

Students' Emotional Intelligence at the Faculty of Education at the Universitas Negeri Gorontalo

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The research aims to find out the description of students' emotional intelligence at the Faculty of Education, Universitas Negeri Gorontalo. The sample of this research is 10% out of 2.309 students, which are 231 students. Its design is quantitative descriptive with one variable design, students' emotional intelligence. The findings revealed that: (1) self-awareness indicator obtains the average percentage of 89%, (2) self-regulation indicator obtains the average rate of 88%, (3) empathy indicator reaches the average percentage of 84%, (4) self-motivation indicator obtains the average percentage of 79%, (5) social intelligence indicator obtains the average rate of 83%. Students' emotional intelligence at the Faculty of Education receives a high average percentage or in the high category.

Keywords: *Emotional Intelligence, Self-awareness, Self-regulation, Empathy, Motivation, Social intelligence.*

Introduction

Emotional intelligence becomes very important, especially for students to obtain guidance on how to be intelligent in managing emotions and recognise wider social, which undoubtedly has a different level of passion. Students with good emotional intelligence tend to become the community's favourite, either community in general or campus's community such as lecturers and friends. Students with emotional intelligence become more confident, good at emotion management, able to deal with stress, natural to mingle in the society, and physically and mentally healthy because of their ability to control emotion.

Bastiah (2017) stated that education is a complex process; various kinds of life aspects are developed through the teaching and learning process; one of them is in developing emotional intelligence. In education, someone's intelligence quotient always becomes a benchmark for

his/her future. Shapiro (Respati, Arifin, and Ernawati, 2007) revealed that parents work hard to make their children smarter or at least achieve better scores in IQ tests. Generally, parents assume that high IQ can guarantee children's success in the future, they do different kinds of efforts for the children to be smart from providing facilities to send their children to take extra lessons and so on. These efforts will only develop children's intelligence quotient but not their emotional quotient.

Goleman (2006) denoted that emotional intelligence is an ability to control emotional impulses, read others' feelings, and foster good relations with others. Cooper and Sawaf (Agustian, 2009). Emotional quotient is an ability to feel, understand, and effectively apply the power and sensitivity of emotion as the source of energy, information, connection, and human influence.

Based on the observation conducted by Goleman (Yusuf and Nurhisan, 2014), many people fail in their lives, not because of low intelligence quotient but low emotional quotient. Many people succeed in their lives because of their emotional intelligence, even though their intelligence quotient is on the average level. Therefore, this research aims to find out how to describe the emotional intelligence of students at the Faculty of Education of the Universitas Negeri Gorontalo.

Literature Review

The Concept of Emotional Quotient

The Definition of Emotional Quotient

Intelligence is originated from the word "intelligent," which means bright or astute and responsive in dealing with problems, easy to understand something when listening to an explanation, and has a sharp mind. According to Gardner (Effendi 2005), intelligence is an ability to figure out or create something valuable for a particular culture.

In terms of three aspects of the education world, which are cognitive, affective, and psychomotor, emotion is included in affective aspects. Emotion influences much towards other psychological functions such as observation, response, thought, and desire. An individual will be able to do the good inspection or thought if accompanied by good emotion too. An individual will also give positive responses to an object when accompanied by positive feelings too. On the contrary, and the individual will do negative observation or thought towards an object if accompanied by negative emotion towards the object (Ali & Asrori, 2012).

Chaplin (2002) stated that emotion is a state stimulated by the organism, including conscious changes, the profound nature of behavioural changes. Effendi (2005) denoted that emotion is

a feeling and typical thoughts, a biological and psychological state, as well as a series of tendencies to act.

Emotional quotient is an ability to control emotional impulses, read others' feelings, and foster good relations with others, besides it can define as an ability to control one self's emotions and others' feelings (Supriyadi & Muslimin, 2019; Yusuf & Nurhisan, 2014). Emotional quotient is a dimension of knowledge in the form of psychological and social skill which later shape the character and characteristics that contain abilities such as self-control, empathy, motivation, spirit, patience, perseverance and social competence (Nurdin, 2009; Olatoye, Akintunde, & Yakasi, 2010). Besides, Agustian (2009) stated that emotional quotient is an ability to "listen" to passionate whisper and make it as a significant information source to understand oneself and others to achieve particular purposes. Emotional quotient also has a close relationship with academic self-efficacy; one of the primary causes of academic self-efficacy in someone is a psychological and emotional state, which is a mental and emotional state of a student (Mubdi & Indrawati, 2017; Stacey, Perry & Ball, 2004).

Emotional quotient becomes more necessary to be understood, owned, and maintained in its development, considering the more complex condition of adult life. This complicated life has a terrible impact on someone's emotional life constellation. In this case, Daniel Goleman, through his survey result on parents and teachers, revealed the same tendencies all over the world, in which the current generation experiences more emotional difficulty than the past age. They display characteristics such as (1) more lonely and moody, (2) more violent and impolite, (3) more nervous and anxious, and (4) more impulsive (following instinctive desires without logical judgment) and aggressive (Yusuf and Nurhisan, 2014).

Based on some explanations above, emotional quotient is an ability to recognise and understand emotion, manage self-emotion and other people's emotions properly, motivate one-self, empathise with others, have a good relationship with others.

The Aspects of Emotional Quotient

Goleman (2006) adapted five things which are included in emotional quotient from the Salovey model. The five aspects of primary abilities are self-awareness, self-regulation, empathy, motivation, and social intelligence. These five aspects will be explained as the following:

Self-awareness

According to Goleman, emotion is a typical feeling or thought about a physiological and biological state, and a series of tendencies to act. Recognising self-emotion is self-awareness, which is about a feeling when the feeling occurs; the ability to understand self emotion is the

basis of emotional quotient (Lillis, 2011). Self-awareness means being cautious for moods. Self-awareness means to become an unreactive observer and not judge the state of mind. Be careful means to be above the emotion flow, not inside the emotion flow. Lack of cautiousness towards self-feeling can create great danger because someone can be easily carried away with emotion flow—the violent situation which happened more or less as a result of emotional slavery. Emotional slavery can be avoided if we understand self-feeling. The inability of an individual to look at the right feeling can make an individual overwhelmed with emotions.

The ability to recognise emotion is an essential requirement to acknowledge the emotion. Understanding the feeling makes it easier to follow the passion. An individual who understands his/her own emotion is generally independent and confident about the built boundaries; his/her mental health is good, tends to be positive towards life. If his mood is wrong, he/she is not carried away with emotion and can get away from that situation faster.

An individual who has more faith in his/her feeling is a reliable pilot in his life as he has higher sensitivity towards his right feeling on the decision making of personal problems.

According to Maharani and Mustika (2016), self-awareness is an ability to recognise and sort out feelings in oneself, understand the things we are feeling, why one can feel them, to find out the causes of the emotions and the effect of our behaviour towards other people. Moreover, Riyadi and Hasanah (2015) stated that by having recognised and aware of self enables someone to acknowledge his/her true self and possibilities as well as able to find out the role to play to achieve his/her dreams.

Self-regulation

Emotion becomes pivotal as a proper emotional expression is proven to eliminate stress. The more appropriate it is to communicate a feeling, the more comfortable the feeling itself. The skill of emotional management enables someone to become friendly, communicate sincerely, and be open with others.

Managing emotion means to handle feeling to be appropriately expressed; it is a skill which depends on self-awareness. Managing emotion can also mean self-control, and the ability to deal with emotional storms that occur, and is not an emotion slave. Control does not mean suppress emotion, but an emotional balance, every feeling has value and meaning.

If emotion is pressed too much, there will be boredom. Uncontrolled or extreme sentiment can be a source of disease. If the skills above can be mastered and managed well, they will provide benefits. Someone who can regulate emotion properly can fight emotion such as moody, angry, as well as able to control feelings and get up with normal emotion. Someone

who has low emotional skills tends to be pessimistic, fights against moody, and can quickly get mad.

Managing emotion is quite a difficult job, for example: how hurtful it is and trying to decrease the overflowing anger into the fontanel if we are blamed for somebody else's fault. However, if emotion can be controlled, it can be managed well, which means it can create emotional balance or reasonable emotional control.

The skills include self-entertaining, release anxiety, moodiness or offence, and the consequences caused as well as the ability to get up from depressing feelings.

Someone's emotion will be very beneficial if the person is able to manage it well; however, he/she has to recognise his/her passion in the first place so that it can be appropriately managed.

Howard and Miriam (Fitriya & Lukmawati, 2016) revealed that self-regulation is a process in which someone can regulate his/her achievement and action—determining the target for him/herself, evaluating success when he/she achieves the objective and giving rewards to him/herself for attaining the goal. In line with those ideas, Mu'min (2016) stated that self-regulation is an ability to regulate, control, evaluate, and set the reaction of oneself towards success and failure that obtained.

Empathy

Recognising others' feelings is reading others' opinions through the gestures that are captured. The characteristic of someone who can control others' emotions can empathise. Empathy is a skill that is part of self-awareness, which is the basis of social skills. An individual who has great insights is more able to catch signs needed or desired by others.

Recognising empathy towards others is one of the essential dimensions of emotion. Understanding is a skill to understand other people's feelings and desires. Empathy is someone's skill in appreciating someone else's feelings. Someone is not carried away with other people's opinions. However, he/she understands other people's feelings (Ulutaş & Ömeroğlu, 2007). Someone who is able to read other people's emotions also has a high self-awareness. The more open someone to his passion, recognise and admit his/her own emotion, the higher the ability of that person to read other people's feelings.

The benefits of having empathy skills in personal and social life are: eliminating selfish attitude, hubris, and developing evaluation skills and self-control. By empathising with others, we are able to manage self-emotion towards other people's emotions. Someone will recognise the characters of someone else by identifying the feeling of the person.

Ramdhani (2016) denoted that empathy manifests when someone communicates to build an interpersonal relationship in which an individual conveys a message to other people. The letter sent and accepted in communication contains verbal or non-verbal messages; therefore, in the communication process, there is an activity of understanding verbal message content (both oral or written) and observing non-verbal gestures. The harmony of the interpersonal relationship is strongly influenced by the empathy of the ones communicating who involved in interpersonal relationships. Staub (Puspita & Gumelar, 2014) defined understanding as sympathy and attention towards other people, especially in sharing experiences or feeling others suffering indirectly. Empathy is a factor within someone, which is natural and formed based on the skills.

Motivation

The next aspect is self-motivation. Motivation is an energy change in someone's self marked by the emergence of feeling and reaction to achieve goals. Managing emotion as a measuring instrument to achieve a goal is an essential thing with respect to paying attention to self-motivation and self-control as well as to react.

Emotional self-control towards satisfaction and impulse control is the base of success in different fields. Someone with self-motivation skills tends to be more productive and effective in anything he/she does. Someone who is able to do self-motivation is one who has characteristics of being able to control anxiety, has a positive mindset, optimistic, is able to reach the flow state; a state in which someone is fully absorbed into what she/he is doing, as well as consciousness that merges with action. The ability to motivate oneself is defined as a skill to evoke encouragement and interests to achieve goals.

Someone's motivation is obtained from the inside and outside. From the outside means from the environment and friends, while from the interior means the family.

Fauziah, Rosnaningsih, and Azhar (2017) revealed that motivation is an encouragement experienced by someone in committing an action either intentionally or unintentionally to achieve particular goals. Besides, Djamarah (Suranto, 2015) also revealed that motivation is an essential factor in students' success. Motivation is a psychological phenomenon in the form of encouragement, emerged within someone consciously or unconsciously to commit an action with a particular goal.

Social intelligence

The art of building a relationship with others has a close relationship with the skill of understanding others' emotions. To be skilful in building relation with others, someone has to be able to recognise and manage his/her own feelings. To manage emotions of others,

someone has to be able to control him/herself in the first place, control emotion which possibly has a bad influence in social relationship, hold the anger and express feelings.

Building a relationship with others is the most influential aspect. As explained earlier, someone has to recognise his/her own emotions first before creating a relationship with others, understanding others' feelings to build a good relationship. It is expected that every individual can interact with others based on the behaviour of the person him/herself.

Someone good at this skill will be successful in any field which relies on quiet social life. Someone successful in social life can communicate with others. This kind of person is famous in his/her environment and becomes a fun friend due to his/her ability in communication (Goleman, 2006).

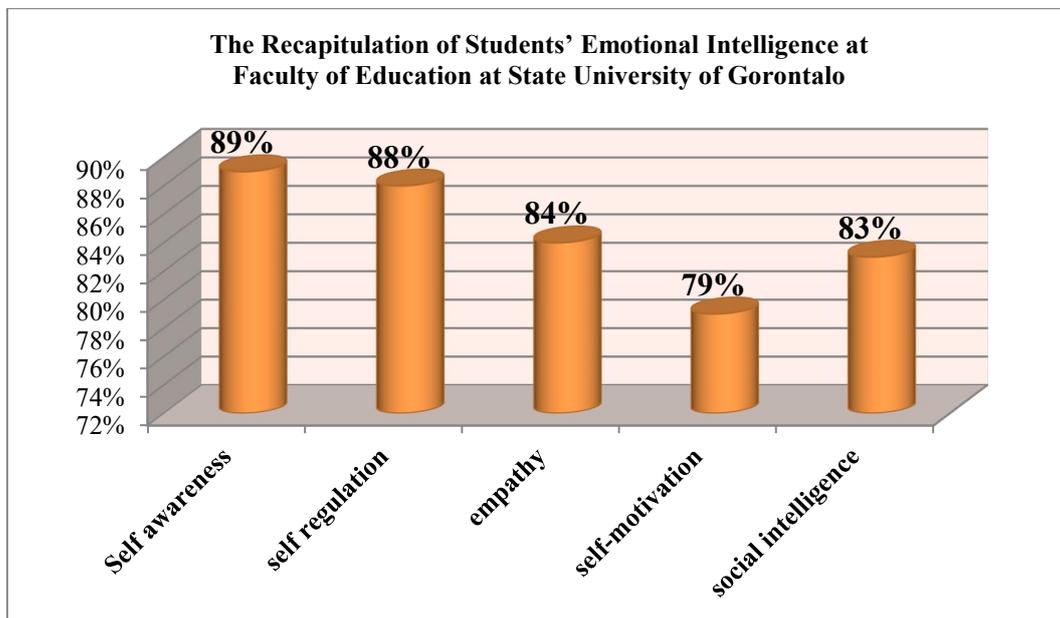
According to Silvera, Martinussen, and Dahl (Andriani and Listiyandini, 2017), social intelligence is an ability to understand others and how someone reacts in different social situations. Some individual characteristics which assumed to be related to the construction of social information are (1) understanding others; (2) understanding the social context; (3) accepting others' points of view; and (4) predicting others' reactions. Rahim, Usman, and Puluhalawa (2017) found out that developing social intelligence requires some aspects such as (1) empathy, the ability to understand others' explanations, understand others' feelings, feel non-verbal gestures such as sad, disappointed, angry and others, (2) alignment, the ability to listen openly and understand other people's explanation, appreciate other people's opinion, (3) empathic accuracy, the ability to understand others' thoughts and feelings, (4) social definition, the ability to solve learning problems in the group, group learning skill or accomplish group assignments, (5) synchronisation, a skill to communicate non-verbally, (6) presentation, the ability to present him/herself effectively when interacting with other people and an ability to give and accept criticism, (7) effect, the ability to influence others by applying carefully speaking skill as well as self-control ability, and (8) concern, care about others' needs.

Methods

The research design is quantitative descriptive design with one variable, which is students' emotional intelligence. The population is 2,309 students of the Faculty of Education at the Universitas Negeri Gorontalo. The sample of this research is 10% out of 2,309 students, which is 231 students. The technique of data collection is a questionnaire of the Likert scale given to the respondents. The method of data analysis is a descriptive technique applying percentage calculation (%) with the formula ($P = S/N \times 100\%$) in which low category scores 0-50, good category scores 51-75, and high category scores 75-100.

Results

Data were obtained from the result of questionnaire processing about the emotional intelligence of students of the Faculty of Education at the Universitas Negeri Gorontalo. The aspects which analysed with percentage analysis techniques are students' emotional intelligence with indicators: (1) self-awareness, (2) self-regulation, (3) empathy, (4) motivation, and (5) social information. The result of data processing is displayed in the following graph:



Graph 1. The Recapitulation of Students' Emotional Intelligence at the Faculty of Education at Universitas Negeri Gorontalo

Graph 1 reveals that the indicator self-awareness is 89% (high category), self-regulation accounts for 88% (high category), empathy accounts for 84% (high category), self-motivation constitutes 79% (high category), social intelligence makes up 83% (top grade). It describes that the emotional intelligence of students of the Faculty of Education at the Universitas Negeri Gorontalo is at a high level. A few results of research which are relevant to the present study are as follows:

Andriani (2014) showed that the kinds of behaviour reflecting emotional quotient that can improve students' learning achievement are: (1) having the ability to recognise self- feeling and emotion. This ability makes them realise themselves and their potential to pursue achievement and life dreams, (2) having the capability of self-regulation. Students can arrange themselves with this ability, live with discipline, is proportional and arrange everything so that the achievement can be obtained, (3) motivation, it means using the deepest desire to lead into the target. Having high motivation, students will never despair and



keep fighting for their achievements and dreams, (4) empathy, it means being able to feel and adapt to others. By understanding others, they will also be understood by others; the achievements and dreams cannot be achieved alone, except if they have a good relationship with others, (5) social skill, it means students are able to handle emotion properly with other people, being careful in observing the situation and cooperate. Since a human is a social being, therefore, in obtaining his/her achievement, he/she has to maintain a good relationship with his/her social environment.

According to Artha and Supriyadi (2013), there is a strong relationship between emotional quotient and self-efficacy in solving the problem of early adolescent adjustment, emotional quotient and problem-solving of early adolescent adjustment, self-efficacy and problem solving of initial adolescent adjustment, and useful contribution by the variable of emotional quotient and self-efficacy is 59.70% towards problem-solving of early adolescent adjustment. In comparison, the rest 40.30% is influenced by other factors that may influence self-adjustment such as physical condition, personality, learning process, environment, religion, and culture. Besides, the contribution given to self-adjustment from each independent variable is 17.55% of emotional quotient and 32.95% of self-efficacy.

Indriawati's (2018) findings showed that there is an influence of self-confidence on learning outcomes, emotional intelligence on learning outcomes, self-confidence and emotional intelligence on learning outcomes of Faculty of Teacher Training and Education's students at Universitas Balikpapan.

Conclusion

The emotional quotient of students of Faculty of Education at the Universitas Negeri Gorontalo includes (1) self-awareness, which accounts for 89%, (2) self-regulation accounting for 88%, (3) empathy, which is 84%, (4) self-motivation, which is 79%, and (5) social intelligence accounting for 83%. It can be concluded that there is a high level of emotional quotient of students of the Faculty of Education at the Universitas Negeri Gorontalo. The analysis of students' emotional quotient at the Faculty of Education at the Universitas Negeri Gorontalo is categorised as high.

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