How is the Emotional Intelligence and Personality of Students in Following the Learning Process?

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ABSTRAK

Keberhasilan dalam proses pembelajaran mahasiswa tidak terlepas dari kecerdasan emosional dan kepribadiannya. Penelitian ini bertujuan untuk menganalisis kecerdasan emosional dan kepribadian mahasiswa PGSD. Jenis penelitian yang digunakan adalah deskriptif kualitatif. Sampel penelitian ini adalah 100 mahasiswa. Metode pengumpulan data yang dilakukan adalah angket. Angket yang digunakan terdiri atas 54 pernyataan yang sudah diuji validitasnya. Analisis data dalam penelitian dilakukan secara interaktif dengan 3 teknik yaitu reduksi data, penyajian data dan penarikan kesmpulan. Hasil penelitian menunjukkan bahwa kecerdasan emosional berada pada kategori baik, hal ini ditunjukkan dengan hasil penelitian siswa menjawab bahwa kondisi kecerdasan emosionalnya baik. Namun ada dua pernyataan yang perlu diperhatikan yaitu dimensi mampu mengendalikan amarah dengan lebih baik. Sedangkan untuk kepribadian siswa PGSD menunjukkan bahwa siswa lebih cenderung mendekati kepribadian ekstrovent, siswa lebih suka berinteraksi dengan orang lain daripada harus menyendiri, namun masih ada beberapa siswa yang lebih memilih diam daripada menjawab pertanyaan atau lebih suka menyampaikan. hasil. membahas dibandingkan dengan apa yang dia lakukan. Kondisi ini didukung oleh hasil observasi yang dilakukan di kelas. Dimana beberapa siswa menunjukkan bahwa mereka kurang percaya diri dalam mengungkapkan pendapatnya dalam praktek atau dalam menyampaikan hasil diskusi

ABSTRACT

Success in the student learning process cannot be separated from emotional intelligence and personality, that's why a study that aims to analyze the emotional intelligence and personality of PGSD students is carried out. The type of research used is descriptive qualitative. The sample of this research is 100 students. The data collection method used is a questionnaire. The questionnaire used consists of 54 terminals that have been tested for validity. Data analysis in the study was carried out interactively with 3 techniques, namely data reduction, data presentation and drawing conclusions. The results showed that emotional intelligence was in the good category, this was indicated by the results of research students answered that the condition of emotional intelligence was good. However, there are two statements that need to be considered, namely the dimension of being able to control anger better. As for the personality of PGSD students, it shows that students are more likely to approach extrovent personalities, students prefer to interact with other people rather than be alone, but there are still some students who prefer to be silent rather than answer questions or prefer to convey. results. discuss compared to what he did. This condition is supported by the results of observations made in class. Where some students show that they lack confidence in expressing their opinions in practice or in conveying the results of discussions.

1. INTRODUCTION

Students are known for their high standards, in-depth knowledge, luxurious environment, and participation in the advancement of science and technology. Students have an important role as agents of change for realistic and rational expectations for everyday people's lives (Halimah et al., 2018). High fighting power such as the spirit of life, a great sense of optimism towards success, which is expected to be owned by students to be able to successfully live life in college and have optimal achievements (Suryani et al., 2020). So, students are one of the assets that must be equipped with knowledge, skills and attitudes that can later be used in society. Students succeed in the learning process depending on their intelligence and emotional control (Tyagi & Meena, 2022). Emotional intelligence has a positive effect on resilience, which is associated with an impact on outcomes, better academic performance (Estrada et al., 2022). Emotional intelligence is part of social intelligence that determines the type of individual behavior (Fine et al., 2022; Görgens-Ekermans & Roux, 2021; Kotsou et al., 2019), a person's ability to control one's own feelings and emotions in acting (Raghubir, 2018), and determines one's respect for the rights of others

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(Prentice et al., 2020). Emotional intelligence is very important for someone to have because it can determine their interactions with other people and how they work (ALmegewly et al., 2022). In other words, students with emotional intelligence are better equipped to cope in an adaptable manner with difficult events and problems in daily life (Lopez-Zafra et al., 2019). Since it promotes students' social and cognitive growth, emotional intelligence is widely acknowledged as being important in academic environments (Costa & Faria, 2020).

Several studies that have been carried out related to emotional intelligence include research which states that high emotional intelligence means high learning outcomes (Jannah et al., 2019). Research which states that there is a significant influence of emotional intelligence on student achievement (Arafa et al., 2022). The results of the study which state that there is a positive direct influence of emotional intelligence on learning motivation (Anggraini et al., 2022). The results of the study which state that emotional intelligence has a negative effect on learning achievement, emotional intelligence has a positive influence on the level of understanding (Benu & Nugroho, 2021). Research which states that the higher the emotional intelligence and learning motivation, the better the student's learning achievement and vice versa, the lower the emotional intelligence and student motivation, the lower the learning achievement obtained (Yulika, 2019). Research that states that learning independence can be increased through increasing emotional intelligence (Afero & Adman, 2016). The results of the study which stated that emotional intelligence has no positive and significant effect on job satisfaction (Anwar et al., 2020). So, with emotional intelligence it will help students get the desired goals, in other words someone who has stable emotional intelligence he can manage himself to solve problems or the materials provided which of course will have an impact on the mastery of knowledge and skills so that the desired learning objectives are realized. In addition to emotional intelligence, one of the factors that determine a person's success is personality.

A person's personality will describe the character that is in him, personality is a relatively permanent pattern of character and a unique character that provides consistency as well as individuality for one's behavior (Amanda et al., 2020; Murniati et al., 2019). A person's personality, although describing who a person is does not mean that personality cannot be changed, in fact it is someone who is ready to change who survives the onslaught of changing times (Rapika & Sari, 2019). A healthy personality when optimal levels of differentiation and development are achieved, besides that behavior is the main factor that can interpret a human personality includes a concept based on a psychological state, process and structure that causes a behavior to be meaningful (Meilana et al., 2021). A person with a good personality is able to take responsibility for their own life. In that case, they "stand alone" and do not transfer responsibility to others (Widyasari et al., 2017). In other words, a person's personality will give a person its own self-esteem, an extraverted personality is happier than a neurotic because extraverts have higher self-esteem than people with a neurotic personality (Lutfiyah, 2018). Based on this, it can be said that one's personality will play an important role in one's life, therefore one's personality must be formed from an early age. In shaping the personality of a child, the role of parents and family is very much needed in shaping the child's personality (Framanta, 2020).

Several studies have been conducted relating to a person's personality, research which states that students with extroverted personality types are able to fulfill all indicators of conceptual and procedural understanding. This can be seen from the way the subject solves the problem properly according to the existing procedure. Meanwhile, students with introverted personality types were also able to fulfill indicators of procedural understanding well, but not indicators of conceptual understanding (Armanza & Asyhar, 2020). The results of the study stated that there was no relationship between extrovert-introvert personality types and social acceptance of regular students towards students with disabilities (Virlia, 2018). Research which states that there is a relationship between personality competencies and project assessment in field lecture practices conducted by students or prospective teachers (Nurdiana et al., 2020). Research states that introverted subjects and extroverted subjects have different behavior patterns where extroverted subjects are more confident and less thorough in working on questions, while introverted subjects are more careful and less confident in solving math problems (Trisnawarni & Yunianta, 2021). So, everyone's personality is different, but that personality will have an influence on what a person achieves. Emotional intelligence and personality are two things that must be possessed by a person to achieve his goals optimally. This also applies to students with intelligence in managing emotions and good personality, students will be able to achieve the goal of continuing the State and nation to be able to compete in the global world. To know the emotional intelligence and personality of students, it is necessary to analyze the level of emotional intelligence and student personality in the learning process. By knowing the level of emotional intelligence and personality of our students we can choose the best plan to produce quality graduates. Several studies that have been conducted relating to the analysis of emotional intelligence and personality include; research which states that the emotional intelligence of lecturers in

the Palembang polytechnic environment is included in the high classification, so it is advisable to maintain it or if it can be increased (Mujiyati et al., 2017). The results of the analysis show that emotional intelligence influences teacher competence (Tuankotta et al., 2019). The results of the study stated that the emotional intelligence of school students in learning was in good condition (Ajeng & Nanan, 2021). Meanwhile, students with introverted personality types were also able to fulfill indicators of procedural understanding well, but not indicators of conceptual understanding (Armanza & Asyhar, 2020). The results of the study stated that there was no relationship between extrovert-introvert personality types and social acceptance of regular students towards students with disabilities (Virlia, 2018). Research which states that there is a relationship between personality competencies and project assessment in field lecture practices conducted by students or prospective teachers (Nurdiana et al., 2020). Research states that introverted subjects and extroverted subjects have different behavior patterns where extroverted subjects are more confident and less thorough in working on questions, while introverted subjects are more careful and less confident in solving math problems (Trisnawarni & Yunianta, 2021). From the results of this study, it was found that the research that had been carried out regarding personality emotional intelligence had been carried out at the elementary school level, Lecturer. What distinguishes this research from existing ones is that two variables are put together, namely emotional intelligence and personality. In addition, the difference is in terms of research subjects where the research subjects are Musamus university students, especially 3rd semester PGSD students. This study aims to analyze the emotional intelligence and personality of PGSD students is carried out.

2. METHODS

This research is a type of descriptive research using an approach that is used to explore multiliteracy-based learning in elementary schools. Descriptive research aims to explain or describe carefully the circumstances or characteristics of a symptom or mass being studied. Descriptive research focuses on the "how" question by trying to obtain and reveal facts clearly, thoroughly, and completely (Nurmalasari & Erdiantoro, 2020; Virgiawan, 2016; Zellatifanny & Mudjiyanto, 2018). Qualitative descriptive research aims to obtain data without any other treatment or treatment (Ningsih et al., 2022). Descriptive research was conducted to obtain information about the level of emotional intelligence and personality of PGSD students in the learning process. This research was conducted through 3 stages, namely the research preparation stage, the research implementation stage, and the final stage (Emzir, 2008). The population of this study were students of the 3rd semester of PGSD, Musamus University, which opened 398 people. The sample of this research is 100 people. Considering that not all students are in Meruake because they are on holiday, the network is limited because most of the students are in the village, precisely in the interior of Papua.

The data collection method is defined as the method used by researchers to collect the data needed in research (Agung, 2014). Data collection methods can be divided into two, namely test and non-test methods. In this study, data related to emotional intelligence and personality are needed, so the method chosen is a non-test method in the form of a questionnaire instrument. Questionnaire is one of the collection techniques carried out without going through the interview process with respondents. Questionnaire distribution aims to find complex and relevant information about a problem to be studied (Sudaryono, 2015). This study used a questionnaire with a Likert scale. With the choices of strongly agree, agree, quite agree, disagree and strongly disagree. There are 2 questionnaires provided in this study, namely emotional intelligence and personality questionnaires. The emotional intelligence questionnaire consists of 5 dimensions which were developed into 23 indicators and developed into 38 statements. A more complete one is presented in Table 1.

Table 1. Emotional Intelligence Indicator

No	Dimension	Indicator
1	Recognize your own emotions	Recognize and feel your own emotions
		Understand the causes of feelings that arise
		Recognize the influence of feelings on actions, namely after determining the causes of emotional feelings
2	Manage emotions	Be tolerant of frustration
		Able to control anger better
		Can control aggressive behavior that can damage self and others
		Have positive feelings about yourself and others
		Have the ability to cope with stress

No	Dimension	Indicator
3	Motivate yourself	Can reduce feelings of loneliness and anxiety
		Able to control impulses
		Be optimistic
		Able to focus on the task at hand
4	Recognizing the emotions of others (empathy)	Able to accept other people's point of view
		Have empathy or sensitivity
		Able to listen to others
5	Building relationships (social skills)	Understand the importance of building relationships with others
		Able to resolve conflicts with others
		Have the ability to communicate with others
		Have a friendly attitude or easy to get along with peers
		Have a considerate attitude
		Have concern for the interests of others
		Can live in harmony with the group
		Be happy to share flavors and work together
		Be democratic

Personality variable consisting of 2 dimensions which were developed into 8 indicators which were then developed into 16 statements. The indicators are presented in Table 2. The process of distributing the questionnaire is done online using a google form. Data analysis in the study was carried out interactively (Sugiyono, 2014) that the activities in qualitative data analysis were carried out interactively and took place continuously until completion. That is, in data analysis, researchers are directly involved in explaining and concluding the data obtained by linking the theory used. Interactive model data analysis consists of three main things, namely data reduction, data presentation and conclusion drawing (verification). Descriptive data analysis technique is a method of data processing that involves a calculation process by systematically compiling data in the form of numbers or percentages, which are related to the object under study (Agung, 2014; Tohirin, 2012).

Table 2. Personality Indicators

NO	Dimension	Indicator
1	**Introvert**	Tend to be quiet and like to be alone
		Doesn't like crowds
		Usually do not directly reply to messages from someone
		Doesn't like being the center of attention
2	***Extrovert***	I like interacting and socializing with other people
		Always enthusiastic and enthusiastic about various things
		I'd rather be a speaker than a listener
		Have good self confidence

3. RESULT AND DISCUSSION

Results

Respondents in this study have different characteristics such as differences, differences in gender, differences in the amount of income of parents, and the district where they live. These differences in characteristics will be able to assist researchers in analyzing research results, and the research results obtained will be more varied. Characteristics of respondents based on student gender, it can be seen that the number of female students who contributed in the study were 67 students with a percentage of 67%, while male students were only 33 students with a total percentage of 33%. So, it is known that the number of male student respondents is less than female students. The results showed that emotional intelligence was in the good category, this was indicated by the results of the study in which students answered that the condition of emotional intelligence was good. However, there are two statements that should be noted which are dimensions of being able to control anger better. From the research results, students still have problems in controlling emotions. More complete results are presented in Figure 1.
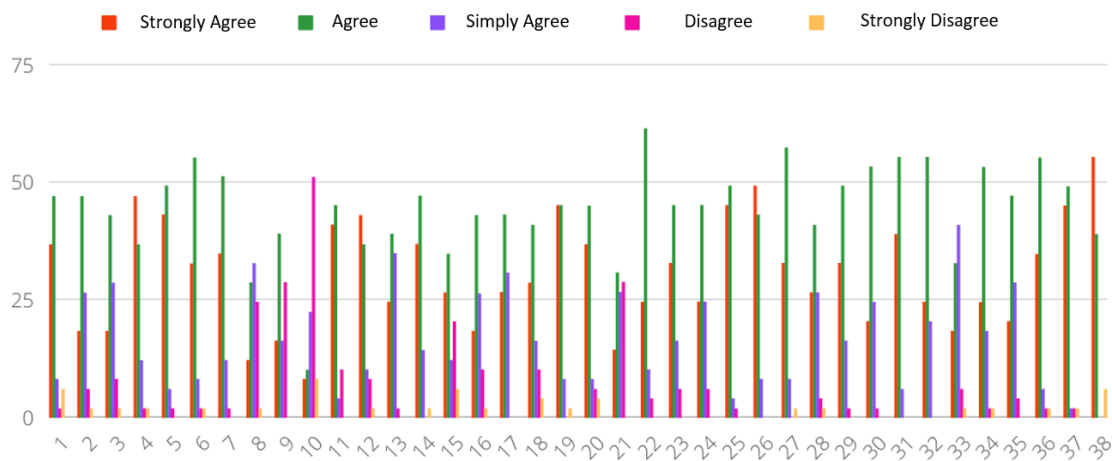
Figure 1. The Results of the Analysis of Emotional Intelligence

Whereas for the personality of PGSD students it shows that students are more likely to approach extrovent personalities, students prefer to interact with other people rather than having to be alone, but there are still some students who prefer silence rather than answering questions or prefer to convey results. dicuss compared to what he did. This condition is supported by the results of observations made in class. Where some students showed that they lacked confidence in expressing their opinions in practice or in conveying the results of discussions. More complete results are presented in Figure 2.
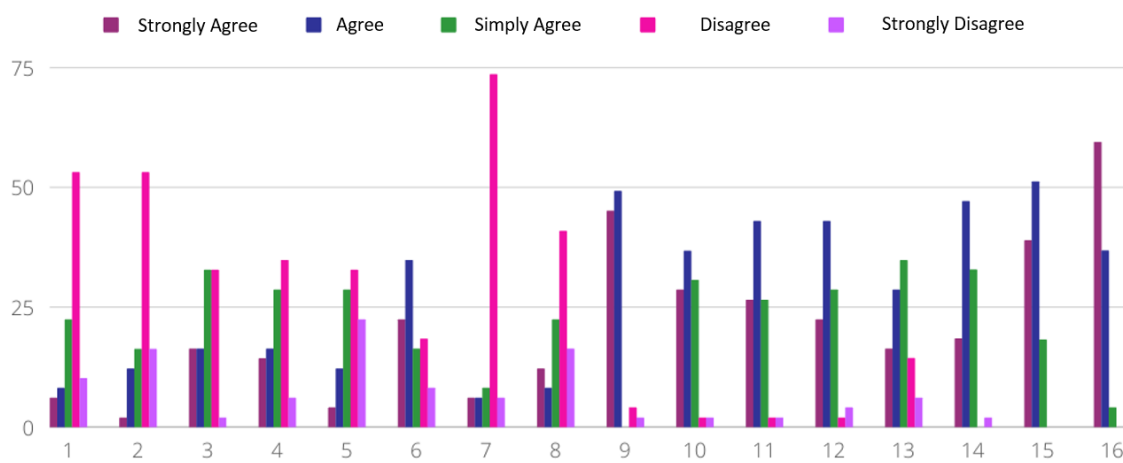

Figure 2. Personality Analysis Results

Discussion

The results of the study show that students' emotional intelligence has good emotional intelligence. With good emotional intelligence, of course students are able to regulate themselves in acting and behaving. Although in the research results there is one dimension that must be corrected where at this time students are still not able to manage emotions well. If this condition is left unchecked, of course it can affect students themselves. Competent individuals are able to process information and use this information as a guide to manage their feelings in larger social adjustments and relationships (Divecha & Brackett, 2020; Quintana-Orts et al., 2021). In short, adolescents with emotional intelligence are able to adaptively deal with distressing experiences and challenges in everyday life more easily (Lopez-Zafra et al., 2019). Emotional intelligence has been widely recognized as a relevant factor in academic contexts as it supports students' cognitive and social development (Costa & Faria, 2020). Emotional Intelligence has shown that individuals with a higher capacity to process information usually perform better on cognitive

tasks (Saklofske et al., 2012; Sánchez-Álvarez et al., 2020). Interpersonal and intrapersonal skills are very important in education, as it is a period involving many social, contextual, and personal changes and pressures. During adolescence, peer groups are especially relevant to the emotional development and formation of adolescent identities with immediate contexts such as the school environment being one of the most relevant (Gifre Monreal & Esteban Guitart, 2012; Yeo, 2021). Greater emotional regulation and better adaptation processes are useful for dealing with academic stress and achieving academic success (Saklofske et al., 2012).

Interestingly, people who are emotionally perceptive appear to be more strongly affected by stress than their less perceptive counterparts, expressing higher levels of psychological distress (Ciarrochi et al., 2008). People with emotional intelligence are more resilient, adapt more easily to change, react better in stressful conditions, and cope with adversity in the form of challenges (Schneider et al., 2013). Students with better emotional management are happier and have better social relationships (Eryılmaz, 2012). Likewise, students who have larger social networks in the classroom can stimulate an adequate social environment for better cooperative work, better group learning, greater support from classmates (Hogan et al., 2010), and better relationships with teachers (Di Fabio & Kenny, 2015), both the academic climate that involves classmates and lecturers as well as the tendency for better learning-oriented abilities. More directly, emotional intelligence facilitates optimizing thoughts, regulating behavior and lifestyle choices that are adjusted appropriately and can benefit academic achievement (Brackett et al., 2011). Emotional intelligence, one of which is the psycho-affective domain, in education, has a role with higher academic achievement (Taherkhani & Moradi, 2022).

One of the factors that influence emotional intelligence is gender. This effect may be due to social and biological factors. Socially, women are known to have greater emotional intelligence than men (Meshkat & Nejati, 2017). Gender as a process by which some activities are more masculine or feminine. There are desirable traits for one sex but not the other; assertiveness is a typical male characteristic while empathy is a desirable female characteristic (Siegling et al., 2015). One of the reasons for these differences may be that men and women are socialized differently (Nasir & Masrur, 2010). In the process of socialization, schools, peers, parents, or the media encourage women to work together actively, expressively, and in harmony with their interpersonal world, while men are led to be openly competitive, independent, and instrumental (Nasir & Masrur, 2010; Sherman, 2022). As a result, through experiences in childhood, girls learn to place more value on nurturing and interpersonal relationships than boys (Wang et al., 2020). There have been many studies on gender differences in emotion recognition. Several meta-analyses of gender differences in nonverbal decoding have shown that women are superior at decoding emotions than men (Fischer et al., 2018). This explanation has found support in previous research that studied gender differences in emotion recognition, and suggests that men and women may not differ in recognizing overt prototypical emotions, but that women are more sensitive to emotional refinement and thus only have proficiency in understanding the expression of overt emotions. less intense, or less prototypical (Hoffmann et al., 2010; Kamińska et al., 2021; Wieckowski et al., 2019). Emotional intelligence is considered related to gender, namely women are considered to be more communicative emotionally while men are emotionally calm and assertive (Ali et al., 2021).

The influence of emotional intelligence on individual characteristics and the environment has a decisive role on emotional intelligence. One factor that influences emotional intelligence is gender, which may be due to social or biological factors or both. Several studies have revealed that there is a relationship or a difference between gender, social, economic and demographic conditions and students' emotional intelligence (Chikobvu & Harunavamwe, 2022; Gaspar et al., 2022). Men and women are not only different biologically, but perhaps also emotionally, which may have a major influence on their emotional intelligence (Oriaku et al., 2020). Men in particular need to develop emotional skills and he gives many examples of high intelligence that didn't work out because they had problems with their skills. He found from his research that people with emotional intelligence generally have successful relationships with family, friends and co-workers (Barragán Martín et al., 2021). They are also successful because they are persistent in the face of setbacks and channel their emotional energy toward achieving their goals. Emotional intelligence helps individuals to achieve a quality of life that will make them successful and satisfied by guiding individual actions (Espino-Díaz et al., 2021). The results of the study also show that students' personalities are close to extroverts, where students prefer to interact with other people in the learning process. A person's personality, although describing who a person is does not mean that personality cannot be changed, in fact it is someone who is ready to change who survives the onslaught of changing times (Rapika & Sari, 2019). A healthy personality when optimal levels of differentiation and development are achieved, besides that behavior is the main factor that can interpret a human personality includes a concept based on a psychological state, process and structure that causes a behavior to be meaningful (Meilana et al., 2021). A person with a good personality is able to take responsibility for their

own life. In that case, they "stand alone" and do not transfer responsibility to others (Widyasari et al., 2017). In other words, a person's personality will give a person its own self-esteem, an extraverted personality is happier than a neurotic because extraverts have higher self-esteem than people with a neurotic personality (Lutfiyah, 2018). Based on this, it can be said that one's personality will play an important role in one's life, therefore one's personality must be formed from an early age. In shaping the personality of a child, the role of parents and family is very much needed in shaping the child's personality (Framanta, 2020). The study of personality is very useful in trying to examine psychological differences between the sexes. Personality is often conceptualized as the degree to which a person displays or lacks certain traits. A trait is a consistent pattern of thoughts, feelings, motives, and behavior that a person displays across situations (Cochran, 2022). That is, someone who has a high score will show a psychological state that is more personal and at a greater level than an individual who scores low on personality. Gender differences in personality traits are often characterized in terms of the sex that scores higher on that trait. For example, women are often found to be more agreeable than men (Di Fabio & Rosen, 2019; Feingold, 1994; Fors Connolly et al., 2020). This means that women, on average, are more nurturing, gentle combing, and more altruistic and to a greater extent than men.

The results of the study show that the emotional intelligence and personality of students are still close to good and conditioned. With good emotional intelligence and good personality, of course the purpose of learning is realized. This is in accordance with the condition of student GPA where the average student GPA is in the good category, namely 3.0. this is in accordance with the results of research which states that research which states that high emotional intelligence means high learning outcomes (Jannah et al., 2019). Research which states that there is a significant influence of emotional intelligence on student achievement (Arafa et al., 2022). The results of the study which state that there is a positive direct influence of emotional intelligence on learning motivation (Anggraini et al., 2022). The results of the study which state that emotional intelligence has a negative effect on learning achievement, emotional intelligence has a positive influence on the level of understanding (Benu & Nugroho, 2021). Research which states that the higher the emotional intelligence and learning motivation, the better the student's learning achievement and vice versa, the lower the emotional intelligence and student motivation, the lower the learning achievement obtained (Yulika, 2019). Research that states that learning independence can be increased through increasing emotional intelligence (Afero & Adman, 2016). The results of the study which stated that emotional intelligence has no positive and significant effect on job satisfaction (Anwar et al., 2020). So, with emotional intelligence it will help students get the desired goals, in other words someone who has stable emotional intelligence he can manage himself to solve problems or the materials provided which of course will have an impact on the mastery of knowledge and skills so that the desired learning objectives are realized. In addition to emotional intelligence, one of the factors that determine a person's success is personality.

4. CONCLUSION

The results showed that emotional intelligence was in the good category, this was indicated by the results of the study in which students answered that the condition of emotional intelligence was good. However, there are two statements that should be noted which are dimensions of being able to control anger better. From the research results, students still have problems in controlling emotions. Whereas for the personality of PGSD students it shows that students are more likely to approach extrovent personalities, students prefer to interact with other people rather than having to be alone, but there are still some students who prefer silence rather than answering questions or prefer to convey results. dicuss compared to what he did. This condition is supported by the results of observations made in class. Where some students showed that they lacked confidence in expressing their opinions in practice or in conveying the results of discussions.

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