

# Differences in Student Emotional Intelligence Faculty of Psychology University "45" Makassar Reviewed from Membership Following Student Organization

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**Abstract:** *Students will now be more often sued to be able to adjust to their environment, at this time students are in the stage of high social interaction in various environments including student activities in the campus environment. In each case there are emotions that move it, which is then better known as emotional intelligence, that is, the ability to survive and stay motivated in everyday life and work by not forgetting self-awareness and keep control of impulse. This study uses a quantitative approach. The purpose of this research is to know the difference of emotional intelligence intelligence of psychology faculty student of university "45" makassar viewed from membership following student organization. In this research use descriptive research type that is Student of Faculty of Psychology Universitas "45" Makassar. The measuring tool used in this study is the scale of Emotional Intelligence. The population of this research is a student of Faculty of Psychology Universitas "45" Makassar. Sample as many as 60 people, data were analyzed by using T test by using program SPSS 14.0 for windows*

**Keywords:** Organization, Student, Emotional Intelligence

## 1. Introduction

Almost every time a human enters a new environment, humans always need a phase to adapt to the environment. College is the highest level of a learning process that we have experienced so far. The name of college students in the college is nothing more than intellectuals who are a predicate that is familiar to the public. students are often faced with problems, whether academic or organizational.

The academic problems are often faced by students such as college duties, reporting duties and paying tuition fees are expensive. On the other hand, organizational problems also often arise and are no less burdensome with academic problems, such as organizational activities that must be run, and seize a lot of time in appeals with academic processes, responsibility problems are difficult to leave in the organization when colliding with lecture schedules.

From the results of interviews with students who do not follow the organization, they have their own reasons, as for one of the reasons they are, in because parents factor that forbids their children to participate in organizing as well as present student perceptions which, assume that following the organization will take a lot of time, academic task is waiting, so it is difficult to manage time. Meanwhile, according to students who follow the organization, they assume that the Organization is good, they can socialize with others, and have many friends. From the problem, so students will now be more often required to be able to adjust to their environment.

In the decision of the Minister of Education and Culture of the Republic of Indonesia number 155 / U / 1998 on general guidance of student organizations in universities is a student activity that includes reasoning and scholarship, interest and

passion, improving students welfare and social service for the community. Student organizations in college teach students how to interact with others, work together in organizations, have a lot of friends and able to develop the talent they have.

In the face of the Problem the individual will need a boost in this case dorongan tersebut adalah emosi.

According Goleman (Makmun, 2013) emotion is a typical feeling or mind, a biological and psychological state and a set of tendencies to act. In each case there are emotions that move it, which is then better known as emotional intelligence, that is, the ability to survive and stay motivated in everyday life and work by not forgetting self-awareness and keep control of impulse.

Goleman (Desmita, 2005) states that emotional intelligence is the ability to recognize our own feelings and feelings of others, self-motivating ability, and the ability to manage emotions well on oneself and in relationships with others.

In a study entitled "Differences in emotional intelligence based on the status of participation in extracurricular organizations in students IV IV midwifery academic year 2009/2010" by anindhita (2010) there are differences in emotional intelligence based on student's participation status in the organization. Then the research entitled "Differences in social interaction between undergraduate students who followed and did not follow the student organization in the Faculty of Education UNNES academic year 2004/2005" by Widayanti (2005), obtained the results there are differences in social interaction between students who follow and who do not follow the organization campus.

According to Montgomery & cote (Papalia, et al. 2009). Self-directed and achievement-oriented students tend to

Volume 7 Issue 7, July 2018

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show best-in-class performance that emphasizes self-directed learning, while more dependent students, adaptable to the environment, learn better in a structured environment, be able to build social and academic networks.

Based on the results of the above exposure, illustrates that a student's emotional intelligence can be formed within an organization. In this case, there may be differences in emotional intelligence between students who follow organizations and who do not follow the organization. Based on this, the authors are interested to conduct research with the title "Differences Emotional Intelligence Student Faculty of Psychology University 45 Makassar Viewed from Membership Following Organization".

## 2. Organizations and Students

According to Max Weber (Thoha, 1990) organization is a framework of relations structured in it contains the authority, responsibility, and division of labor to run a certain function. Another term for this element is the existence of a hierarchy. The consequence of this hierarchy is that within the organization there is a leader or head and subordinate or staff.

According to Gibson, et al (Cahyaningtyas 2010), the organization is a coordinated unit consisting of at least 2 people who serve to achieve a common goal. The notion of organization is also said by Thoha (1990) that the organization is a collectivity of people who work together consciously and deliberately to achieve certain goals.

According to Hasibuan (Cahyaningtyas 2010), the organization is said to exist if there are elements of human form, place of position, purpose, work, structure, technology, and environment (Environment External Social System). Meanwhile, according to Daulay (2010), the elements in the organization include human, system, funds, and materials needed in an organization.

According to Gibson, et al (Cahyaningtyas 2010), the organization process is divided into several kinds as follows:

- a) Communication Process, which is a process that connects the organization to its environment including its parts. Information flows to and from the organization, including within the organization itself, so information integrates the organization's internal activities.
- b) Decision-making process, the decision-making process in the organization depends on the right objectives and the identification of means to achieve the objectives.
- c) Evaluation Process Achievements, this process must be a leader to evaluate the achievements of individuals and groups within the organization. The system applied to the evaluation depends on organizational behavior, structure, and process.
- d) Socialization and career process, in this process it is emphasized that the success of a person in a career in the organization at least partially depends on the degree to which he adapts himself to the demands of the organization

According to Ancok (Cahyaningtyas 2010) categorized into several kinds include:

- a) Intellectual Capital, is a tool needed to explore opportunities and manage threats in life.
- b) Emotional Capital, ie people who have high emotional capital have a positive attitude in life.
- c) Social Capital, to be able to share insights people must build social relations network with others
- d) Capital The fortitude, fortitude is the capital to succeed in life, whether it is personal life or the life of an organization
- e) Moral and Spiritual Capital, a moral person will forbid ethical behavior
- f) Health Capital, ie health is part of human capital so that he can work and think productively.

According to the language, the word students come from two words, namely maha and students. Maha means high, while student means student. According to a large Indonesian dictionary, Alwi (Amalia, 2011), the student is a person who has been enrolled in public and private universities. Thus, in terms can be said that students are people who have intellectual and moral intelligence that can be used or applied in social life.

Students in RI government regulation No.30 of 1990 are registered learners and study at certain colleges. Furthermore, according Sarwono (1978) student is every person who is officially registered to follow the lessons in college with the age limit of about 18-30 years. Students are a group in a society that obtains its status because of ties with universities. Students are also intellectual candidates or young intellectuals in a society that is often a condition with a variety of predicates.

Understanding Students by Knopfemacher (Sarwono, 1978) is an insane-bachelor candidate who in his involvement with college (which is increasingly integrated with society), educated and expected to be candidates-intellectual clones. From the above opinion can be explained that the student is a status that is carried by a person because of its relationship with the college is expected to become intellectual candidates. Mahasiswa is a person who studies in college, whether in university, istitut or academic. Those enrolled as students in college can be referred to as students of Takwin (Ahmaini, 2009). The student period covers the age range 18/19 year to 24/25 years. The age range of this student can still be divided over the period of 18/19 year to 20/21 years, ie students from the first semester to the fourth semester, and the period of 21/22 to 24/25 years ie students from semester V to semester VIII, Winkel (in Ahmaini, 2009).

Students have an important role as agents of change for the realities and logical arrangements accepted by Chaerul society (Amalia, 2011). In line with the opinion of Chaerul and Rahmawati (Amalia, 2011) which states that the students are members of the community who have certain characteristics such as:

- 1) Have the ability and opportunity to study in college so that can be classified as intelligence.
- 2) Students are expected to be able to act as community leaders or in the workplace
- 3) Students are expected to be a dynamic driving force for the modernization process

4) Students are expected to enter the workforce as qualified and professional personnel.

Judging from the individual personality, the student is a group of individuals who undergo the process of becoming adults who are prepared or preparing themselves in a college with a certain skill. Seen from early adult cognitive development, Piaget (Santrock, 2002) says that at adult age individuals begin to organize formal operational thinking, meaning that at this time individuals become more systematic when faced with problems.

Based on the above description it can be concluded that the student is a person who has completed his education dibangku school who then continue his studies in college with a chosen field of expertise.

Students who follow the organization are a person / student who enters an organization in a college and is registered administratively in the organization and has a degree as a member or cadre of the organization and is active in every activity undertaken by the organization. While students who do not follow organizations are individuals / students who do not enter an organization in a college and are not registered administratively in the organization and do not have a degree as a member or cadre of the organization.

### 3. Emotional Intelligence

The term "emotional intelligence" was first raised in 1990 by psychologist Peter Salovey of Harvard University and John Mayer of the University of New Hampshire to describe the emotional qualities that seem important to success. Salovey and Mayer (Goleman 1999) define emotional intelligence as "the ability to monitor, control and understand the feelings of self and others, and use those feelings to guide thoughts and actions.

According to Goleman (1999), emotional intelligence is the ability to recognize our own feelings and the feelings of others, the ability to motivate yourself, and the ability to manage emotions well to yourself and in relationships with others. Cooper and Sawaf (Cahyaningtyas, 2010) say that emotional intelligence is the ability to sense, understand, and effectively apply the power and emotional sensitivity as a source of energy, information, connections, and human influence. Emotional Intelligence is also expressed by Bar-On (Cahyaningtyas 2010) as the ability to recognize feelings, reach out, and evoke feelings to help the mind, understand its feelings and meaning, and control feelings deeply to foster emotional and intellectual development.

In this study used the understanding of emotional intelligence from Goleman (1990), namely the ability to recognize our own feelings and feelings of others, the ability to motivate yourself, and the ability to manage emotions well to yourself and in relationships with others. Thus a person can control his emotions and motivate himself when faced with problems or failures and achieve goals that have been planned.

According Goleman (1999) factors that affect one's emotional intelligence one of them is the brain. The brain is

an important organ in the human body. It is the brain that regulates and controls the entire workings of the body. Goleman (1999) also stated that the brain uses a simple but effective way so that emotional memories are recorded with special potential. So the brain is an organ that is very influential with one's emotional intelligence.

According to Goleman (1999), there are several aspects of emotional intelligence consisting of:

**a) Self-Awareness**

Knowing what we feel at one time, and using it to guide self-making, has a realistic benchmark of self-efficacy and strong self-confidence.

**b) Self-Regulation**

Tackling our emotions so well that it positively impacts the execution of tasks, sensitive to conscience and able to delay enjoyment before a goal is reached, able to recover from emotional stress.

**c) Motivation**

Using our deepest desires to move and guide us toward the goal, help us take the initiative and act very effectively, and to survive the 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, interacting fluently, using these skills to influence and lead, deliberate and resolve disputes and to work together and work in teams

After looking at some theoretical reviews of aspects of emotional intelligence above, then in this research is based on 5 aspects of emotional intelligence from Goleman (1999) are: Self-awareness, Self-regulation, Motivation, Empathy and Social Skills.

### 4. Differences Emotional Intelligence Students Who Organize With The Unorganized

From an existing literature review, it can be seen that emotional intelligence is a person's ability to motivate oneself, resilience in the face of failure, control emotions and delay satisfaction, and regulate the state of the soul. Some aspects of emotional intelligence expressed by Goleman (Cahyaningtyas, 2010) include the self-awareness, self-regulation, motivation, empathy, and emotional skills. These aspects are closely related to interactions with others as well as within an organization. While the organization itself is a coordinated unit consisting of several people and have a specific purpose.

In the organization is very necessary skills to communicate with others. And in managing an organization, members of the organization must be able to deal with different characters of people, to understand others, and to overcome the pressures for every problem it faces, in the implementation of the organization. So the process of communication within an organization plays an important role to improve emotional intelligence on aspects of empathy. Vision in an organization will be achieved if every

member of the organization is able to cooperate. This is closely related to the process of socialization in organizations that can improve emotional intelligence on aspects of social skills.

The decision-making process within an organization is important, and should not be taken in a state of anger. This is also one of the things that are closely related to the emotional intelligence possessed by leaders and members of the organization. Good decision-making is based on what is felt and must be rational.

The aspect of emotional intelligence that plays a role in this is the self-awareness of a person. The process of achievement evaluation within the organization helps us move and guide us toward goals, helping us take initiative and act very effectively. In this case, organizational processes can increase motivation in one's performance, so the student can further develop himself. As a step to actualize themselves, the organization serves as a container to develop its potential, so indirectly students who participate in the organization able to develop emotional intelligence in aspects of self-actualization. In an organization, we are educated indirectly to be a person with better emotional intelligence and higher levels than someone who does not participate in an organization.

Emotional differences between students who participate and who do not participate in the organization will be seen when done a particular test to measure emotional intelligence based on the aspect that is determined.

Based on the results of the discussion above, then the hypothesis of this writing is there are differences in emotional intelligence between students who organize with the unorganized. In other words, students who follow the organization, emotional intelligence is higher, while students who do not follow the organization, emotional intelligence is low

## 5. Research Methodology

This research uses Quantitative methods The design of this study using a comparative approach. The comparative approach is to test two or more correlated and independent samples using both parametric and nonparametric statistics (Sugiyono, 2012).

Population in this research is university psychology faculty student 45 makassar semester 2 until 6, which amounts to 180 students. Students who have internal organization of the campus amounted to 30 students and who do not follow the organization amounted to 30 students, from the number of university psychology students 45 Makassar as many as 210 students.

The technique of sampling according to Arikunto (2004) if the subject of research is less than 100. Better taken all, so the research is a population study. If the number of subjects is large, then it can be taken between 10 - 15 or 20 - 25% of the population. Of the 180 people population in this study, which will take the sample of research as many as 60 people.

The sampling of the research is done individually by Purposive Random Sampling technique that is the determination of the sample with certain consideration, and the sampling is done based on the criteria that have been determined (Sugiyono, 2012).

To reveal the differences of emotional intelligence between students who follow organizations with students who do not follow the organization is used Emotional intelligence scale according to Goleman (Cahyaningtyas, 2010), there are several aspects in emotional intelligence that is Self Awareness, Self-regulation, Motivation, Empathy, Social skills.

The Emotional Intelligence Scale uses four answer options for each item, which are: very suitable (SS), appropriate (S), unsuitable (TS), highly unsuitable (STS). The researcher does not provide hesitant answers or who is on the ground (Hadi, 1991). This scale has the Favorite statement (supporting theory) and unfavaourabel (not supporting the theory).

Furthermore, each of these aspects, is translated into an item statement. The statements in this study contained 60 items consisting of statements and 30 items of favorable statements and 30 items of unfavorable statements.

**Table: Scale of Emotional Intelligence**

No	Pilihan Jawaban	Favorable	Unfavorable
1	Very Match	3	0
2	Corresponding	2	1
3	It is not in accordance with	1	2
4	Very inappropriate	0	3

The number of items on the emotional intelligence scale is 60 statements, with details of 30 favorable or favorable statement statements and 30 unfavorable or unfavorable statements.

The item validity test shows that of 60 items tested there are 34 valid items and 26 items are declared dead. A valid aitem has a correlation item total correlation coefficient of moving from 0.335 to 0.790 with  $p < 0.05$  and an alpha coefficient of 0.890.

## 6. Discussion of Research Results

The result of the research shows that there is no difference of Emotional Intelligence of Psychology Faculty University 45 Makassar Student Observed From Membership Following Student Organization. Denied the hypothesis in this study, shows that the picture of emotional intelligence in the world of students has no effect in the organization environment.

The emotional intelligence of students attending organizations with students who do not follow organizations has a difference. Based on research conducted by Anindhita Yudha Cahyaningtyas in 2010 in Surakarta (solo) Based on data analysis, obtained,  $t_{count} > t_{table}$ ,  $5,576 > 1,980$  with significance 0,000, then  $p < 0,05$ . This shows the result of significant differences. The mean of the participating groups in the extracurricular organization is 94.86. As for the group that did not participate in the



extracurricular organization had a mean of 86.15. This shows that there are differences in the level of emotional intelligence based on the status of the participation of students in extracurricular organizations.

Students who participate in extracurricular organizations, have higher emotional intelligence than students who do not participate in extracurricular organizations. The conclusion obtained is that there are differences in emotional intelligence based on the status of student participation in extracurricular organizations. But the emotional intelligence of students who do not follow the organization indirectly, almost the same as emotional intelligence that follows the organization, in because students who do not follow the organization not necessarily they do not interact with the surrounding environment, because according to Monks, et al (1992) interaction means that people by reacting and acting to give shape to the outside world (family, friends, neighbors, classmates, working groups, nations).

As for result or picture of emotional intelligence of psychology faculty student of University "45" Makassar which follow student organization is 3,33% student with level of emotional intelligence into very high category, 13% student with emotional intelligence level into high category. While students who have a moderate emotional intelligence as much as 40% and 0% fall into the category very low. And the highest level of emotional intelligence is included in the low category as much as 43.33%. This means that emotional intelligence in students who actively follow the organization is in the low category. Where from 60 students of psychology faculty who taken the data half of the sample has a moderate level of emotional intelligence to students who actively follow the organization.

While the result or picture of emotional intelligence of the faculty of psychology faculty of 45 universities who do not follow the organization is 0% of students whose emotional intelligence is very low, 30% of students whose emotional intelligence into the low category, 23.33% of students with high emotional intelligence, 6.66 % whose emotional intelligence level is very high and 40% of students with high emotional intelligence. This shows that emotional intelligence in the students of Faculty of Psychology University "45" Makassar is in the medium category.

With T test results show that emotional intelligence of students who follow organizations with students who do not follow the organization there is no difference and null hypothesis of this research is accepted. This is obtained because the significance of  $p = 0.978 > 0.05$  it can be concluded that there is no significant difference between the emotional intelligence of students who follow the organization with students who do not follow the organization which means that membership follows the organization has no effect on emotional intelligence. The errors that occurred in this study is, where the scale is done at the wrong time, in this case when the subject in this study is sad - gesah want to go home and have other affairs, so the filling scale in this study is less than maximum .

This research is reinforced by research conducted by Rahayu, Heny Puji (2007) which concluded that there is no

perbedaan Emotional Intelligence Student Male and Female SMA Negeri Kediri.

From the results of research that has been done, there are other factors that affect emotional intelligence. Factors affecting one's emotional intelligence are expressed by (Asrori, 2009), that the factors consist of internal factors and external factors of a person.

Internal factors include the structure of the human brain. While for external factors include family and non family factors. Family factors are closely related to the identified parental attributes and then internalized by the child, so that emotional intelligence is influenced also by this. For non-family factors consisting of community environment, educational environment, and also because of previous experience, namely training asertivitas obtained previously.

## 7. Conclusion

Based on the results of research and discussion, it can be drawn conclusion that: Students faculty of psychology 45 universities who actively participate in the organization have low emotional intelligence with a percentage of 43.33% of 60 students taken data.

Psychology faculty students of 45 Makassar universities who do not follow the organization have moderate emotional intelligence with percentage as much as 40% of 60 students taken data.

There is no significant difference between the emotional intelligence of students who follow organizations with students who do not follow the organization. With a sig.2-tailed result of 0.125, with  $p = 0.978 > 0.05$ . Which means there is no difference in emotional intelligence of students who follow organizations with those who do not follow the organization.

Based on the conclusions of the research results formulated above, several suggestions are proposed, including:

Psychology faculty students of 45 Makassar universities are expected to pay more attention to emotional intelligence. Psychology faculty students should balance their academic and organizational affairs.

For the next researcher is suggested to perfect this research about emotional intelligence of student who follow organization with student who do not follow organization by:

Do research on other subject, so it can be known if there is difference with result of research of researcher  
Analyze the research indicators used by the researcher.

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