



The Effect of Emotional Intelligence on Stress Management at First Grade Student

Segita Sari

Mayors of Psychology, Faculty of Psychology, Gunadarma University
segitasari93@gmail.com

ABSTRACTION

This study aims to test how much influence emotional intelligence on stress management at first grade students. Subjects in this study were 110 first-year students at university aged between 18 to 25 years old and active as a student. The scale used in this study is using the scale of emotional intelligence and stress management scale. Data analysis method used in this research is simple linear regression analysis. The results obtained in this study shows that the hypothesis proposed is accepted that there is an effect of emotional intelligence on stress management is very significant in the first grade students with sig. 0,000 ($p \leq 0,05$). Based on the result of regression test, it is known that the two variables have strong of relation with $R = 0,843$ and $R \text{ Square} = 0,711$ which shows that emotional intelligence has influence 71,1% to stress management, while the rest equal to 28,9% influenced by other factor out of research. It is also known that the first graders at university in this research have the level of emotional intelligence belonging to high category and stress management also included in high category.

Keywords: Emotional Intelligence, Stress Management, First Grade Students, University

PRELIMINARY

Background

Basically a first grade student or a freshman is a transition from high school or equivalent to college. At this time also someone is in the transition from adolescence to early adulthood. Yusuf (2003) conveyed that the initial adult as an age of student, which is in the age range 18 to 25 years. In this transition period, first-rate students are quite vulnerable to stress, stress is a natural thing and is part of human life.

According to Sailer, Schlacter, and Edwards (in Qonita, Savitri & Asih, 2006) the source of stress consists of four types: the first is the time stressor, which is generally the result of many activities to be done in little time. The second type of stressor is the stressor encounter, the source of stress generated from interpersonal interaction. The third stressor is situational stressor, the stressor that arises from the environment in which a person lives or from an individual state. The fourth stressor is an



anticipatory stressor, a stressor that includes the feeling of future unfamiliar events, where anxiety will arise in something unpleasant to feel that has not happened yet. Stress arises from anticipation of future events.

According to Lazarus (in Segarahayu, 2012) if stress is not handled and managed properly, it will provide long-term effects that will impact on the occurrence of disease, somatic disruption, health problems, and impaired social function. Therefore it is necessary to have a good stress management in order to deal with the stress that appeared of the problems that confronted by first grade students.

Stress management is a skill that enables one to anticipate, prevent, manage, and recover from the perceived pressure of threats and incapacity in coping done (Smith, 2002).

One of the determinants of the success of students in managing stress is the need for emotional intelligence in addressing or confronting problems. This is reinforced by Kusumarini's research (in Wulur, Kumat, Masi, 2013) that emotional intelligence accounts for 80% for success in life and IQ accounts for only 20% of it.

Goleman (2000) in his book of emotional intelligence provides understanding of emotional intelligence is the ability to recognize our own

feelings and feelings of others, the ability to motivate yourself and the ability to manage emotions well in yourself in relation to others.

Wulur, Kumaat, and Masi (2013) revealed that emotionally capable individuals can know and handle their feelings well, be able to read and face the feelings of others effectively, so that individuals have an advantage in life one of them is having a good relationship with family and friends.

Based on the description and the results of the above research that shows that there is a relationship of emotional intelligence and stress management, the researchers are interested to conduct research on whether there is influence of emotional intelligence on stress management with the title "the influence of emotional intelligence on stress management at first grade students".

Literature review

Stress Management

Stress management can also be referred to as coping. According to Lazarus and Folkman (Taylor in Mashudi, 2012) coping is the process of managing demands (internal or external) that is assessed as a burden because it is beyond the ability of the individual self. Coping consists of activity-oriented and intra psychic efforts to manage (solve, persistent, reduce, or cause) internal and



external demands and conflict between them.

Weiten and Llyod (in Mashudi, 2012) revealed that stress management is an attempt to overcome, reduce or tolerate the threat or emotional feeling created by stress. Based on some of the above definitions can be concluded that stress management is a way or strategy used in overcoming pressure consisting of steps or procedures in anticipating, managing, and recovering from a particular source of stress.

According to According Whetten and Cameron (2011) stress relief is a strategy of reducing stress permanently. One is the individual actively working to create a more favorable circumstance or situation for the individual. As for some strategies used to eliminate four types of stress sources in table 1 below:

Management Strategies for Eliminating Stressors	
Type of Stressor	Elimination Strategy
Time	Effective time management
	Efficient time management
	Delegating
Encounter	Collaboration and team building

Situational	Interpersonal competence
Anticipatory	Work redesign
	Goal setting
	Small wins

Source: Whetten and Cameron, 2011.

According to Mashudi (2012) revealed that there are two factors that can affect the stress management of external factors namely social support that can be interpreted as providing assistance or help to someone who is experiencing stress from others who have a close relationship. While the internal factor of the personality.

Emotional Intelligence

According Goleman (2000) in his book of emotional intelligence gives understanding of emotional intelligence is the ability to recognize our own feelings and feelings of others, the ability to motivate yourself and the ability to manage emotions well in yourself in relation to others.

Salovey and Mayer (in Goleman, 1999) define emotional intelligence as the ability to monitor and control their own feelings and others, and use those feelings to connect thoughts and actions. Based on some of the above definitions can be concluded that emotional intelligence is the ability in self-awareness in monitoring and controlling their own feelings and others and the



ability to manage emotions well so it can determine the success of individuals in confronting of demands and pressures of life.

According Goleman (1999) there are five aspects of emotional intelligence, namely:

a. Self-awareness

Knowing what we feel at the moment, and using it to guide the return of self-decision; has a benchmark of religiosity over self-ability and strong confidence.

b. Self-regulation

Handling our emotions in such a way positively impacts the execution of duties, sensitive to conscience and able to delay enjoyment before the achievement of a goal; able to recover from emotional stress.

c. Motivation

Using our deepest desires to move and guide us toward the goal, help us take initiative and act very effectively, and to endure failure and frustration.

d. Empathy

Feeling that others feel, being able to understand their perspectives, cultivating trust relationships and aligning themselves with different people.

e. Social skills

Handling emotions well when dealing with others and carefully reading situations and social networks; interact smoothly, use these skills to influence

and lead, deliberate and resolve disputes, and to work together and work in teams.

The Influence of Emotional Intelligence and Stress Management on Level One Students

Level one students are vulnerable to stress arising from academic and non-academic affairs. According to Lazarus (in Segarahayu, 2012) if stress is not handled and managed properly, it will provide long-term effects that will impact on the occurrence of disease, somatic disruption, health problems, and impaired social function. Therefore it is necessary to have a good stress management in order to deal with the stress that ditimbulkan of the problems faced by new students.

One of the determinants of the success of students in managing stress is the need for emotional intelligence in addressing or facing problems. This is reinforced by Kusumarini's research (in Wulur, Kumat, Masi, 2013) that emotional intelligence accounts for 80% for success in life and IQ accounts for only 20% of it.

Major research results (2013) on the impact of emotional intelligence on stress management on employee's shows that there is a positive relationship between emotional intelligence and stress management. When employees have an awareness of the ability to



identify, express, manage and control their emotions, they also have the ability to manage the perceived stress in the workplace.

This is expressed also by Wulur, Kumaat, and Masi (2013) that emotionally capable individuals can know and handle their feelings well, be able to read and face the feelings of others effectively, so that individuals have an advantage in life one of them is having a good relationship with family and friends.

In the above description can be concluded that there is a relationship of emotional intelligence and stress management in the student, where one of the success of first-year students in managing stress is emotional intelligence, Individuals who have high emotional intelligence able to know and understand the feelings of yourself and others, able recover from stress, act effectively, have a good relationship with others so that when confronted with the problems or stress individuals tend to be able to manage stress effectively according to the source of stress.

Hypothesis

There is an influence of emotional intelligence on stress management at first grade student.

Research methods

This study uses a quantitative approach that is regression or influence, namely to determine the influence of independent variables to the dependent variable. Subjects in this study consisted of 110 students and a first-grade student at university.

Measuring tool used in this research is with questionnaire. The questionnaire is a data collection technique used by giving a written statement to respondents to answer (Sugiono, 2009). The measurement technique in this research use likert scale measurement. Pasolong (2012) states that Likert scale is a measurement used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena.

The scale of stress management is structured with four strategies in overcoming stressors from Whetten and Cameron (2011). Scale used to measure stress management in general in the form of coping with stress from time stressor by using effective time management strategy, efficient time management, and delegating. Then encounter stressor is overcome with collaboration and team building strategy, and interpersonal competence. While situational stressor is overcome with work redesign strategy. And anticipatory stressors use goal setting strategies as well as small wings. While the scale of emotional intelligence



composed by Sumikan (2011) based on the five scales of emotional intelligence that is self-awareness, self-regulation, motivation, empathy, and social skills.

The validity of this research uses the estimated or estimated content validity by testing the feasibility or relevance of test contents through rational analysis by the competent panel or through the expert judgment which in this research is conducted by the supervisor and reliability measurement technique in this research using Cronbach Alpha analysis (Azwar, 2014). Hypothesis testing in this study using simple linear regression analysis with the help of IBM SPSS Statistics program.

Research result

This research use try out method used. The process of data retrieval is done in two ways, namely the dissemination of data directly to the respondent and some data obtained through the help of online media. Selection of respondents by distributing questionnaires to the first grade students who are still active at Gunadarama University.

From the reliability test results obtained value of reliability coefficient of stress management tool measuring amounted to 0,915 which means reliability scale stress management is considered satisfactory, reliability results

can be trusted to be used as a measuring tool because it is $\geq 0,700$. While the reliability test results obtained value of reliability coefficient of measuring the emotional intelligence of 0,940 which means the reliability of the scale of emotional intelligence is considered to be satisfactory, reliability results can be trusted to be used as a measuring tool because it is $\geq 0,700$.

Based on hypothesis test results note that the significance value of 0,000 ($p \leq 0,05$). This means there is an effect of emotional intelligence on stress management is very significant in the first grade students, and the results can be trusted to be used as a measuring tool because $\leq 0,05$ so that the hypothesis accepted.

After the regression test between emotional intelligence and stress management, R value of 0,843 shows the direction of positive relationship, it states that the influence of emotional intelligence and stress management on the first grade students is close with significance of 0,843. Based on regression test results also obtained R Square value of 0,711 (71,1%). This means that emotional intelligence variable has an influence of 71,1% to stress management variables, while the remaining 28,9% is another factor outside the research.



Discussion

This study aims to examine the effect of emotional intelligence on stress management at the first grade students. Based on hypothesis test results, it is known that the proposed hypothesis (H_a) is accepted with a significance value of 0,000 ($p \leq 0,05$) which means there is an effect of emotional intelligence on stress management that is very significant in the first grade students. The amount of influence of emotional intelligence on stress management that is equal to 71,1%, while the rest equal to 28,9% is other factor outside research which not included in this research. The other factors that can affect stress management is social support (social support) and personality (Mashudi, 2012).

This means that if emotional intelligence is high then stress management is high, otherwise if emotional intelligence is low then stress management is also low. Students in university who have good emotional intelligence tend to be able to manage emotions, not easily soluble in emotions so that individuals are able to know consciously what to do to deal with stress.

This is consistent with the results of research Wulur, Kumaat, and Masi (2013) which shows that individuals who have low emotional intelligence will easily dissolve in their own emotions,

causing stress management to be low as well, such as appearing sad, angry, easily irritated, and difficult to do positive activities to reduce stress.

Based on the calculation of empirical mean, got the value of empirical mean of emotional intelligence equal to 103,92. This means that emotional intelligence at first grade students is at a high level, and in this study also obtained the empirical mean stress management of 104.23 and is in the high category. This means that first-year students at university have high emotional intelligence and stress management, it indicates that subjects are able to manage the stress confronted during first-year students and are able to manage their emotions so as not to cause negative actions.

The first grade students at university who have high emotional intelligence tend to be easier to interact with others so that when faced with the problem the individual tends to get support from his social environment, has self-awareness so as to know and identify stress and how to reduce stress, and able to manage themselves when faced with pressure so as to have high stress management capabilities as well.

This is in line with Mayuran (2013) in the results of his research on the impact of emotional intelligence on stress management on employees



showed that there is a positive relationship between emotional intelligence and stress management. When individuals have an awareness of the ability to identify, disclose, manage and control their emotions, they also have the ability to manage the perceived stress in that individual's place.

Based on the discussion that has been described above, it appears that the first graders in this study have a high stress management capability, the subject of this study is able to manage stress during the first grade students at the university. It is also influenced by social support factors of family, friends or friends, and spouse, personality type of each individual and the number of ways used in reducing stress can affect the ability of stress management, especially the optimistic personality type shows high emotional intelligence as well.

Conclusion

Based on the results of research, hypothetical proposed in this study accepted, this means there is influence of emotional intelligence on stress management is very significant at the first grade students at the university. Variable of emotional intelligence have influence equal to 71,1% to stress management variable, while the rest

equal to 28,9% is other factor outside research.

The higher the emotional intelligence the higher the stress management, and the lower the emotional intelligence the lower the stress management. This is because emotionally intelligent individuals tend to manage their emotions so they do not feel guilty about refusing to invite friends or friends when they are not useful, knowing what ways are effective in reducing stress, being able to have good relationships with family, friends and people close around it so as to cope with stress or feelings of displeasure.

Based on the results of the research is also known that the first grade students at university in this study have emotional intelligence included in the high category and stress management are also included high category. This shows that the first graders at university are emotionally intelligent and able to manage their emotions when faced with stress.

Suggestion

Based on the results of research and discussion conducted, with the influence of emotional intelligence on stress management at first grade students, the suggestions can be given:

1. For Students: based on the results obtained showed that the more ability to

handle stress emotional intelligence and ability in managing high stress, therefore students are expected to always try to improve and hone the ability to handle stress. The results of other studies show that the most common problem found in first-year students is not being able to manage time, in which case the first-year students are advised to spend more time on things that are more important and able to reject the invitation of friends when the activity is not useful.

2. For Educational Institutions: based on the results of research that many first-rate students who use music as a way to

reduce their stress so that researchers hope the relevant educational institutions continue to improve facilities that provide a comfortable place for students to listen to music and add musical instruments in places that allow, for example in the library by playing classical music.

3. Further research

Seeing that many first grade students who use music as a way to help reduce stress, researchers suggest for further research to see if music is effective in individual stress management.

BIBLIOGRAPHY

Azwar, S. (2014). *Reliabilitas dan validitas (edisi 4)*. Yogyakarta: Pustaka Pelajar.

Goleman, D. (1999). *Working with emotional intelligence: kecerdasan emosi untuk mencapai puncak prestasi*. Jakarta: Gramedia Pustaka Utama.

Goleman, D. (2000). *Kecerdasan emosi*. Jakarta: PT. Gramedia.

Mashudi, F. (2012). *Psikologi konseling: buku panduan lengkap dan praktis menerapkan psikologi konseling*. Jakarta: IRCiSoD.

Mayuran, I. (2013). Impact of emotional intelligence on stress management:

Study of schools with Banks in Jaffna district. *Global Journal Of Commerce & Management Perspective*, 2(6), 67-71.

Pasolong, H. (2012). *Metode penelitian administrasi*. Bandung: Alfabeta.

Qonita, N., Savitri, A. D., Asih, G. Y. (2006). Manajemen stres ditinjau dari konsep diri pada wanita karir yang berperan ganda. *Jurnal Dinamika Sosial Budaya*, 08, 94-102.

Ramesar, Koortzen dan Oosthuizen. (2009). The Relationship Between Emotional Intelligence And Stress Management. *Journal of Industrial Psychology*, 35 (1), 39-48.



Segarahayu, R. D. (2012). Pengaruh manajemen stres terhadap tingkat stres pada narapidana di LPW Malang. *Jurnal Psikologi*, 1-16.

Smith, J. C. (2002). *Stress management: A comprehensive handbook of techniques and strategies*. New York: Spring Publishing Company, Inc.

Sugiyono. (2011). Metode penelitian bisnis. Bandung: CV Alfabeta.

Sumikan. (2011). Pengaruh kecerdasan emosi, kecerdasan spiritual dan prestasi belajar PAI kelas X SMK Negeri 1 Diangu Kabupaten Mojokerto. *Tesis* (Tidak diterbitkan). Univeritas Islam

Negeri Maulana Malik Ibrahim: Malang.

Whetten, D. A., Cameron, K. S. (2011). *Developing management skills: Eighth edition*. New York: Prentice Hall.

Wulur, W. I., Kumaat, L. T., Masi, G. (2013). Hubungan kecerdasan emosional dengan kemampuan manajemen stres pada narapidana di lembaga permasyarakatan kelas IIA Manado. *Ejournal Keperawatan*, 01, 1-7.

Yusuf, S. L. N. (2003). *Psikologi perkembangan anak dan remaja*. Bandung: PT Rosda Karya Remaja.