



Correlation of Emotional Intelligence with Subjective Well-Being at Students in Islamic Boarding School

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Abstract. An adolescent who is in a phase of looking for self identity is in high risk to face emotional and social problem, because it related to social and psychological state which could affect to their life satisfaction and their subjective well-being. This research aimed to analyze a correlation between emotional intelligence with subjective well being. This research used cross sectional design, the population was students at Islamic boarding school Surabaya, Indonesia. Data was taken by using simple random sampling and it got 256 students. Data was analyzed by spearman test. The result showed that there were 139 students that had low emotional intelligence where the life satisfaction were 42.45% had enough satisfied, 22.3% enough satisfied, 11.5% dissatisfied, 8.6% satisfied, 2.8% very satisfied and 0.72% very dissatisfied. Meanwhile the *P* value has 0.000 that's means that there is significant correlation of emotional intelligence with subjective well-being. Students have to learn how to increase their social interaction, doing some activity that need a team work and skill, because it would be great to enhance their emotional intelligence and their subjective well-being.

Introduction

Adolescent is a young person who is in process of developing from child into adult. This term is related to early puberty stage until the maturity stage, it began at ages 12-18 years old 1). This stage is related to term called Z generation, where they are so into internet and social media. At the internet they find something influences their mindset, and lifestyle. There are so much artist or another role model which it could be imitate by Z generation. According to psychosocial theory of development by Erikson, in this stage, adolescent face the task of identity versus role confusion 2). Most adolescents try on many different selves to see which ones fit; they explore various roles and ideas. Adolescents who are successful at this stage have a strong sense of identity and are able to remain true to their beliefs and values in the face of problems and other people's perspectives. When adolescents are apathetic, do not make a conscious search for identity, or are pressured to conform to their parents ideas for the future, they may develop a weak sense of self and experience role confusion. They will be unsure of their identity and confused about the future 3). World of Health Organisation defined that being a healthy student is not about physical only, but also having a good mental and good social life.

Maladaptive adolescent behavior occurs if adolescence did not reach psychosocial maturity level. Problems whose adolescent face along the way they searching for identity can influence to their well-being level and to themselves identity achievement 4). Subjective well-being is showed by self judgement about individual behavior responses, subjective consequences related to their life. One of importance factors that creates good subjective well being is emotional intelligence 5). Emotional intelligence is how a student understand about their emotions until they can control affective and cognitive judgement being more adaptive and positive 6). It could make a better self concept for Z generation.

Research Methods

This research used cross sectional design. The population was student in At Tauhid and An Nur Islamic boarding school Surabaya, Indonesia. Data collected in December 2016 until January 2017.

The sample picked up with simple random sampling. Data were obtained with questionnaire for emotional intelligence and for subjective well-being. Data was analyzed by description analysis and rank spearman test.

Result

From the result of the research, the frequency distribution data is obtained as follow

Table 1. Distribution of frequency variable

Variabel		(n)	(%)
Ethnic	Javanese	148	57,8
	Maduranese	97	37,9
	The others	11	4,3
Education Level	Junior High School	113	44,1
	Senior high school	48	18,8
	University Student	95	37,1
Parents's Job	Unemployed	15	5,9
	Entrepreneur	149	58,2
	Private Sector	75	29,3
	Civil Servants	17	6,6
Birth Order	1st	114	44,5
	2nd	62	24,2
	3rd	37	14,5
	4th	17	6,6
	5th	13	5,1
	6th	8	3,1
	7th	5	2,0

Table 2. The Analysis of Variable Emotional Intelligence

Variabel	Level	(n)	(%)
Emotional Intelligence	Low	139	54,3
	High	117	45,7

Table 3. The Analysis of Variable Subjective Well Being

Sub Variabel	Level	(n)	(%)
Life Satisfaction	Very Dissatisfied	2	0,8
	Dissatisfied	24	9,4
	Enough Dissatisfied	77	30,1
	Neutral	21	8,2
	Enough Satisfied	73	28,5
	Satisfied	44	17,2
	Very Satisfied	15	5,9
Affect Balance	Imbalance	90	35,2
	Balance	166	64,8

Table 4. Correlation of Emotional Intelligence with life satisfaction

	Life Satisfaction						Total
Emotional	Very Dissatisfied	Dissatisfied	Enough Dissatisfied	Neutral	Enough Satisfied	Satisfied	Very Satisfied

Intelligence	Low				High				Total							
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%		
Low	1	0,72	21	15,11	5	42,45	1	7,9	3	22,3	1	8,63	4	2,8	139	10
High	1	0,85	3	2,56	1	15,38	1	8,5	4	35,9	3	27,3	1	9,4	117	10
Total	2	0,78	24	9,38	7	30,08	2	8,2	7	28,5	4	17,1	1	5,8	256	10
Spearman rho	<i>P</i> Value 0,000 ($\alpha=0,05$)															
r	0,413															

Table 5. Correlation of Emotional Intelligence with Affect Balance

Emotional Intelligence	Affect Balance				Total	
	Imbalance		Balance		Σ	%
	Σ	%	Σ	%	Σ	%
Low	74	53,24	65	46,76	139	100
High	16	13,68	101	86,32	117	100
Total	90	35,16	166	64,84	256	100
Spearman rho	0,000 ($\alpha=0,05$)					
r	0,491					

Table 1 shows that 57.8% of respondent is from Javanese, and 44.1 % is at junior high school, most of parent's job is entrepreneurship and the number of birth order is 1st children with 44.5%. Table 2 shows the respondents have 54.3% low in emotional intelligence. Table 3 shows that respondents have 30.1% at enough dissatisfied while number of affect balance is 64.8%. Table 4 shows that there is correlation between emotional intelligence with life satisfaction. Table 5 shows that there is correlation between emotional intelligence with affect balance.

Discussion

The result of this research shows that emotional intelligence level of students is in low among the average level. It might be affected by their maladaptive behavior. Emotional intelligence level itself influenced by some factors such as; age, education level, family social economic status. Low emotional intelligence causing a deviance behavior, in example; juvenile delinquency, bullying, interstidental conflicts, agitation, inferiority complex, etc. Islamic boarding school as a place where the whole education based on religious basis need to enhance their emotional intelligence student level by character building approach because emotional intelligence is individual capability of knowing their own emotions, controlling emotions, self motivating, empathy, and making a good relation of each others. Having high emotional intelligence means a student could control their anger, patient, assertive, thinking before act, empathy, controlling their negative response 7).

Subjective well being affected by personality factor, genetic, sex, marital status, education level, ethnic, culture, social support, job, resiliency, emotional and spiritual intelligence 8). Subjective well being consist of life satisfaction and affect balance. The result of subjective well being shows that most of students is at very dissatisfied level of life satisfaction while about affect balance the are at good affect balance. Life satisfaction is individual judgment to their life quality where it's decided by how good a student judging about their body image, knowing self identity, making a realistic self concept. Taking a good role in their life and setting up high self esteem 9). Affect balance is a individual happiness indicator. Higher happiness level on student higher their affect balance, vice

versa 10). It does not mean that student with high level happiness did not have negative affect balance because student with higher level happiness in their life is more capable to controlling their negative affect. A student with high level of emotional intelligence is more resilient to face all challenges and problems that making their life happier. Emotional intelligence is horizontal relationship of fellow human being, a student with high emotional intelligence level is more adaptive, caring, having a good capability to control their positive and negative affect.

Conclusion

In adolescent at ages 12-18 years old, they face many problems along the task of their psychosocial development, students need to enable their self to improve social relationship with friends, set up a good self esteem and empathy that can enhancing their emotional intelligence. Student with good emotional intelligence can bring up a positive subjective well being.

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