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Profile of emotional intelligence of junior high school students

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ABSTRACT

Achieving emotional independence is one of the developmental tasks of adolescents. Previous studies have found differences in levels of emotional intelligence among adolescents. Initial studies show that the emotional intelligence of junior high school students is not optimal, especially in regulating emotions. The existence of gaps between various literature studies, gaps between literature studies and field studies, and the unavailability of research on the level of emotional intelligence, especially among students at one of the junior high schools in Denpasar, raises questions from researchers regarding the actual level of emotional intelligence of students at one of the junior high schools in Denpasar. The purpose of this study was to determine the level of emotional intelligence in students at a junior high school in Denpasar. Emotional intelligence is measured using the Emotional Intelligence Scale. The research method is descriptive quantitative. The sample was students at one of the junior high schools in Denpasar. A total of 387 respondents were determined through simple random sampling technique. The results showed that 3.87% of respondents were in the very low category, 26.87% in the low category, 40.83% in the medium category, 20.16% in the high category, and 8.27% in the very high category. The conclusion of this study is that the emotional intelligence of junior high school students has not developed optimally. The results of the study can be a reference for further researchers regarding psychological interventions to improve respondents' emotional intelligence.

Introduction

Adolescence is one of the human life spans that needs attention. The World Health Organization defines adolescence as a unique phase of life between childhood and adulthood, ranging from 10-19 years of age, characterized by rapid physical, cognitive, and psychosocial growth. Another definition states that adolescence is a transition period of life from childhood to adulthood, occurring at the age of 10-24 years (Sawyer et al., 2018). This transition period refers to two things, namely: biological growth, including the growth of brain structure and the occurrence of visible signs of puberty, and the shift in social roles from childhood to adulthood, such as establishing relationships, entering the workforce, and financial independence.

Each human life span has its own developmental tasks. Developmental tasks in adolescence are different from developmental tasks in other life spans. Havighurst mentions eight developmental tasks of adolescence, namely: First, achieving new mature relationships with peers of both sexes; Second, achieving masculinity or femininity in social roles; Third, accepting and using physical abilities effectively; Fourth, achieving emotional independence

from parents or other adults; Fifth, preparing for marriage and family life; Sixth, preparing for a career and finances; Seventh, obtaining a set of values and ethics as a guide to behavior, and developing an ideology; Eighth, achieving socially responsible behavior (Manning, 2002); (Kapur, 2015); (Udom & Udongwo, 2022).

One of the developmental tasks that needs to be achieved is emotional independence. This means that adolescents are expected to be able to identify their own emotions and manage emotions independently, without external assistance. In psychology, the ability to identify and manage emotions is known as emotional intelligence. Goleman states that emotional intelligence is the capacity to recognize one's own feelings and the feelings of others, motivate oneself, manage one's own emotions, and manage emotions in relationships with others (Punia et al., 2015); (Dhani & Sharma, 2016). Emotional intelligence has five domains, including: Self-awareness, which is the ability to recognize and understand one's own emotions; Self-regulation, which is the ability to control emotional reactions; Motivation, which is the ability to face life's challenges and be optimistic; Empathy, which is the ability to feel the feelings of others; and Social skills, which is the ability to maintain good relationships and build relationships (Punia et al., 2015).

In fact, another study on junior high school students showed that the level of social emotional intelligence was in the medium category of 62.2% and the high category of 37.8%, with the stress management domain in the medium category of 75.1% and the adaptability in the medium category of 59.8% (Madlan et al., 2017). A study on 313 students at a junior high school in Malang showed that the level of students' emotional intelligence was in the high category of 25.9%, the medium category of 61.3% and the low category of 12.8% (Bariyyah & Latifah, 2019). The similarity of the two research results is that the level of emotional intelligence tends to be moderate in junior high school students. In contrast, a study on 552 junior high school students in Surabaya showed that the level of emotional intelligence was in the very high category of 10.9%, the high category of 80.83%, and the medium category of 8.27% (Jati & Yoenanto, 2013). Table 1 shows the results of the various studies. Studies no. 1 and 2 show similarities, namely that the level of emotional intelligence of adolescents tends to be in the medium category. In contrast, studies no. 3 show that the level of emotional intelligence of adolescents tends to be in the high category.

Table 1. Results of Previous Studies on Emotional Intelligence Among Adolescents

Studies	Emotional intelligence
Madlan et al. (2017)	62.2% medium category
	37.8% high category
	75.1% medium category in stress management
	59.8% medium category in adaptability
Bariyyah & Latifah (2019)	12.8% low category
	61.3% medium category
	25.9% high category
Jati & Yoenanto (2013)	8.27% medium category
	80.83% high category
	10.9% very high category

Researchers conducted a field study at a junior high school in Denpasar. The results of distributing the Problem Checklist questionnaire to 682 junior high school students found that the problems often experienced included: feeling worried about something that is uncertain (85.2%), feeling afraid of being abandoned by a loved friend (75%), feeling worried about other people's impressions of themselves (71.4%), feeling afraid of making mistakes (69.2%), feeling afraid of taking exams (66.3%) so that they are tempted to cheat on exams (65.4%), feeling embarrassed and lacking in self-confidence so that they do not dare to appear in public

(67.4%), being easily offended (51.6%), getting angry easily (59.2%), and being easily sad (43.1%). These results prove that the emotional intelligence of junior high school students is not optimal, especially in regulating emotions.

Unachieved developmental tasks will give rise to feelings of failure, unhappiness, and rejection from the social environment. Conversely, successfully achieved developmental tasks will give rise to happiness and success in the next stage of development. Previous studies have shown that the higher the emotional intelligence, the lower the delinquency in adolescents (Yunia & Saparwati, 2019); emotional intelligence provides an effective contribution of 46% to interpersonal communication skills (Rahayu & Iman, 2022); emotional intelligence has an effective contribution of 41.4% to assertive behavior (Muliati, 2021); emotional intelligence has a 30.8% effect on learning motivation (Chandra, 2017); the higher the emotional intelligence, the lower the level of stress experienced by adolescents (Hastuti & Baiti, 2019). These various studies conclude that emotional intelligence can increase learning motivation, communication skills, and assertive behavior. On the other hand, emotional intelligence can reduce the level of delinquency and stress levels in adolescents.

The above explanation shows the gap between various literature studies that researchers have explored, as well as the gap between certain literature studies and field studies that researchers have conducted. In addition, researchers have not found previous studies on the level of emotional intelligence, especially those conducted on students of a junior high school in Denpasar. This raises the researcher's question about the actual level of emotional intelligence among students of a junior high school in Denpasar. Therefore, this study aims to determine the description of the level of emotional intelligence among students of a junior high school in Denpasar. This study is important to conduct because it can provide information for schools to determine the description of the level of emotional intelligence of their students. In addition, by knowing the description of the level of emotional intelligence of junior high school students, further research based on psychological interventions can be conducted to follow up on the results of this study.

Method

This study uses a quantitative method, with a descriptive research type. Descriptive research is a study that aims to see a picture of an existing phenomenon, without looking at the influence, relationship, or difference between research variables (Nurlan, 2019). This study aims to describe the level of emotional intelligence in students at a junior high school in Denpasar. Emotional intelligence is defined as the ability to recognize and manage one's own emotions.

The population of this study was all students at a junior high school in Denpasar. The study population was 414 students. Roscoe stated that the sample size in quantitative research should range from 30-500 samples (Asrulla et al., 2023). The research sample was selected using the simple random sampling technique. In the simple random sampling technique, all research respondents have the same opportunity to participate or become research respondents (Acharya et al., 2013). At the time of data collection, the school requested that all students be measured. During data processing, 27 students did not complete the filling of the measuring instrument, while 387 students completed the filling of the measuring instrument. Thus, the researcher decided that the number of samples used in this study was 387 students. Sugiyono stated that the number of samples should be large because the larger the number of samples can represent the population (Asrulla et al., 2023).

Emotional intelligence is measured using the Emotional Intelligence Scale compiled and developed by Shwu Ming Wu (Wu, 2004). Wu developed the Emotional Intelligence Scale because other emotional intelligence measuring instruments have limitations. These limitations include the compilation of the measuring instrument not based on the five components of emotional intelligence, the measuring instrument has poor reliability, the measuring instrument requires a long processing time, and the measuring instrument can only

be used for leadership and management contexts. The Emotional Intelligence Scale consists of five aspects, namely Self-awareness, managing emotions or self-control, self-motivation, empathy, and handling relationships or social skills (Wu, 2023). In the study, the Emotional Intelligence Scale had a Cronbach Alpha value of 0.80, which means that this measuring instrument is reliable. The results of the measurement tool trial showed that the calculated R moved between 0.133 and 0.526, with a significance value of <0.05. The results of the measurement tool trial also showed a Cronbach Alpha value of 0.712. This shows that the Emotional Intelligence Scale is declared valid and reliable. The Emotional Intelligence Scale consists of 25 items, with each aspect containing 5 statement items. Examples of items in the Emotional Intelligence Scale are "I know clearly whether I am currently sad or happy" (item 2); "When facing pressure, I dare to face it" (item 13); "When someone is desperate, I feel very sorry for them" (item 16); "I make friends easily" (item 21). All statement items are answered in a 5-point scale format (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). Thus, the higher the score obtained, the higher the level of emotional intelligence of the student.

Data analysis uses descriptive statistics, to describe the data as it is. The author uses the Statistical Package for Social Science (SPSS) 26 to perform statistical calculations on the research data.

Results

This study used 387 respondents. The respondents consisted of 131 students from grade 7 (33.8%), 102 students from grade 8 (26.4%), and 154 students from grade 9 (39.8%). The respondents consisted of 222 males (57.4%) and 165 females (42.6%). The respondents were dominated by 131 students (33.8%) and 14 students (34.6%). An overview of the respondents is available in Tables 2, 3, and 4.

Table 2. Respondents Overview by Class

Class	Number of students	Percentage
7A	33	8.5%
7B	33	8.5%
7C	33	8.5%
7D	32	8.3%
Class 7	131	33.8
8A	23	6%
8B	26	6.7%
8C	28	7.2%
8D	25	6.5%
Class 8	102	26.4
9A	32	8.3%
9B	32	8.3%
9C	31	8%
9D	31	8%
9E	28	7.2%
Class 9	154	39.8
Total	387	100%

Table 3. Overview of Respondents Based on Gender

Gender	N	Percentage
Male	222	57.4
Female	165	42.6
Total	387	100

Table 4. Overview of Respondents Based on Age

Age	N	Percentage
12	85	22
13	131	33.8
14	134	34.6
15	35	9
16	1	0.3
17	1	0.3
Total	387	100

Next, the researcher tested the data description to find out the general picture of the research data. The Emotional Intelligence Scale used to measure the level of emotional intelligence showed a Mean value of 62 and a Standard Deviation value of 8. Based on the Mean and Standard Deviation values, the researcher determined the categories into five categories (Azwar, 2015). The five categories are presented in Table 5.

Table 5. Data Variable Norms

Norms	Emotional intelligence
$X \leq M - 1.5SD$	Very low
$M - 1.5SD < X \leq M - 0.5SD$	Low
$M - 0.5SD < X \leq M + 0.5SD$	Medium
$M + 0.5SD < X \leq M + 1.5SD$	High
$M + 1.5 SD < X$	Very high

Based on the variable data norm formula regarding the level of emotional intelligence, there are 15 respondents (3.87%) in the very low category, 104 respondents (26.87%) in the low category, 158 respondents (40.83%) in the medium category, 78 respondents (20.16%) in the high category, and 32 respondents (8.27%) in the very high category. The results of the emotional intelligence categorization are presented in Tables 6 and 7.

Table 6. Variable Categorization

Emotional Intelligence Score Range	Category	N	Percentage (%)
$X \leq 50$	Very Low	15	3.87
$50 < X \leq 58$	Low	104	26.87
$58 < X \leq 66$	Medium	158	40.83
$66 < X \leq 74$	High	78	20.16
$74 < X$	Very high	32	8.27

Table 7. Categorization of Emotional Intelligence Based on Gender

Category	Male		Female	
	N	Percentage (%)	N	Percentage (%)
Very low	7	3.2	8	4.8
Low	53	23.9	51	30.9
Medium	94	42.3	64	38.8
High	46	20.7	32	19.4
Very high	22	9.9	10	6.1
Total	222	100	165	100

Discussion

The results of this study indicate that the respondents have a level of emotional intelligence that is categorized as moderate to low. This means that students at one of the junior high schools in Denpasar tend not to have adequate emotional intelligence. The results of this study conclude the same thing as previous studies. Previous studies stated that emotional intelligence in junior high school students is categorized as moderate at 62.2%, which is indicated by suboptimal stress management and adaptation skills (Madlan et al., 2017); and emotional intelligence in 313 students at one of the junior high schools in Malang is in the moderate category at 61.3% (Bariyyah & Latifah, 2019). The results of this study actually contradict a study of 552 junior high school students in Surabaya which showed that the level of emotional intelligence tends to be in the high category at 91.73% (Jati & Yoenanto, 2013). Furthermore, table 7 confirms that the level of emotional intelligence of men is categorized as moderate to high (72.9%), while the level of emotional intelligence of women is categorized as moderate to low (74.5%). The results of this study will be discussed in several discussions.

Previous studies examining the relationship between generation and emotional intelligence stated that individuals in generation Z have low levels of emotional intelligence, while individuals in generation X have high levels of emotional intelligence (Dhillon, 2018). Generation Z is the generation born in 1997-2012, or currently aged 12-27 years. The demographic data of this study shows that the majority of respondents in the study are in the age range of 12-15 years. This shows that most of the respondents in the study are individuals in generation Z. Generation Z who are currently in adolescence have developmental tasks, namely building peer relationships, building social roles according to gender identity, building emotional independence, preparing for family life and career (Kapur, 2015). This means that the developmental tasks of generation Z during adolescence are to build or prepare various aspects of their lives, including emotions. The period of building emotional intelligence refers to the period when an adolescent learns to manage their emotions effectively, so that they have not yet reached optimal emotional maturity or intelligence. Thus, this can explain the results of the study which show that the emotional intelligence of junior high school students is in the moderate category (Dhillon, 2018)

Previous studies have stated that gender is also a factor that influences emotional intelligence, where women are stated to be more emotionally intelligent. The results of previous studies have stated that there are differences in emotional intelligence scores between men and women, where women have higher emotional intelligence than men, especially in understanding or realizing emotions, regulating emotions, empathy, and building interpersonal relationships (Dhillon, 2018); (Fernández-Berrocal et al., 2012); (Meshkat & Nejati, 2017); (Fida et al., 2018). Different things were found in this study. Table 7 shows that there is no significant difference in the level of emotional intelligence, either in men or women. The results of this study are in line with studies that state that there is no difference in the total score of emotional intelligence in men and women, however, men and women can have

different strengths and weaknesses profiles in various aspects of emotional intelligence (Mokhlesi & Patil, 2018). One aspect of emotional intelligence that is a strength in women is empathy. The results of the study stated that women's empathy scores are higher than men (Clarke et al., 2016). The presence of self-empathy helps women to understand the emotions of others. Other studies have shown that women can distinguish, recognize, and read the emotions of others around them, while men can feel and understand their own emotions, can motivate themselves, and are able to manage emotions when facing negative events in everyday life (Tommasi et al., 2023); (Karimpour et al., 2019). It can be said that men are superior in the intrapersonal aspect of emotional intelligence, while women are superior in the interpersonal aspect of emotional intelligence. This can explain the results of the study which stated that the total score of emotional intelligence in both sexes tends to be moderate, because both men and women have strong and different aspects of emotional intelligence.

The social environment is thought to also influence the development of adolescent emotional intelligence. Previous studies have shown that someone who lives with their parents is able to identify emotions, but has difficulty controlling their emotions; someone who lives in a warm family has an understanding and control of their emotions; someone who has a strong emotional bond with both parents is able to understand their emotions (Lekaviciene & Antiniene, 2016). The results of this study indicate that having parents and living with parents alone are not strong factors for someone to have good emotional intelligence. Someone needs warmth in the family and a strong emotional bond in order to grow into an emotionally intelligent person. Based on further research conducted by researchers on BK teachers at schools, it was found that most of the students handled by BK teachers had problems in their families and received less attention from their parents because they were busy working. Students who have problems in their families have the potential to react by suppressing emotions or even showing excessive emotional expressions. Students who receive less attention from their parents can feel empty in family relationships because there is no physical or emotional attachment to their parents. The lack of intimacy with parents in some students can explain the emotional intelligence of students which is considered in the moderate category.

In addition to the family environment, learning at school is also a factor that influences emotional intelligence. Learning at school cannot be separated from the current curriculum. The curriculum currently implemented in schools is the *Kurikulum Merdeka. Kurikulum Merdeka* has the following characteristics: learning is carried out based on projects to develop soft skills and character according to the profile of Pancasila students, learning focuses on core material to develop students' basic competencies, learning is carried out flexibly according to the abilities of students and the context (Setiyorini & Setiawan, 2023). This shows that the *Kurikulum Merdeka* facilitates the development of various students' soft skills, including emotional intelligence. *Kurikulum Merdeka*, which is implemented well through religious-based learning, mutual cooperation, and critical reasoning, can develop students' self-control, self-motivation, empathy, and social skills (Saputra, 2023). Self-control, self-motivation, empathy, and social skills are four aspects of emotional intelligence (Punia et al., 2015). Based on further investigation of the BK Teacher at the school, the BK Teacher stated that the school uses the *Kurikulum Merdeka* which focuses on various development projects. In addition, there is a Guidance and Counseling subject that only explains emotions in general due to time constraints. This indicates that emotional intelligence material has been given to students, but has not been conveyed in detail and depth. As a result, students only have basic knowledge, but have not had the opportunity to practice skills to become emotionally intelligent adequately. This condition can explain the results of the study of students' emotional intelligence being in the moderate category.

This research can provide information for schools to find out the picture of their students' emotional intelligence level. In addition, by knowing the picture of the emotional intelligence level of junior high school students, further research based on psychological intervention can

be conducted to follow up on the results of this study. The research that has been carried out is not perfect because there are weaknesses. This research has not been conducted on all junior high school students in various schools in Denpasar, so it cannot be generalized to all junior high school students in Denpasar. This study did not test the level of emotional intelligence in five aspects, so it cannot determine the level of emotional intelligence of students in the five existing aspects. In addition, this study is limited to a sample of adolescents at the junior high school level, and has not been conducted on adolescents at the high school or college level.

Conclusion

This study concludes that students in one of the junior high schools in Denpasar have a moderate level of emotional intelligence. This means that the emotional intelligence of junior high school students has not developed optimally. The suboptimal development of emotional intelligence of junior high school students can be influenced by the age of adolescents who are in the process of building emotional intelligence, the superiority of men and women in only one aspect of emotional intelligence, not in all aspects of emotional intelligence, the lack of warmth or intimacy with family or parents, and the lack of opportunities for students to practice emotional intelligence skills at school. Further researchers can conduct further research on emotional intelligence in various junior high school students in various schools so that the results of the study can be generalized widely. Further researchers can test the level of emotional intelligence in the five existing aspects. Further researchers can also examine emotional intelligence in samples of adolescents from different levels of education. In addition, further researchers can consider experimental research with psychological interventions to improve respondents' emotional intelligence.

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Statement of Interest

Both authors of the article declare that they have no conflict of interest in the publication of this article.

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