sum X$: Total score of all subjects for each item

$\sum Y$: Total score of all items for each subject

$\sum Y^2$: The sum of squares scores of each item

$\sum X^2$: The sum of squares scores of the total score

n   : Number of subjects

Before conducting the data analysis by using product moment technique, first the research assumption is tested that is:

1. Test of Distribution Normality, that is to know whether distribution of the research data of each variable have spread normally. This normality test uses Kolmograv Smirnovz test technique.
2. Linearity Test, that is to know whether the data from X variable have a linear relationship with Y variable.

All the data of this research are analyzed by using SPSS (Statical Package For Social Sciences) 11.5 for windows.

The scale of positive thinking is based on the aspects expressed by Albrecht (in Masbow, 2009), which covers positive expectation, self affirmative, non judgment talking and realistic adaption. Prior to the experiment, the scale of positive thinking is measured 24 points statement in 4 (four) aspects of the spread of the item measuring scale in positive thinking, before the trial, it can be seen in table 1 below.

Table. 1 : Item Distribution of Positive Thinking Scale before Trial

No	Aspects	Favorable	Unfavorable	Total
1.	Positive expectations	1,2,4,5	3	5
2.	Self affirmation	6,7,8,10,11	9	6
3.	Statement does not rate	12,14,16	13,15	5
4.	Adjustment to statements	17,18,20,22,24	19,21,23	8
Total			24	

The assessments used for the scale of positive thinking are based on the semantic differential scales, where the study is in the form of a story that requires the subject to read the existing story first and then provide an assessment for each statement by placing a cross on seven boxes between a pair of words provided. On a scale this uses a favorable and unfavorable item. If in a scale there are as many as k, the individual score will move between (1 x k = k) to (7 x k = 7k). The closer to 7k then the individual score can be interpreted Favorable. Conversely, the closer the k the more Unfavorable. The intensity is indicated by how far the score is shifted from 4k. The scale of emotional maturity is based on the aspects expressed by Wijokongko (in Habibah, 2006), which is able to find the meaning and the control of emotions, not exaggerate emotions, able to utilize emotions as unlimited power and able to use emotions proportionally. Before conducting the experiment, the scale of positive thinking measuring is 90 statement items in five (5) aspects of the item distribution scale of emotional maturity before the experiment was held can be seen in table 2 below.

Table. 2: Item Distribution of Emotion Scale before Trial

No	Aspects	Favourable	Unfavourable	Total
1.	Find the meaning and control	1,3,5,7,9,11,13,15, 17,19	2,4,6,8,10,12,14,16,18	18
2.	Do not want or escape from emotions	19,21,23,25,27,29,31,33,35	20,22,24,26,28,30, 32,34,36	18
3.	No exaggeration of emotions	37,39,41,43,45,47, 49,51,53	38,40,42,44,46,48, 50,52,54	18
4.	Using emotions as unlimited power	55,57,59,61,63,65, 67,69,71	56,58,60,62,64,66, 68,70,72	18
5.	Using emotions proportionally	73,75,77,79,81,83, 85,87	74,76,78,80,82,84, 86,88,90	18
Total		45	45	90

This scale is arranged with Likert scale model that consists of statements in favorable and unfavorable form. By using four alternatives answer options, namely: Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). The value of each answer for the favored item is "Strongly Agree (SS)" is given a value of 4, the answer "Agree (S)" is given a value of 3, the answer "Disagree (TS)" is given a value of 2, and the answer "Strongly Disagree STS) "is given a value of 1. whereas for unfavorable items, the judgment given for the answer" Strongly Agree (SS) "is given a value of 1, the answer" Agree (S) "is assigned a value of 2, the answer" Disagree (TS) " 3, and the answer "Strongly Disagree (STS)" is assigned a value of 4.

3.5 Test of research measuring instrument

The implementation of the trial (try out) was held on August 2 to 22, 2010 to the Psychology students of Universitas Medan Area. The scale for the research that has been made should be tested first to see if the intended measuring instrument has met the proper requirements as a research measuring instrument. The implementation of this research quickly thanks to the help of one lecturer who teaches at the Psychology Faculty, Universitas Medan Area. After completing the research on the first day the researcher directly conducted an assessment of the measuring scale by making the format of assessment based on the scores on each sheet, then researchers also directly enter the data on windows excel as well as the second day, third, fourth and fifth. The following is the distribution table of the spread Items statement of positive thinking scale after the trial.

Table. 3: Item Distribution of Measuring Scale of Positive Thinking after Trial

Positive Thinking Aspects	Number of Items				Total
	Favorable		Unfavorable		
	Valid	Invalid	Valid	Invalid	
Positive expectations	2,4,5	1	3	-	4
Self affirmation	7,8,10, 11	6	-	9	4
Statements that do not rate	13	12,14,16	-	15	1
Self-adjustment to the statement	17,18,22,24	20	21,23	19	6
Total					15

Based on the results of the measurement scale of positive thinking which indicates that of 24 items arranged in four aspects, there are 9 items are invalid and 15 items are valid. The nine invalid items are points of 1, 6, 9, 12, 14, 15, 16, 19, 20, while the valid items have a correlation coefficient $rbt = 0.3017$ to $rbt = 0.6248$.

After the items are analyzed by product moment correlation technique, then it continued with reliability analysis (reliability). The technique of reliability test of positive thinking scale is by using Hoyt technique with the reliability index obtained for $rtt = 0.8112$ with $p = 0.000$ means $p < 0.01$. This shows that the scale of positive thinking in this study is stated reliable, which can be used at other times in expressing positive thinking.

Furthermore, based on the results of measuring the scale of emotional maturity, it shows that of the 90 items arranged in five aspects, there are 8 items that invalid and 82 items valid. The eight invalid items are points of 4, 7, 18, 27, 30, 38, 66, 75, whereas the valid items have correlation coefficient $rbt = 0.3022$ to $rbt = 0.7635$. The following table 4 is the item distribution of the scale of emotional maturity after a trial.

Table. 4 : Item Distribution of Measuring Scale of Emotional Maturity after Trial

Emotional Maturity Aspects	Number of Items				Total
	Favorable		Unfavorable		
	Valid	Invalid	Valid	Invalid	
Find the meaning and control	1,3,5, 9,11,13,15,17	7	2,6,8, 10,12,14,16	4,18	15
Do not want or escape from emotions	19,21,23,25,27, 29,35	27	22,24,26,28,30, 32,34,36	30	16
No exaggeration of emotions	37,39,41,43,45, 47,51,53	-	40,42,44,46, 48,50,52,54	38	17
Using emotions as unlimited power	55,57,59,61,63, 65,67,69,71	-	56,58,60,62,64, 68,70,72	66	17
Using emotions proportionally	73,77,79,81, 83,85,87	75	74,76,78,80,82, 84,86,88,90	-	17
Total					82

After the items are analyzed by product moment correlation technique, then continued with reliability analysis (reliability). The emotion reliability test technique of emotional maturity is by using Hoyt technique with the reliability index obtained for $rtt = 0.9589$. This shows that the measurement scale of emotional maturity in this study is stated reliable, which can be used at other times in expressing emotional maturity.

IV. DISCUSSION

The analysis technique used in the research is product moment analysis technique, where the product moment analysis technique is used to analyze the relation of value between the two variables. In this study, what is wanted to see is the relationship of measurement scale of the students' emotional maturity with positive thinking. Before the data is analyzed by product moment technique, first the assumptions on the variables are tested that become the center of attention that is the measurement scale of emotional maturity with positive thinking.

1. Assumptions Test
a. Test of spread normality

The purpose of the normality test of this distribution is to prove the dissemination of research data that became the center of attention after spreading based on the principle of normal curve. The distribution normality test was analyzed using the square ki formula. Based on the analysis, it is known that the measurement variable of emotional maturity with positive thinking spreads following normal distribution that is distributed according

to the principle of Ebbing Gauss normal curve. As the criterion when p > 0.01, then the distribution is stated normal. Conversely, if p < 0.01, then the distribution is not normal (Hadi and Pamardiningsih, 2000). The table 5 below summarizes the results of calculation of distribution normality test.

Table. 5: Summary of Calculation Results of Normality Distribution Test

Variable	Average	SB	p	Description
Emotional Maturity Scale	237.07	30.399	0.167	Normal
Positive Thinking	80.70	14.597	0.105	Normal

Note:
Average   = Average value
SB   = Deviation Standard
P   = Opportunities of Error Occurrence

b. Linearity Test

Linearity test is intended to determine the degree of relationship of independent variables to dependent variables. That is, whether emotional maturity has a linear relationship with positive thinking. The results of the analysis show that the independent variable (emotional maturity) has a linear relationship to dependent variables (positive thinking). As a criterion when P < 0.01 is then stated to have a degree of linear relationship (Hadi and Pamardiningsih, 2000). The relationship values can be seen in table 6 below.

Table. 6: Summary of Calculation Result of Relationship Linearity Test

Correlational	F different	P different	Description
X – Y	1.745	0.015	Linier; p>0,01

Note:
X   = Emotional Maturity
Y   = Positive Thinking
F different   = Linearity coefficient
P different   = Proportion of F infected flies

2. Data Analysis

The data analysis technique used in this research is product moment correlation analysis technique, which is to know the relation between the independent variable and the dependent variable. On the result of product moment analysis obtained correlation coefficient between emotional maturity with positive thinking rxy = 0.49; p < 0.01. Based on the calculation of product moment analysis, it is stated that there is a very significant relationship between emotional maturity with positive thinking that the higher the emotional maturity is then the higher the positive thinking of a person. Thus, the proposed hypothesis in this study is accepted.
The determinant coefficient (r2) of the above relationship is 24%. The table 7 below summarizes the results of product moment r calculations.

Table. 7: Product Moment Correlation Calculation Summary

Statistic	Coefficient(r)	Coeff. Det (r^2)	p	BE%	Description
X-Y	0.490	0.241	0.000	24	SS

Note:
X   = Emotional Maturity
Y   = Positive Thinking
r   = Correlation coefficient between variables of X and Y
r2   = Coefficient of determinant X to Y
p   = Opportunities for errors
BE%   = Effective donation weight X against Y in percent
SS   = Very significant

Table. 8: Summary of Parental Statistics Calculations

Source	N	$\sum X$	$\sum X^2$	Average	SB
X	125	29634	7139982	237.07	30.399
Y	125	10088	840564	80.70	14.597

Note:
X   = Emotional maturity

Y	= Think positive
N	= Number of subjects
ΣX	= Total total score
ΣX^2	= Total sum of squares
Average	= The average score of each variable
SB	= Deviation Standard

3. Hypothetical Mean and Empirical Mean
a. Hypothetical Mean/Average Values
The number of statements used in expressing emotional maturity are as many as 82 items formatted with Likert Scale in 4 answer options, the mean of hypothetical value is: {(82 x 1) + (82 x 4)}: 2 = 205. Then the number of statements used in expressing positive thinking is as many as 15 items formatted with differential semantic scores in 7 answer options, then the hypothetical average value is: {(15 x 1) + (15 x 7)}: 2 = 60.

b. Empirical Mean/Average Values
Based on the data analysis from the assumption test (normality test) it is known that the average value/mean of emotional maturity is equal to 237.07 while the positive thinking variable, the empirical average value is 80.70.

c. Criteria
In an effort to find out how the condition of the emotional maturity and the positive thinking of the students, it is necessary to compare between the mean/ empirical average value with the mean/ hypothetical average value with regard to the magnitude of SB or SD numbers of each variable. In this case, the emotional maturity, the number of SB or SD is 30.399, while thinking positive SB or SD number is 14,597.

Accordingly, for emotional maturity when the mean/ hypothetical average value < mean / empirical average value, where the difference exceeds the number of one SB/SD, it is stated high and if the mean/hypothetical average value > mean/empirical average value, where the difference exceeds the number one Deviation Standard it is stated that the emotional maturity is low. Then if the mean/ empirical and hypothetic average values are not 30,399, the emotional maturity is moderate.

Furthermore, for positive thinking, if the mean/ hypothetical average value < mean /empirical average value, where the difference exceeds the number one SB / SD, it is stated that positive thinking is high and if the mean / hypothetical average value > mean /empirical average value, where the difference exceeds the number of Standard Deviation / Standard Deviation, it is stated that positive thinking is low. Then if the mean / empirical and hypothetic average values are not 14,597, the positive thinking is moderate. The full picture of the comparison of mean/ hypothetical average value with the mean/ empirical average value can be seen in table 9 below.

Table. 9: Results of Hypothetical Average and Empirical Average Score

Variable	SB	Average Value		Description
		Hypothetical	Empirical	
Emotional Maturity	30.399	205	237.07	Emotional Maturity is High
Positive Thinking	14.597	60	80.70	Positive Thinking is High

Based on the comparison of both above average values (hypothetical mean and empirical mean), it can be stated that students' emotional maturity is high and positive thinking of students is also high. Based on the research results and the calculation of product moment analysis, it can be seen that there is a significant relationship between emotional maturity with positive thinking on the students of Psychology Faculty of Universitas Medan Area of 2007 who entered the morning lectures and aged 20-23 years. This can be known through the correlation coefficient of product moment $r_{xy} = 0.49$; $p < 0.01$. Thus, the hypothesis that has been proposed in this study, otherwise accepted, where the higher the emotional maturity is then the higher one's positive thinking. On the emotional maturity, the hypothetical value of 205 and the empirical value is 237.07 which then the difference from the empirical value with the hypothesis is 32.07 that is exceeds one SB or SD number 30.399 so that the remaining 0.046 while positive thinking, hypothetical value of 60 and the empirical value is 80.70 then the difference of empirical value with hypothetical is 20.7 that is more than one SB or SD number of 14.597 so that the remaining is 0.418. From each difference in emotional maturity that has one SB/SD with difference of 0.046 is still low when compared with positive thinking which has one SB/SD with difference of 0.418.

From the above calculation results, it can be seen that the depicted is the higher the maturity of a person's emotions the higher is one's positive thinking. Not on the contrary that one must think positive first for maturity is still maintained. In other words, not the higher the maturity of a person's emotions is then the higher is also positive thinking. This research proves that positive thinking is influenced or determined by emotional

maturity, where this research notes that emotional maturity affects positive thinking by 24%. Based on this research results, it is noted that positive thinking depends a lot on emotional maturity. Therefore, emotional maturity is needed to be more positive thinking. Seeing the effect of emotional maturity on positive thinking by 24%, this means there is still 76% influence from other factors, where the other factors are not seen in this research, namely: congenital, education, thinking intelligence and rational thinking speed.

V. CONCLUSIONS

There is a very significant positive relationship between emotional maturity and positive thinking. This result is proved by the correlation coefficient $rxy = 0.49$; $p < 0.01$. Thus, the hypothesis proposed in this research is accepted, where the higher the emotional maturity is then the higher the positive thinking of the individual is and conversely the lower the maturity of a person's emotions is then the lower the positive thinking is. Emotional maturity experienced by the individuals gives the effect of 24% on the positive thinking. Based on the results of this study it is known that there is still 76% role of other factors to positive thinking of the individual, where other factors in this study is not seen, including: congenital, education, thinking intelligence, rational thinking speed.

The emotional maturity experienced by this research subject, i.e. the students of Psychology Faculty of Universitas Medan Area class 2007 is high, because the difference between the empirical average value (237.07) is greater than the hypothetical average value (205) which exceeds the number of one SB or SD. Furthermore, the students are classified as having positive thinking which is very high, because the difference between the empirical average value (80.70) is greater than the average hypothetical value (60) that exceeds the number of SB or SD.

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