

The Role of Emotional Intelligence in Improving Student Self-Efficacy

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ABSTRAK

Penelitian ini menganalisis pengaruh kecerdasan emosional terhadap efikasi diri mahasiswa dalam konteks pendidikan. Latar belakang penelitian ini adalah pentingnya pengelolaan emosi yang baik untuk memaksimalkan kecerdasan emosional, yang berdampak pada kemampuan mengikuti pelajaran dan mengelola diri dengan lebih baik di lingkungan pendidikan, terutama dalam menghadapi tuntutan akademik dan kehidupan di abad 21. Penelitian ini menggunakan metode kuantitatif dengan melibatkan 52 responden yang mengisi kuesioner berbentuk Google Form. Instrumen yang digunakan mencakup 40 item yang mengukur skala kecerdasan emosional dan skala efikasi diri. Uji prasyarat mencakup uji normalitas, uji linearitas, dan uji multikolinearitas, sedangkan teknik analisis data menggunakan regresi dengan pendekatan korelasi product moment Pearson. Hasil penelitian menunjukkan bahwa kecerdasan emosional memiliki pengaruh signifikan terhadap efikasi diri siswa, dengan nilai koefisien regresi sebesar 0,740 dan koefisien determinasi sebesar 0,538. Signifikansi sebesar 0,000 ($<0,05$) menunjukkan bahwa kecerdasan emosional mempengaruhi efikasi diri sebesar 53,80%, sementara sisanya 46,20% dipengaruhi oleh variabel lain yang tidak diteliti. Kesimpulan dari penelitian ini adalah bahwa kecerdasan emosional memainkan peran penting dalam meningkatkan efikasi diri mahasiswa, sehingga penting untuk dikembangkan dalam konteks pendidikan. Implikasi dari temuan ini menekankan perlunya strategi pendidikan yang dapat meningkatkan kecerdasan emosional guna mendukung keberhasilan akademik dan pengembangan diri mahasiswa.

ABSTRACT

This study analyzes the influence of emotional intelligence on students' self-efficacy in an educational context. This research highlights the importance of good emotion management to maximize emotional intelligence, which impacts the ability to follow lessons and self-management in educational settings, especially in facing academic demands and life in the 21st century. This quantitative study involved 52 respondents who filled out a Google Form questionnaire. The instrument used consisted of 40 items measuring emotional intelligence and self-efficacy scales. The prerequisite tests included normality, linearity, and multicollinearity tests, while data analysis techniques employed regression with Pearson product-moment correlation approach. The results showed that emotional intelligence significantly affects students' self-efficacy, with a regression coefficient of 0.740 and a determination coefficient of 0.538. The significance of 0.000 (<0.05) indicates that emotional intelligence influences self-efficacy by 53.80%, while the remaining 46.20% is influenced by other variables not examined. This study concludes that emotional intelligence is important in enhancing students' self-efficacy, making it essential to develop it within the educational context. The implications of these findings emphasize the need for educational strategies that can enhance emotional intelligence to support academic success and students' personal development.

1. INTRODUCTION

The demands of the 21st century in education reflect significant changes in learning activities, teaching, and preparing students to face increasingly complex future challenges. These skills include communication, collaboration, critical thinking, and problem-solving (Septicasari & Frasandy, 2018; Szabo et al., 2020). In facing these demands, individuals must be aware of their abilities, and then they can

develop. One component of emotional intelligence helps individuals understand their strengths and weaknesses. This can help critical thinking because a person is more likely to recognize personal or emotional factors that can influence decision-making objectively (Sukma & Nasution, 2019; Syaiful et al., 2020). In addition, it helps a person understand and manage interpersonal relationships better. This includes empathizing, understanding other people's perspectives, and resolving conflicts constructively (Insani et al., 2023; Widodo et al., 2022). These abilities are important in collaborating in teams, communicating effectively, and building strong relationships in a social environment. Emotional intelligence is an individual's ability to understand, manage, and regulate emotions, encouraging adaptive thinking and understanding (Quilez-Robres et al., 2023; Zhao & Blau, 2012). Managing, regulating, and adapting individuals can develop intellectually, socially, and emotionally (Quilez-Robres et al., 2023). Supported by other understandings, emotional intelligence is an individual's tendency to distinguish, evaluate, overcome emotions, and understand the emotions of others to achieve certain goals (Chang & Tsai, 2022).

Several previous studies have noted that emotional intelligence has a major impact on the numeracy literacy skills of mathematics teachers. It is seen that emotions act as a driving force from within the teacher as a step to act (Sari et al., 2022; Yahyuni & Arifin, 2023). This can reference that a teacher must have emotional intelligence to achieve learning goals through innovative actions. Similarly, Education students as prospective teachers need to have good emotional intelligence to complete tasks and achieve the expected goals. Previous research also states that Emotional Intelligence positively affects accounting understanding (Langgeng Ratnasari et al., 2022). Supported by other studies that predict that emotional intelligence can be used as a resource in dealing with quarter-life crises in final-year students and the results of the study found that emotional intelligence plays a significant role in quarter-life crises in final-year students (Fatchurrahmi & Urbayatun, 2022). Aspects of emotional intelligence, namely self-motivation, empathy, and social skills, play a role in the quarter-life crisis (Fatchurrahmi & Urbayatun, 2022; Yolanda & Primanita, 2023). The success that has a positive impact is still accompanied by the fact that in childhood, emotional development has not been directed properly because emotional development needs to be adjusted to personality and the environment (Nurmalasari et al., 2021). When children enter the world of education to gain knowledge as students, they cannot maximize emotional intelligence, so they are less able to follow lessons. They cannot manage their emotions to be more enthusiastic and focused on learning (Yana, 2021). When entering adulthood and pursuing higher education, children face a quarter-life crisis or many problems in life or in completing their studies. This is characterized by anxiety, helplessness, unstable emotions, stress, and even depression (Fatchurrahmi & Urbayatun, 2022; Galuh et al., 2021). Various causes, including emotional intelligence, can influence this.

Emotional intelligence (EQ) is becoming increasingly important in many aspects of life, including education, to help individuals understand themselves, their interests and talents, and how individuals can solve problems in preparing for life in a global society. In this case, individuals must have high emotional intelligence, where they can think, consider something, decide, and convey problem-solving from each problem (Quilez-Robres et al., 2023). To create effective learning opportunities in an educational environment, students need to gain knowledge in school and develop social and emotional skills. Cherry argues that intrapersonal and interpersonal skills are the most prominent emotional intelligence (Cherry, 2019). This is possessed by individuals at different levels, which are influenced by their environment, including in the family environment, and then developed in the school environment and society (Nurmalasari et al., 2021; Suwandewi & Trianasari, 2019). In everyday life, humans often face various demands, challenges, and situations that affect their quality of life. Two key psychological factors are important in dealing with this: emotional intelligence and self-efficacy. Both strongly impact how a person copes with stress, makes decisions, interacts with others, and achieves personal and professional goals. Self-efficacy is a belief in one's ability to succeed in certain achievement targets and overcome obstacles (Ulpah, 2019). Low self-efficacy makes individuals have no desire to complete any form of responsibility given and prefer to avoid it.

Meanwhile, individuals with high self-efficacy feel challenged and believe they can complete tasks well (Dewi et al., 2023). Especially when facing challenges, individuals feel capable by continuing to try, work hard, and commit to completing these responsibilities. Bandura connects the function of efficacy and the concept of emotional intelligence in his research and considers that self-awareness and emotional control are related to higher levels of self-efficacy. It is also explained that emotional intelligence affects self-efficacy through emotions and cause-and-effect reasoning by individuals, which impact learning outcomes (Chang & Tsai, 2022). Therefore, students' emotional intelligence and ability to manage their emotions affect learning motivation and belief in their abilities and performance. In addition, students' emotional intelligence is useful for improving their learning outcomes because they believe in their abilities (Udayar et al., 2020).

Based on the results of the contradictory research gap above, the researcher will analyze students' emotional intelligence in this discussion. Another reason behind the research using the emotional intelligence variable. First, students' need to increase their emotional intelligence is a concern for many parties. Second, the independent variable, self-efficacy, has yet to be widely used by other researchers to test emotional intelligence. Third, researchers desire to contribute to the field of science related to the self-efficacy variable, which is influenced by students' emotional intelligence. Previous research that aligns with this research shows that emotional intelligence and self-efficacy increase students' resilience levels (Mahesti & Rustika, 2020a; Nugrahaningsih, 2018). In addition, subsequent research that is in line also states a positive influence between Emotional Intelligence and Self-Efficacy in a person (Sholiha & Sawitri, 2021; Sunarti, 2018). Compared to previous research, The novelty of this research lies in the specific quantitative contribution of student self-efficacy and the validation of special instruments for PGSD students at Yogyakarta State University. This study integrates a comprehensive analysis of various aspects of emotional intelligence, such as self-awareness, self-control, motivation, empathy, and social skills. It provides a more holistic understanding of its influence on self-efficacy. In addition, this study explores the psychological impact of emotional intelligence on fear, anxiety, stress, and problem-solving ability. It provides practical recommendations for educational interventions that can be applied in university settings. Thus, this study not only strengthens previous theories but also offers new measurement tools and practical suggestions for improving self-efficacy through the development of emotional intelligence. This study aims to analyze the influence of emotional intelligence on students' self-efficacy in the educational context. By understanding the relationship between the two factors, this study hopes to provide practical recommendations for educators to improve students' well-being and academic performance.

2. METHOD

This study uses a descriptive quantitative approach. This study is intended to determine the effect of emotional intelligence on students' self-efficacy. The population in this study were elementary school teacher education students at Yogyakarta State University taking social studies courses. Sampling in this study was carried out using a random sampling technique with 52 respondents. Data was collected through a questionnaire as an instrument or measuring tool. The questionnaire was in the form of a Google form that students distributed and filled out. The assessment of the distribution of questionnaires regarding the effect of emotional intelligence on self-efficacy used a Likert scale of 1 to 4. This is presented in Table 1.

Table 1. Likert Scale Table

Scale	Category	Description
1	STS (Strongly Disagree)	If the statement is very inconsistent with you
2	TS (Disagree)	If the statement is not consistent with you
3	S (Agree)	If the statement is consistent with you
4	SS (Strongly Agree)	If the statement is very consistent with you

The questionnaire instrument in this study contains the scale of emotional intelligence and self-efficacy variables. According to Table 2, the grid contains 40 items: 30 on the emotional intelligence indicator and 10 on the self-efficacy indicator.

Table 2. Table of Emotional Intelligence and Self-Efficacy Indicators

Variable	Indicator	Item Number	Total
Emotional Intelligence	Self Awareness	1,2,3,4,6,7,13,30	8
	Emotional Control (Self-Regulation)	5,8,9,10,15,23,24,25,26	9
	Motivation	11,12,21,22,27,28,29	7
	Empathy	14,18,20	3
	Social Skills	16,17,19	3
Total Emotional Intelligence Items			30
Self Efficacy	Level	3,6,9	3
	Generality	2,4,8	3
	Strength	1,5,7,10	4
Total Self-Efficacy Items			10

The questionnaire distributed to students has undergone validity and reliability tests. Based on the results of the validity test, can be interpreted that all question items in the Emotional Intelligence variable are declared valid because the calculated r_{value} for each question is $>$ from the r_{table} value, which is 0.231. The results of the validity test also shows that all statement items in the Self-Efficacy variable are declared valid because the calculated r_{value} for each question is $>$ from the r_{table} value, which is 0.231. Furthermore, the reliability test results in Table 3 are used to measure the consistency/construct of the research variables. The researcher used the Cronbach Alpha technique to conduct the analysis, requiring a variable to be declared reliable if the Cronbach alpha value is $>$ 0.6.

Table 3. Emotional Intelligence and Self-Efficacy Reliability Test Table.

Variable	Cornbach's Alpha	Acceptance Value	Description
Emotional Intelligence (X1)	0.764	0.6	Reliable
Self-Efficacy (Y)	0.974	0.6	Reliable

Based on Table 3, the reliability above shows that the Cronbach alpha value of the emotional intelligence variable is $0.764 > 0.6$, and the Cronbach alpha value of the self-efficacy variable is $0.974 > 0.6$. It can be concluded that the questionnaire items for the emotional intelligence and self-efficacy variables have consistency or reliability and should be used as measuring instruments in this study. Data processing was done by converting quantitative data from the Likert scale assessment and then conducting prerequisite tests using normality, linearity, and multicollinearity tests. Because the data processed was normally distributed and linear, a Pearson Product Moment correlation approach analysis was carried out. This analysis was carried out to obtain evidence regarding the influence of independent variables on dependent variables. All analyses calculated and processed in this study used SPSS Statistics 24 software.

3. RESULT AND DISCUSSION

Result

The sample in this study were PGSD UNY students in semester 4, class A, who were taking the Elementary School Social Studies Education course with a total of 52 students. The approach to this study was quantitative. This study aimed to determine the effect of emotional intelligence on the self-efficacy of PGSD UNY students. So that it can help students understand and develop emotional intelligence and student efficacy. Then, it is hoped that students will achieve emotional stability and increase self-efficacy in the future. The emotional intelligence variable (x) and the self-efficacy variable (y) obtained the results of calculations on the research conducted to measure two variables in the form of statistical descriptions.

Table 4. Statistical Description Table of Emotional Intelligence and Self-Efficacy Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Emotional_Intelligence	52	70	98	84.42	5.795
Self_Efficacy	52	22	50	34.81	7.771
Valid N (listwise)	52				

Based on Table 4, the emotional intelligence variable data distribution consists of 30 statements distributed via Google Forms to 52 respondents. Using data description calculations, the minimum value is 70, the maximum is 98, and the average is 84.42. In the self-efficacy variable, with a total of 10 item statements, the minimum value is 22, the maximum value is 50, and the average is 34.81.

Table 5. Subject Categorization Table on the Emotional Intelligence Scale

Interval	Frequency	Percentage	Category
69-75	3	6%	Very Low
76-81	15	29%	Low
82-87	16	31%	Medium
88-93	15	29%	High
94-99	3	6%	Very High
Total	52	100%	

Based on Table 5, the emotional intelligence variable (X) was obtained from the questionnaire consisting of 30 statement items. With a total of 52 students as respondents, it is known that the

emotional intelligence of students is in the very high category with a percentage of 6%, emotional intelligence of students with a high category of 29%, emotional intelligence of students with a moderate category with a percentage of 31%, emotional intelligence of students with a low category of 29%, and emotional intelligence of students with a very low category with a percentage of 6%. Based on the data in the table, the highest frequency is in the moderate category. So, the emotional intelligence of PGSD UNY students is in the moderate category.

Table 6. Self-Efficacy Scale Categorization Table

Interval	Frequency	Percentage	Category
21-27	7	13%	Very Low
28-34	21	40%	Low
35-41	17	33%	Medium
42-48	0	0%	High
49-55	7	13%	Very High
Total	52	100%	

Based on Table 6, student self-efficacy is in the very high category, with a percentage of 13%. Student self-efficacy is in the medium category with a percentage of 33%, student self-efficacy is in the low category with a percentage of 40%, and student self-efficacy is in the very low category with a percentage of 13%. Based on the table data, the highest frequency is in the low category, so it can be interpreted that the self-efficacy of UNY PGSD students is in the low category.

Before conducting the correlation analysis, a normality test was carried out to determine whether the processed data was normally distributed. The output of the normality test for the emotional intelligence and self-efficacy variable data is known asymp. Sig. (2-tailed) Moreover, the Kolmogorov-Smirnov Z test for the unstandardized residual variable is $0.200 > 0.05$, so it can be concluded that the data used is normally distributed. Because the data is normally distributed, a simple regression analysis test is continued. Emotional Intelligence Variable on Self-Efficacy with SPSS analysis tool then obtained the regression equation $Y = -48.952 + 0.992X_1 + e$. The equation shows that the regression coefficient of the Emotional Intelligence variable is 0.992 and shows a positive value; if the Emotional Intelligence variable increases by 1 unit, then Self-Efficacy will increase by 0.992. Hypothesis testing in this study uses a partial significance test (t-statistic test). The following output of the hypothesis test of the emotional intelligence and self-efficacy variables is presented in Table 7.

Table 7. Results of the t-test for Emotional Intelligence and Self-Efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-48.952	10.797		-4.534	0.000
Emotional Intelligence	0.992	0.128	0.740	7.776	0.000

Based on data analysis and calculations on the influence of independent and dependent variables, the following description is produced: the level of confidence ($\alpha = 0.05$) and degree of freedom ($n - k$), where $n = 52$ and $k = 2$, in table 10 above, the t_{table} value in one-sided testing is 1.676. The results of a simple regression analysis show that the t_{value} of the Emotional Intelligence variable (X_1) is $7.776 > t_{table}$ 1.676 and sig. (0.000) $< \alpha$ (0.05). The results of this statistical test show that the Emotional Intelligence variable has a positive and significant influence on Self-Efficacy, so the alternative hypothesis is accepted. Furthermore, a determination coefficient test was carried out on two variables, and the Adjusted R Square (R^2_{adj}) value or determination coefficient of 0.538 was obtained. It can be said that the Emotional Intelligence variable (X_1) influences Self-Efficacy (Y) by 53.80%. These results mean that the contribution given by the Emotional Intelligence variable (X_1) can influence Self-Efficacy (Y). The remaining 46.20% is influenced by other variables that were not studied.

Discussion

Based on the analysis results, the research hypothesis has been proven, which shows that emotional intelligence positively influences students' self-efficacy. This is supported by research that confirms that the higher the emotional intelligence of students, the higher their self-efficacy (Bangung et al., 2020; Mahesti & Rustika, 2020b). The coefficient of determination proves that the emotional intelligence variable influences self-efficacy by 53.80%. This aligns with the self-report, which states that emotional intelligence increases a person's self-efficacy, including self-awareness, self-control, motivation,

empathy, and social skills (Garcia-Martinez et al., 2021; Kucukkaragoz, 2020). A person who has a low level of self-efficacy often experiences fear, anxiety, and high stress because it is caused by low emotional intelligence (Purnamasari, 2020; Susilowati, 2019). A person cannot understand their emotions and cannot regulate and find solutions to these negative feelings.

Self-awareness is the ability of individuals to understand and recognize themselves, including their feelings, thoughts, motivations, values, and behaviors (Garcia-Martinez et al., 2021). This involves reflecting on oneself, recognizing strengths and weaknesses, and deeply understanding their identity and life goals. Self-awareness helps people understand and manage their emotions to feel more confident in dealing with situations (Nurmalasari et al., 2021; Yana, 2021). Self-awareness in the relationship between emotional intelligence and self-efficacy is important in personal development and emotional growth. In addition, someone who has a high level of emotional intelligence has a good level of problem-solving because, in such situations, the individual can respond to the situation calmly and think rationally rather than being rushed by emotions, which in turn can increase their self-efficacy (Ferdiana & Yuwono, 2023).

Self-regulation is a person's ability to regulate and control their actions, emotions, and reactions in various situations (Garcia-Martinez et al., 2021; Mukhid, 2008). In this case, self-awareness, discipline, and the ability to make wise decisions are strongly involved. Self-control in the relationship between emotional intelligence and self-efficacy can allow a person to avoid impulsive behavior and act according to applicable values, goals, or norms (Kourmoussi et al., 2018). An important step in self-regulation is goal setting. These goals provide direction and motivation, and they help individuals stay focused and avoid distractions. The ability to control behavior supports achieving goals to avoid detrimental behavior, maintain consistency, and follow established plans.

Motivation is an internal or external drive or force that drives a person to act, achieve goals, or pursue certain desires (Chang & Tsai, 2022; Muhammad, 2016). Motivation can come from various sources. The relationship between emotional intelligence and self-efficacy plays an important role in learning and learning outcomes that allow students to be more involved in their learning process, which gives rise to motivation, cognition, and behavior (Zhang & Ardasheva, 2019). This aligns with research that shows that emotional intelligence and self-efficacy can mediate active learning methods to improve learning outcomes (Kustyarini, 2020). In addition, motivation in emotional intelligence with self-efficacy can form good leaders because leaders with high emotional intelligence tend to be more effective in inspiring and motivating the team (Pertwi & Prasetyo, 2021; Wirawan et al., 2019). Leaders are also able to recognize and manage the emotions of team members well, which can increase the self-efficacy of team members. Jimenez's research supports this motivational aspect: the leader can use emotions to move and guide his team to achieve agreed goals (Jimenez, 2021). Individuals need to improve their ability to increase motivation independently. For some people, difficulties are challenges that can give rise to motivation to complete challenges and create positive initiatives.

Conversely, if someone considers difficulties difficult, it will be an obstacle and reduce motivation, often leading to despair. So, they avoid, reject, or even stop when facing problems (Puspitacandri et al., 2020). Empathy is the ability to feel and understand the feelings, thoughts, and experiences of others (Dalvi-Esfahani et al., 2021). Empathy is an important part of socio-emotional well-being because community life requires good, intense interaction; in this case, empathy facilitates helping behavior and cooperation between individuals (Weisz & Cikara, 2021). Empathy in the relationship between emotional intelligence and self-efficacy has significant implications in various social lives, including good interpersonal relationships and effective communication between individuals because empathetic individuals will be better at listening and understanding other people's perspectives, and empathy helps individuals to be able to manage conflicts to be resolved. Empathy in a study explains that empathy involves at least three important components: affective components, cognitive components, and motivational components (Weisz & Cikara, 2021). Social skills are the ability to interact and communicate with others effectively in social situations (Dalvi-Esfahani et al., 2021). Social skills in the relationship between emotional intelligence and self-efficacy have implications for emotional well-being, where social stress can be reduced through communication with experts. Individuals with high emotional intelligence will be ready to face lower stress levels, so the relationship between good social skills and emotional intelligence can contribute to individual self-efficacy in reducing social stress and increasing self-confidence (Natasia et al., 2022). In addition, good communication helps someone understand other people's emotions and communicate well (Amini et al., 2019).

Emotional intelligence and self-efficacy are closely related and have implications for improving the quality of life based on Level, Generality, and Strength. Not only does it impact self-efficacy, but emotional intelligence also impacts the level of resilience or resilience of a person, which also increases when a person can manage stress, disappointment, and failure well (Mahesti & Rustika, 2020a). So, the observation indicator of high self-efficacy can be seen in students' enthusiasm in elementary school social

studies learning courses. The statistical results presented sequentially and carefully illustrate that the emotional intelligence and self-efficacy instruments of students carried out are declared valid and reliable. Thus, the 40 statement items can be an alternative. It can be said that emotional intelligence has a significant relationship with and influences the level of self-efficacy of PGSD students at Yogyakarta State University, so the advantage of this study is that it is carried out to see and understand the emotional intelligence and self-efficacy of students as adults in facing the demands of assignments in lectures and the demands of life in society. This study is limited to the instrument grid that needs better development.

Furthermore, related research can be conducted by linking emotional intelligence with two or three independent variables. For example, the emotional intelligence variable can be linked to self-efficacy and self-resilience. This study aligns with previous studies stating that emotional intelligence and self-efficacy increase students' resilience (Mahesti & Rustika, 2020a; Nugrahaningsih, 2018). In addition, subsequent studies that are in line also state a positive influence between Emotional Intelligence and Self-Efficacy in a person (Sholiha & Sawitri, 2021; Sunarti, 2018).

The results of this study indicate that emotional intelligence significantly influences student self-efficacy, strengthening the theory that the ability to manage emotions plays an important role in increasing students' self-confidence in facing academic and non-academic challenges. The main contribution of this study is to provide empirical evidence to support educational interventions that focus on developing emotional intelligence as a strategy to improve student self-efficacy, as well as paving the way for the development of more holistic training programs and curricula. However, this study has limitations, such as a sample size limited to one university and an instrument that may require further refinement. To address these limitations, it is recommended that future studies expand the sample, develop more comprehensive instruments, integrate other variables such as resilience and social support, conduct longitudinal studies, and develop and evaluate emotional intelligence-based intervention programs.

4. CONCLUSION

Based on the results and discussion, there is a significant positive influence between emotional intelligence and self-efficacy of PGSD students at Yogyakarta State University. The limitations of this study make the study not enough to stop at the variables of emotional intelligence and self-efficacy. On this occasion, researchers are given suggestions for developing better instruments. Research is not limited to two variables but can be done by connecting or mediating emotional intelligence with two or three independent variables. For example, the emotional intelligence variable can be connected to the self-efficacy and self-resilience variables. In addition, it is necessary to be able to investigate the emotional intelligence variable in different samples.

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