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ANALYSIS OF EMOTIONAL INTELLIGENCE DETERMINANTS IN NURSING PROFESSION STUDENTS IN BANDA ACEH AND ACEH BESAR

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Abstract

Emotional intelligence is a person's ability to regulate their emotional life with intelligence, maintaining emotional harmony and expression through the skills of self-awareness, self-control, self-motivation, empathy and social harmony. The aim of this research is to analyze the relationship between emotional intelligence and nursing professional students in Banda Aceh Aceh Besar 2023. This type of research is descriptive correlation. The population in this study was 288 nursing professional students from Banda Aceh, Aceh Besar.The sampling technique used accidental sampling with a sample size of 258. This research was carried out on 20-30 July 2023. The results of the research obtained a value for self-awareness with emotional intelligence p=value 0.013, it can be concluded that there is a relationship between self-awareness and emotional intelligence, on self-regulation p value = value 0.033 there is a relationship between self-regulation and emotional intelligence, for motivation with a value of p = value 1.000 thre is no relationship between motivation and emotional intelligence, for empathy with a value of p = value 0.000 there is a relationship between empathy and emotional intelligence, for support from parents and family p value = value 0.680, then there is no relationshipbetween family support emotional intelligence and friendship social relationships obtained p value = value 0.009, there is a relationship between friendship social relationships and emotional intelligence.

Keywords: *Intelligence, Emotional, Nursing Profession Students*

1. INTRODUCTION

Student is the name of someone who is studying in a study program. Students are required to complete their studies. Usually, the final stage students get an assignment to get a bachelor's degree. Workload in nursing profession students results in stress with symptoms of sleeplessness, headaches, fatigue, lack of focus and concentration, this causes a person to contribute less to the surrounding environment (Maramis & Mokalu, 2021). Emotional intelligence is a person's excellence in monitoring feelings and emotions in themselves and others, being able to distinguish between things looking for information to guide their thoughts and actions. People with emotional intelligence gain development and will succeed in their lives because they are able to think and support productivity (Susilaningsih et al., 2020).

Based on the results of interviews conducted with nursing profession students in the city of Banda Aceh, it is found that related to determinant factors, in self-awareness most students recognize forms of self-emotion, in self-regulation students say it is sometimes difficult to control emotions in themselves, then in motivation some students are motivated by seniors when serving in carrying out their duties, then related to empathy students feel more when meeting patients, in family support students mostly

get support in the form of material while enthusiasm and motivation are rarely given by parents, in social relations of each student at the beginning of the service period it is difficult to build it because they have not adapted. From the above background, the researcher will examine the Determinant Analysis of Emotional Intelligence of Nursing Profession Students in Banda Aceh and Aceh Besar.

2. LITERATURE REVIEW

2.1. Emotional Intelligence

Emotional Intelligence is a word popularized by Daniel Goleman. Daniel says emotional intelligence is a person's skill to fix emotions with intelligence, maintain emotional balance and through self-awareness, self-control, motivation, empathy and social skills. It can be said that emotional intelligence is a person's ability to know and recognize emotions and how to manage them, build motivation, feel other people's emotions (empathy) and establish social relationships with others (Bariyyah & Latifah, 2019).

2.2. Emotional Intelligence Component

According to Goleman), there are five components of emotional inelegancy including self-awareness, self-regulation, motivation, empathy, and social skills (Maitrianti, 2021).

2.3. Emotional Intelligence Factor

Emotional intelligence is not something that can be acquired directly. Emotional intelligence is influenced by 6 factors. These factors include age, gender (Parental and family support, education, environment, social relationships and friendships).

2.4. Benefits of Emotional Intelligence

Emotional intelligence is the vital intelligence of a person that must be trained, managed and developed. Because emotional intelligence has continuity with quality of life, it is closely related to a healthy soul. Humans as reactive creatures experiencing misfortune have a great opportunity to have a calm life, and gain success (Baktio & Utama, 2013). The benefits of emotional intelligence play a role in controlling emotions, if emotions are easily controlled and can channel them properly, individuals are less likely to cause problems, and will easily implement the expected aspects of life (Holil, 2018).

2.5. Nursing students

Nursing profession students are advanced stages of undergraduate nursing students. In undergoing the nursing profession, students implement all the knowledge gained during the undergraduate education process and provide nursing care for patients at the practice site. Professional education is an obligation for all S1 Nursing students who will carry out practice, without having a nursing degree job opportunities will be difficult (Baqazarisitory Albajili, Kurnia Putri & Yovina 2020).

3. RESEARCH METHODS

This study is a quantitative study using descriptive correlative method with cross sectional design. *The* population in this study was nursing profession students in the city of banda aceh and aceh besar totaling 289 students. sampling using *accidental sampling* is *accidental* sampling by obtaining respondents by chance in line with the research context.

Formula:

$$n : \frac{N}{1+N\,(e)}$$

4. RESULTS AND DISCUSSION

4.1. Research Results

4.1.1. Demographic Data

Table 1. Frequency Distribution of Demographic Data

No	Demographic Data	Category	Frequency (f)	Percentage %
1	Age	21-30 years old (early adulthood) 31-40 years old (late adult)	149 1	99.3% 7%
2.	Gender	Men Women	11 139	7.3% 92.7%
3.	University	Abulyatama Syiah Kuala Bina Bangsa Getsempena	28 96 26	18.7% 64.0% 17.3%
Total			150	100%

4.1.2. Univariate Analysis

Table 2. Frequency Distribution Of Determinants Of Emotional Intelligence

No	Independent Variable	Category	Frequency (f)	Percentage %
1.	Self-Awareness	Positive	81	54.0%
2.	Self-regulation	Positive	89	59.3%
3.	Motivation	Positive	84	56.0%
4.	Empathy	Positive	100	66.7%
5.	Parent and Family Support	Positive	102	68.0%
6.	Social relationships and friendships	Positive	83	55.3%

Table 2 shows that of the 150 respondents studied, there were 81 respondents (54.0%) with positive self-awareness, 89 respondents (59.3%), 89 respondents (59.3%) with positive self-regulation, 84 respondents (56.0%), 84 respondents (56.0%), 100 respondents (66.7%) with positive empathy, 102 respondents (68%), and 83 respondents (55.3%) with positive social relationships and friendships.

Table 3. Frequency Distribution of Emotional Intelligence

Dependent Variable	Category	Frequency (f)	Percentage %
Intelligence Emotional	Tinggi	83	55.3%

Table 3 shows that of the 150 respondents studied, there were 83 respondents (55.3%) with high emotional intelligence.

4.1.3. Bivariate Analysis

Table 4. The Relationship Between Self-Awareness And Emotional Intelligence

Category	Frequency	Percentage	*P value*
Positive/High	48	40.0%	0.013
Positive/Medium	33	41.0%	
Negative/High	26	34.0%	
Negative/Moderate	43	35.0%	
Total	150	100%	

Based on table 4, shows that of the 150 respondents studied, the results of self awareness with positive categories were 48 respondents with a percentage of 40.0% having high emotional intelligence and 33 respondents with a percentage of 41.0% having moderate emotional intelligence.

While self-awareness with negative categories there are 26 with a percentage of 34.0% of respondents with self-awareness in negative categories have high emotional intelligence, and 43 respondents with a percentage of 35.0% in negative categories have moderate emotional intelligence self-awareness. After conducting a chi square statistical test, the p-value=0.013 means < =0.05, so it can be concluded that there is a relationship between self-awareness and emotional intelligence

Table 5. The Relationship Between Self-Regulation and Emotional Intelligence

Category	Frequency	Percentage	*P value*
Positive/High	37	43.9%	0.033
Positive/Medium	52	45.1%	
Negative/High	37	30.1%	

Category	Frequency	Percentage	*P value*
Negative/Moderate	24	30.9%	
Total	150	100%	

Based on table 5 shows the results of 150 respondents studied, the results of self-regulation with positive categories were 37 respondents with a percentage of 43.9% having high emotional intelligence and 52 respondents with a percentage of 45.1% having moderate emotional intelligence.

While self-regulation with negative categories there are 37 with a percentage of 30.1% of respondents with self-regulation in negative categories have high emotional intelligence, and as many as 24 respondents with a percentage of 30.9% in negative categories have moderate emotional intelligence self-regulation. After doing the chi square statistical test, the p-value=0.033 means < =0.05, so it can be concluded that there is a relationship between self-regulation and emotional intelligence.

Table 6. Motivation Relationship with Emotional Intelligence

Category	Frequency	Percentage	P value
Positive/High	41	41.4%	1.000
Positive/Medium	43	42.6%	
Negative/High	26	34.0%	
Negative/Moderate	43	3.50%	
Total	150	100%	

Based on table 6 shows the results of 150 respondents who studied motivation with positive categories, 41 respondents with a percentage of 41.4% had high emotional intelligence and a total of 43 respondents with a percentage of 42.6% had moderate emotional intelligence. While motivation with a negative category there were 33 with a percentage of 32.6% of respondents with motivation in the negative category had high emotional intelligence, and 33 respondents with a percentage of 33.4% in the negative category had moderate emotional intelligence motivation. After doing the chi square statistical test, the p-value = 1000 μεανσ> = 0.05, so it can be concluded that there is no relationship between motivation and emotional intelligence.

Table 7. The Relationship Between Empathy and Emotional Intelligence

Category	Frequency	Percentage	*P value*
Positive/High	37	49.3%	0.000
Positive/Medium	63	50.7%	
Negative/High	37	24.7%	

Category	Frequency	Percentage	*P value*
Negative/Medium	13	25.3%	
Total	150	100%	

Based on table 7 shows that of the 150 respondents studied, the results of empathy with a positive category were 37 respondents with a percentage of 49.3% having high emotional intelligence and 63 respondents with a percentage of 50.7% having moderate emotional intelligence(Yunalia & Etika, 2020).

While empathy with a negative category there are 37 with a percentage of 24.7% of respondents with empathy in the negative category having high emotional intelligence, and as many as 13 respondents with a percentage of 25.3% in the negative category have moderate emotional intelligence empathy. After conducting a chi square statistical test, the p-value = 0.000 means < = 0.05, it can be concluded that there is a relationship between empathy and emotional intelligence.

Table 8. The Relationship Between Parental and Family Support With Emotional Intelligence

Category	Frequency	Percentage	*P value*
Positive/High	52	50.3%	0.680
Positive/Medium	50	51.7%	
Negative/High	22	23.7%	
Negative/Moderate	50	51.7%	
Total	150	100%	

Based on table 8 shows that of the 150 respondents studied, family support with positive categories, 52 respondents with a percentage of 50.3% had high emotional intelligence and 50 respondents with a percentage of 51.7% had moderate emotional intelligence.

While parental and family support with negative categories there were 22 with a percentage of 23.7% of respondents with parental and family support in negative categories had high emotional intelligence, and as many as 26 respondents with a percentage of 24.3% in negative categories had parental and family support moderate emotional intelligence. After conducting a chi square statistical test, the p-value=0.680 μεανσ> =0.05, so it can be concluded that there is no relationship between family and parental support and emotional intelligence.

Table 9. The social relationship of friendship with emotional intelligence

Category	Frequency	Percentage	*P value*
Positive/High	33	41.4%	0.009
Positive/Medium	76	76.0%	

Category	Frequency	Percentage	*P value*
Negative/High	41	32.6%	
Negative/Medium	25	33.4%	
Total	150	100%	

Based on table 9 shows that of the 150 respondents studied, social friendship relationships with positive categories, 33 respondents with a percentage of 41.4% have high emotional intelligence, 76 respondents with a percentage of 76.0% have moderate emotional intelligence.

While social relationships and friendships there were 41 with a percentage of 32.6% of respondents with negative categories having high emotional intelligence, and as many as 25 respondents with a percentage of 33.4% categorized as negative had moderate emotional intelligence parental and family support. After conducting a chi square statistical test, the p-value=0.009 means < =0.05, so it can be concluded that there is a relationship between friendship relationships and emotional intelligence.

4.2. Discussion

4.2.1. Relationship Between Self-Awareness and Emotional Intelligence

After conducting statistical tests using the chi-square relationship between self-awareness and emotional intelligence, the p-value of 0.013 means <α =0,05, it can be concluded that there is a relationship between self-awareness and emotional intelligence (Irmawati et al., 2016).

Based on research conducted by Hendra entitled the influence of self- awareness, self-regulation, motivation, empathy, and social skills on the emotional intelligence of KAP Auditor performance in Palembang city, the results of emotional intelligence have a significant influence on auditor performance self- awareness. In the X1 self-awareness variable, the regression coefficient is 0.001 if self-awareness increases by one unit, it will increase the auditor's performance by 0.001 (Astrina & Rinaldi, 2019).

4.2.2. Relationship Of Self-Regulation With Emotional Intelligence

After conducting a statistical test using chi-square the relationship between self-regulation and emotional intelligence obtained a p-value of 0.033 means <α =0,05, it is concluded that there is a relationship between self-regulation and emotional intelligence.

Based on research by Cintia with the title The relationship between emotional intelligence and self-adjustment of students majoring in psychology obtained positive results between emotional intelligence and self-regulation in psychology students at Padang State University (r = 0.488; p = 0, 000) (Basri, 2018).

4.2.3. Relationship Between Motivation And Emotional Intelligence

After conducting statistical tests using chi-square, the relationship between motivation and emotional intelligence obtained a p-value of 1000 <α =0,05, it can be concluded that there is no relationship between motivation and emotional intelligence.

Based on research by Chandra with the title of the relationship between emotional intelligence and learning motivation in Medan Area psychology students. This study uses correlation analysis techniques and samples using purposive sampling with a total of 79 students (Kusno, K., 2021). The results have a positive and significant relationship between emotional intelligence and learning motivation where rxy = 0.555; p = 0.000 (p < 0.050) (Sholihah, 2019).

4.2.4. Relationship Between Empathy And Emotional Intelligence

After conducting statistical tests using chi-square the relationship between empathy and emotional intelligence obtained a p-value of 0.000 means <α =0,05so it is concluded that there is a relationship between empathy and emotional intelligence. Based on research by Sholiha with the title of the influence of emotional intelligence on the formation of empathy for students of SMK Putra Pratiwi, the primary data method uses questionnaires and secondary data documentation. The value has a positive and significant impact on emotional intelligence on the formation of empathy for students of SMK Putra Pertiwi Pondok Cabe, which is 9.4% (Fadhilah & Mukhlis, 2021).

4.2.5. The Relationship Between Parental And Family Support With Emotional Intelligence

After conducting statistical tests using chi-square the relationship between parental and family support with emotional intelligence obtained a p-value of 0.680 <α =0,05, it can be concluded that there is no relationship between parental and family support with emotional intelligence.

Based on research conducted by Fadhilah with the title of the relationship between family environment, peer interaction and emotional intelligence with student learning outcomes, this research is an ex-post facto, with a sample of 263. Data collection using a questionnaire and obtained a coefficient of 0.530 and a p value <0.001 (Fadhilah & Mukhlis, 2021).

4.2.6. The Social Relationship Of Friendship With Emotional Intelligence

After conducting statistical tests using chi-square social relationships and friendships with emotional intelligence obtained a p-value of 0.009 then <α =0,05 it can be concluded that there is a relationship between social relationships and friendships with emotional intelligence. Based on research by Wahida with the title of the relationship between emotional intelligence and social interaction of MTSN Negeri 1 Bandar Lampung students, the results obtained were 0.342 with a significant level of 0.05 rtabel 0.361. Then (Ha) is accepted and (Ho) is rejected. So it is concluded that there is a relationship between emotional intelligence and social interaction (Wahida, 2018).

5. CONCLUSION

Research conducted from July 20 to 30, 2023 with 150 respondents concluded from the six variables there are four variables that have a relationship between, self- awareness with emotional intelligence, there is a relationship of self-regulation with emotional intelligence, there is a relationship of empathy with emotional intelligence, there is a

social and friendship relationship with intelligence. And there are two variables that do not have a relationship, namely, there is no relationship between motivation and emotional intelligence, there is no relationship between parental and family support with emotional intelligence in nursing profession students in Banda Aceh - Aceh Besar. This research is expected to provide information about the emotional intelligence of nursing profession students and can be applied to each student to improve emotional intelligence. As a guide for other researchers who want to continue research on analyzing the determinants of emotional intelligence of nursing profession students, with different research, different variables , and also different sampling techniques with this research.

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