Emotional Intelligence as a Coping Stress Strategy in Students Who are Undergoing Online Learning

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Abstract
This study aims to determine the relationship between emotional intelligence and coping stress strategies in online learning. This research used quantitative research with correlational methods. The sample was 50 students. The results showed that a significant positive relationship between emotional intelligence and coping strategies, this was shown by a product moment correlation value of 0.816 with a significance level of 0.00. The results showed that the relationship between emotional intelligence and coping stress strategies was in the moderate category.

Keywords: emotional intelligence, coping stress, online learning

INTRODUCTION

The corona virus or Covid-19 is a virus that is currently spreading in the world, all activities are stopped for a while in order to break the chain of transmission of the virus, as well as learning in schools. The government with its circular letter stipulates that all learning processes are carried out with a distance learning system, where all teaching and learning activities are carried out using a platform that can be used in doing assignments, and undergoing the teaching and learning process.

Distance learning is carried out not face-to-face, but through online using the internet network, teachers must monitor learning activities carried out by students even though learning is carried out at home. With this new system, teachers and students are required to understand and master technology.

All sectors are affected by the Corona virus, one of which is the world of education. In its implementation, many obstacles are encountered in this distance learning system. There are still many students who do not have a cellphone / laptop to support learning activities, learning cannot run if students do not have one of these two things. The obstacles encountered are not only in learning media, but the availability of internet quota requires high costs. If teachers and students do Zoom Meeting activities two or three times a day, students can spend more than one gigabyte of quota.

The spread of this virus also has an impact on financial matters. Many parents are unable to facilitate the maximum needs of distance learning, such as increasing the budget in providing an internet network. This is an important issue, what time students have to study and how to manage the quota they have. This is one of the triggers for students to experience stress.

The stress experienced by students is not only in learning media and quotas. The conditions and atmosphere in the house will also affect whether or not the learning is being carried out. Students often experience stress caused by the lack of a sense of security and comfort in the house, the large number of family members in 1 house, and the unavailability of a good place to study for students.

The impact of the stress experienced, causes students to lack understanding of the material being taught, the absence of motivation in learning, procrastination and even neglecting tasks, until some cases of students committing acts of suicide. Stress will have a negative impact if the individual considers himself unable to overcome obstacles or pressures that come so that it affects the way of thinking and behaving.

Muhammad Purnomo et al. (2019: 722) the most important factor in resolving stress is "adaptive coping". Individuals have positive coping (adaptive) so they can relieve or
eliminate stress, on the contrary if the negative coping mechanism (maladaptive) will worsen health and increase the potential for pain. A person's coping ability can be influenced by emotional intelligence, because with emotional intelligence one is able to control oneself, survive when facing a problem, be able to control impulses, be able to motivate oneself, be able to regulate moods (joy, sadness and anger) the ability to empathize and cultivate relationships with others

The explanation that the researcher has explained is what underlies the researcher's desire to conduct research on; "EMOTIONAL INTELLIGENCE AS A COPING STRESS STRATEGY IN STUDENTS WHO ARE UNDERGOING ONLINE LEARNING"

The goal to be achieved from this research is to find out the ability of students to carry out stress coping strategies and how much emotional intelligence exists in students, as well as to find out the relationship between emotional intelligence and stress coping strategies in students who are undergoing online learning at Mts Al-Husna School, Depok.

METHOD

The research method used is quantitative with an associative approach. The data collection method used by researchers is an instrument in the form of a questionnaire (questionnaire), where the questionnaire is a basis that contains a statement or question about a thing or in a field. The type of questionnaire used is closed which contains a statement that respondents can directly choose the answers that have been prepared. This research will be carried out for 4 (four) months starting from September 2021 to December 2021. The place where this research was carried out was Mts Al-Husna Depok which is located on Jl. Access UI No.45 Tugu, Cimanggis District, City Depok.

RESULTS AND DISCUSSION

Result

Adaptive coping is a positive coping mechanism that can relieve stress or relieve stress. Meanwhile, maladaptive coping is a negative coping mechanism that will worsen health and increase the potential for illness. A person performs adaptive coping in relation to the emotional intelligence he has. The higher the emotional intelligence possessed, the higher the adaptive coping carried out. Conversely, the lower a person's emotional intelligence, the lower the adaptive coping carried out.

This is in line with the research conducted by Ummaimah Insyirah et al. (2017) which states that there is a significant and positive relationship between emotional intelligence and stress coping. The contribution of emotional intelligence to adaptive coping amounted to 37.6% although not up to 50% still indicated that emotional intelligence was wrong.

One factor affecting adaptive coping. Hypotheses are a temporary answer in a study. According to Sugiono (2016: 171) "A hypothesis is a temporary answer to the formulation of a research problem, where the formulation of a research problem has been expressed in the form of a question sentence. It is said to be temporary because the answers given are only based on empirical facts obtained from data collection". In a study, the hypothesis that is tested is called the working hypothesis and as opposed to it is the null hypothesis (nil).

Ha : "There is a significant relationship of emotional intelligence to coping strategies stress on students who are undergoing online learning."

Ho : "There is no significant relationship of emotional intelligence to strategy stress coping in students who are undergoing online learning."

The description of the Relationship between Emotional Intelligence and Coping Stress Strategies in Mts Al-Husna Depok is based on hypothetical scores. Based on the
results of the hypothetical score calculation, then grouping into three, namely high, medium, and low. The complete calculation results are described as follows:

Table 1 Subjects by gender

<table>
<thead>
<tr>
<th>No.</th>
<th>Gender</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Man</td>
<td>31</td>
<td>62%</td>
</tr>
<tr>
<td>2</td>
<td>Woman</td>
<td>19</td>
<td>38%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table 1, it explains that the results of the study showed that out of 50 respondents, female students with a percentage of 38% and male students with 62%. The results of the table above show that there is a difference and most of the respondents are male.

Table 2. Emotional Intelligence Score Overview

<table>
<thead>
<tr>
<th>Category</th>
<th>Sum</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Keep</td>
<td>32</td>
<td>64%</td>
</tr>
<tr>
<td>Tall</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table 2.2, it can be seen that the most research respondents were in the medium category with a percentage of 64%, and the smallest score distribution was in the high category with a percentage of 16%.

Table 3. Coping Stress Strategy Score Overview

<table>
<thead>
<tr>
<th>Category</th>
<th>Sum</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Keep</td>
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<td>Tall</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table 4.3, it can be seen that the most research respondents were in the medium category with a percentage of 64% and the smallest score distribution was in the high category with a percentage of 16%.

Data Processing of Research Results

1. Normality Test

The first prerequisite is that the data on each variable to be analyzed must be normally distributed, then first test the normality of the data. The technique used to test the normality of the data is to use SPSS using Kolmogorov-Smirnov.

The basis for decision making, if the significanve value >0.05 then the residual value is normally distributed. If the significanve value < 0.05 then the residual value is not normally distributed.

Table 4. Normality Test Results with SPSS

<table>
<thead>
<tr>
<th>Research Variables</th>
<th>Significance Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>0.200</td>
</tr>
</tbody>
</table>

Based on the results of the normality test, it is known that the significance value is 0.200 >0.05, it can be concluded that the residual value is normally distributed.

2. Linearity Test

Linearity test a procedure used to determine the linear status of a research data. The results obtained through the linearity test determine the reg analysis technique
to be used. If from the linearity, it is obtained that the research data must be completed with linear regression analysis techniques. The technique used to test the linearity of the data by using SPSS.

Based on the results of the linearity test, it is known from the output of the linearity test that the significance value is 0.448 greater than 0.05, it can be concluded that there is a linear relationship between the free variable and the bound variable.

**Hypothesis Testing**

3. **Person Correlation Test**

Ha : "There is a significant relationship of emotional intelligence to stress coping strategies in students who are undergoing online learning"

Ho : "There is no significant relationship of emotional intelligence to stress coping strategies in students who are undergoing online learning"

Hypotheses are tested with parametric statistics, namely the correlation of "product moments" to find out the results of testing this hypothesis can be tested by comparing the level of significance (p-value) with the error.

If the significance value of p> 0.05 then Ho is accepted, meaning that there is no significant relationship between emotional intelligence and coping stress strategies, on the contrary, if the significance value of p< 0.05 then Ho is rejected, meaning that there is a significant relationship between emotional intelligence and coping stress strategies.

**Table 4. Correlation Test Results**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation</th>
<th>Significance</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>0.816</td>
<td>P value = 0.00 P&lt;0.05</td>
<td>Ho Denied Ha Accepted</td>
</tr>
<tr>
<td>Coping Stress Strategies</td>
<td>0.816</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data table, a correlation coefficient value of 0.816 was obtained with a significance value of p value of 0.00 because the significance value of P< 0.05, then Ha was accepted, that there is a positive significance relationship between emotional intelligence and coping stress strategies.

The sign on the correlation also affects the interpretation of the results of the correlation analysis, namely positive (+) shows the existence of a unidirectional direction of the relationship, meaning that the relationship between the two variables is directly proportional. The higher variable X will be followed by the higher variable Y and vice versa.

4. **Regression Test**

Multiple linear regression tests aim to measure how much influence Variable X has on Variable Y

**Discussion**

Based on the results of a study conducted at Mts Al-Husna with a total of 50 respondents and has been analyzed using Product Moment, the results of the study showed that the significance value between the emotional intelligence variable and the coping stress strategy obtained a value of 0.00 if the data was viewed based on the significance value, if the value of the < 0.05 then there is a relationship between Variable X and Variable Y, then if the value of > 0.05 then there is no relationship between Variable X and Variable Y.

Based on the data that has been explained from the results of the study, it is stated that the data is less than 0.05, which means that there is a significant positive relationship between emotional intelligence and coping stress strategies.

The results of the hypothesis testing that Ho had done were rejected and Ha was accepted. This shows that emotional intelligence has a significant influence on coping stress strategies in students who are undergoing online learning.
The most important factor in resolving stress symptoms is the use of adaptive coping. A person's adaptive coping ability is influenced by emotional intelligence. This is in line with the opinion of Salovey and Mayer (1995) that emotional intelligence is the ability to monitor and control one's own and others' feelings, as well as to use those feelings to guide thoughts and actions.

### Table 4. Regression Coefficient Test Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>R</th>
<th>R square</th>
</tr>
</thead>
<tbody>
<tr>
<td>X-Y</td>
<td>0.816</td>
<td>0.666</td>
</tr>
</tbody>
</table>

Based on table 4.6 above, it explains the magnitude of the correlation value or relationship ($r$) which is 0.816 from the output, a coefficient of determination ($R$ square) of 0.666 is obtained which contains the understanding that the influence of the Emotional Intelligence variable on the Coping Stress Strategy variable is 66.6%.

### Table 5. Regression Coefficient Test Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Fhitung</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>X-Y</td>
<td>95.507</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Based on the results from table 4.7 of the regression coefficient table shows that $f_{count} = 95.507$ with a coefficient level of $0.00 < 0.05$, the regression model can be used to predict participation variables or in other words there is an influence of Emotional Intelligence on Coping Stress Strategies.

There is a study conducted by Agustiningsih (2019) states that the selection of the right coping strategy by students in the face of academic stress will affect academic success. There are 2 other types of coping strategies, namely, problem focused coping and emotion focused coping, but in this study it was found that emotional intelligence can contribute to stress management, especially during the online learning period.

Changes in learning methods are the main cause of academic stress during the pandemic. Subjects who are used to getting material through the teacher in person, must now learn independently. This was identified as increasing academic pressure for students, so that stressful conditions were inevitable (Pajarianto et al., 2020; Sari et al., 2020; Sumantyo, 2020). In this study, several findings related to excessive, piling up, and lack of teacher response to the results of the task were also found by researchers for further research on the nature of the student center. Basically, students have to learn independently and the teacher switches functions to become a learning facilitator for the students. In addition, teachers are also required to be reliable learning facilitators.

Researchers assess that academic stress can occur only because students are not used to learning with a student-centered approach, while student centered has been implemented since 2007 and many studies have not shown positive results, namely teachers are still learning centers. With online learning, students are required to learn independently and apply student centered with emotional intelligence is one of the keys to success in avoiding academic stress.

### CONCLUSION

1. Based on the results of research on the Relationship between Emotional Intelligence and Coping Stress Strategies in Students Who Are Undergoing Online Learning carried out at Mts Al-Husna, it can be concluded as follows:
2. There is a significant positive relationship between Emotional Intelligence and coping strategies, which aim to address the problems and stresses students experience during online learning. This is shown by the product moment correlation value of 0.816 with a significance level of 0.00
3. The contribution of emotional intelligence to coping stress strategies was 66.6%
4. Based on descriptive analysis data, data were obtained that the relationship of emotional intelligence to coping stress strategies was in the moderate category.

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