
Exploring Trait Emotional Intelligent: Survey on Students during Covid-19

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ABSTRACT

The Covid-19 pandemic period caused changes in student behavior in teaching and learning caused by stressors. To overcome the impact of stress caused by the Covid-19 pandemic, it is necessary first to know the level of intellectual emotionality. This study explores the Emotional Intelligent Trait measurement during the Covid-19 pandemic from a student's point of view. One hundred twenty-two valid survey instruments were collected using online media. The research instrument adopted from TEIQue SF as many as 30 statement instruments. Processing data analysis uses a factor analysis approach to know how many factors make up the Emotional Intelligent Trait measurement. Two factors make up Trait Emotional Intelligent with nine statement items. The study results can use as a reference for measuring Trait Emotional Intelligent to manage student emotions in the teaching and learning process.

Keywords: emotional intelligent, student, covid-19.

INTRODUCTION

The Indonesian government first announced the Covid-19 case in early March 2020 and periodically announced additional Covid-19 cases published on the covid19.go.id page. The government has also taken policies so that Covid-19 does not spread further. The policy implemented is Large-Scale Social Restrictions (PSBB) which instruct restrictions on social, economic, and religious activities. Likewise, the

government's appeal not to go home during Id prevents the Covid-19 case from spreading.

The impact of Covid-19 on the economic sector cannot avoid as indicated by the projected world economic growth. (Nicola, Alsafi, Sohrabi, Kerwan, Al-Jabir, Iosifidis & Agha, 2020) Therefore, to contract deeper, the government pays attention to issues that require particular policies to overcome these economic impacts by providing economic stimulus. (Abiad, Arao &

Dagli, 2020; Dayrit & Mendoza, 2020) With the high level of uncertainty, the government assisted in the social, health, business, and economic recovery sectors.

The policies imposed by the government have an impact on the process of teaching and learning activities that carry out the process online. (Sahu, 2020) Online learning is still rarely done in Indonesia, which has an impact on changing learning behavior. The implementation of online learning has an impact on students and lecturers both psychologically and non-psychologically.

The psychological impact of the Covid-19 pandemic has caused mental disorders such as increased stress. (Sahu, 2020; Tabish, 2020) It is necessary to know the impact of stress during the Covid-19 pandemic felt by students to understand how students' attitudes change psychologically.

Gardner (1983; 1987) and Gardner & Hatch (1989) developed emotional intelligence, which introduced multiple intelligences. Researchers have developed many emotional intelligent measurements to understand better how emotional intelligence impacts health, learning, emotional management, and other positive outcomes. (Brackett et al., 2011; Petrides et al., 2016) Emotional intelligent measurement, according to Lea, Davis, Mahoney & Qualter (2019), can be divided into two, namely ability (AEI) and trait (TEI), where the AEI aspect measures related emotions. With cognitive abilities (Mayer et al., 2008) while TEI measures individual emotional perceptions (Petrides et al., 2007), which relates to what individuals Thinking and Feeling (Petrides, 2019) In the context of this study, emotionally individuals can be measured emotional intellectual level with what Thinking and Feeling during the Covid-19 pandemic. By knowing the Emotional intelligent level, parties with interest in students can

provide support according to their emotional state.

The results of research conducted by van der Linden, Schermer, de Zeeuw, Dunkel, Pekaar, Bakker & Petrides (2018) show that there is a relationship between TEI and personality. This study indicates that TEI has a solid attachment for personality caused by the same genetic and environmental factors. Petrides (2011) shows a difference between TEI and AEI where there are differences in self-report-based measurement and maximum performance. Furthermore, Lea, Davis, Mahoney & Qualter (2019) identified different results between TEI and AEI; the measurement of TEI shows emotional changes in stressful situations caused by physical such as competition in competition, the place of the dental practice, while AEI shows changes in emotions from difficulty to think. Furthermore, it did not achieve the final result. (Ling, Raine, Gao & Schug, 2018; Thomas, Fuchs & Klaperski, 2018) Meanwhile, Petrides, Sanchez-Ruiz, Siegling, Saklofske & Mavroveli (2018) indicate that TEI measurements can apply to the teaching and learning environment. Previously, Siegling, Saklofske & Petrides (2015) demonstrated several emotional intelligence measures to explore and manage individual emotional intelligence. The results of the TEI meta-analysis conducted by Perera & DiGiacomo (2013) show that there is a relationship between emotional intelligence trait and academic performance, such as educational transitions, so there is a need for stressor management (Acharya, Jin & Collins, 2018; Cejudo, Rodrigo-Ruiz, López-Delgado & Losada, 2018; Chirumbolo, Picconi, Morelli & Petrides, 2019) and high resilience (Vesely, Saklofske & Nordstokke, 2014) and field of academic (Sánchez - Ruiz, Pérez - González & Petrides, 2010).

The main problem identified by the gap between the research results on ability measurement (AEI) and trait (TEI) and its implications for managing student emotions during the Covid-19 pandemic still does not exist empirically. This study formulates how to measure the Emotional Intelligent Trait during the Covid-19 pandemic by students. The research objectives to be achieved are measurement during the Covid-19 pandemic based on student perceptions.

RESEARCH METHODS

The research approach uses a survey on high school students of economics, Pasundan, Bandung, Indonesia. A total of 122 valid questionnaires can process for data analysis. Respondents consisted of 39% men and 61% women with age dominated between 20-25 years at 78%, while 9% over 25 years and the remaining 13% under 20 years. Data analysis used a factor analysis approach with the oblimin rotation approach.

The factor analysis model's feasibility test was measured using the KMO criteria, institutional communalities, and pattern matrix, which were tested for the validity and reliability of the instrument first. The research instrument adopted from TEIQU SF as many as 30 statement items developed by Cooper & Petrides (2010) and which have been validated by several previous studies such as Andrei, Siegling, Aloe, Baldaro & Petrides (2016); Feher, Yan, Saklofske, Plouffe & Gao, (2019); and O'Connor, Nguyen & Anglim (2017).

RESULTS AND DISCUSSION

In analyzing the data, the author first tested the validity and reliability of the research

instrument. The initial test results showed 11 invalid instruments with a Cronbach's alpha value of 0.643, so it is necessary to issue an invalid instrument statement. After retesting, it knows that there are nine valid research instruments with Cronbach's alpha of 0.730. The calculation results can see in table 1.

Table 1. Summary of the results of the calculation of the validity and reliability of the statement instrument.

Instrument	Corrected-Correlation
Inst4	.404
Inst5	.535
Inst7	.607
Inst8	.522
Inst10	.484
Inst12	.430
Inst16	.355
Inst18	.409
Inst28	.428
Cronbach's Alpha	.777

After testing the instrument's validity and reliability, the author tested the factor analysis using the oblimin rotation approach. The results of the calculation of factor analysis show that two factors formed from 9 statement instruments.

The calculation results can see in table 2. The KMO calculation results from a value of 0.797 with a p-value 0.000, as shown in Table 2 extraction value 0.30, a range of 0.314-0.702.

Table 2. Summary of the results of the calculation of factor analysis.

Item	Extraction Communalities	Factor 1	Factor 2
Inst8	.646	.852	
Inst7	.627	.786	
Inst12	.393	.638	
Inst5	.471	.623	
Inst10	.415	.592	
Inst4	.314	.545	
Inst16	.702		.874
Inst18	.567		.737
Inst28	.428		.547
Variance Explained (%)		36.923	13.754
Total Variance Explained (%)		50.677	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.797	
Sig.		.000	
Correlation Matrix			
Factor 1		1.000	.368
Factor 2		.368	1.000

Table 2 shows the total variation that the instruments that form two factors, namely 50.67% consisting of the first factor of 36.92% and the second factor of 13.75%.

The first factor consists of six statements; the first statement measures emotional ability, which is the self-control dimension domain. The second statement measures the perception of pleasant life and is the trait domain of happiness from the well-being dimension. The third statement measures control over changes in

thinking which is the domain of impulse control from the self-control dimension. The fourth statement measures the perception of one's emotional feelings, which is the domain of emotion perception self and others from the emotionality dimension. The fifth statement measures perceptions about assertive feelings, which are the assertiveness domain of the sociability dimension. The sixth statement measures negative emotions on various things that are the stress management domain of the self-control dimension.

The first factor, which consists of six statements, measures emotions regarding emotional control, pleasant emotions, control of impulsive emotions, recognition of oneself and others' emotions, assertive emotions, and self-management of emotions.

The second factor consists of three statements; the first statement measures the emotional disclosure of the closest person, which is the relationship from the emotionality dimension. The second statement measures the emotional perception of certain motive feelings for something, which is the well-being dimension's self-esteem domain. The third statement measures emotional perceptions about attachment to close people, which is the emotion expression domain from the emotionality dimension. Overall, the second factor measures emotional perceptions regarding feelings of relationships with those closest to them, their emotional expression towards those closest to them, and feelings of self-esteem.

Of the two factors formed, almost represent the entire TEI domain; however, there are still some unrepresented domains, namely the trait optimism domain, which measures the emotion of self-confidence, the empathy trait domain, which measures the recognition of emotions on the perceptions of others. This social awareness domain measures emotional recognition. It is

related to socializing with other people well and emotion management domains that measure other people's emotions. The instruments statement of the two factors from the complete nine statements can see in the appendix.

In general, the two factors that have formed to measure TEI can represent the recognition of emotions and emotional management caused by environmental changes that need to be well adapted and increase self-motivation to solve problems to complete tasks successfully. This study indicates that TEI is relevant for measuring student emotions concerning environmental changes during the Covid-19 pandemic. This study complements previous research, such as Kong & Zhao (2013), which proved that TEI is closely related to life satisfaction. Gutierrez & Mullen (2016) show that knowing the counselor's TEI can minimize burnout. The research results by Qualter, Gardner, Pope, Hutchinson & Whiteley (2012) identified TEI as a predictor of success in the teaching and learning process. Vaughan, Laborde & McConville (2019) prove that TEI is closely related to emotional management, which impacts good results in making decisions by avoiding immeasurable risks. Likewise, Maguire, Egan, Hyland & Maguire (2017) show that TEI is a predictor of cognitive and affective empowerment using a sample of psychology students in Ireland. Chirumbolo, Picconi, Morelli & Petrides (2019) prove the validity of TEI in the context of a sample of respondents in Italy.

CONCLUSIONS

The calculation results show that two factors form a trait of intelligent emotion that consists of nine items of the statement instrument. These two factors indicate that the measurement of student emotions during the Covid-19 pandemic can use. The results of this

study imply a shorter version of the student's emotional measurement than the original. The first factor measures students' emotions related to emotional control, pleasant emotions, control of impulsive emotions, recognition of emotions themselves and others, assertive emotions, and self-management of emotions. Simultaneously, the second factor measures students' emotions concerning the emotional assessment aspects of relationships with those closest to them, their emotional expression towards those closest to them, and feelings of self-esteem.

There are still some deficiencies in this study where the respondents used are only students who do not involve in several other areas and fields such as engineering students, medicine, or pharmacy, and so on. However, this instrument is suitable for use as a preliminary test in knowing student emotions to determine students' emotional condition and how to manage their emotions.

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APPENDIX

TRAIT EMOTIONAL INTELLIGENCE QUESTIONNAIRE (TEIQ)-SF 9 item (Indonesian Version)

Factor 1

1. Saya biasanya merasa sulit untuk mengatur emosi saya.
2. Saya biasanya tidak merasakan hidup yang menyenangkan.
3. Saya cenderung sering berubah pikiran.
4. Sering kali, saya tidak tahu emosi apa yang saya rasakan.
5. Saya sering merasa sulit untuk membela hak-hak saya.
6. Secara keseluruhan, saya memiliki perspektif yang suram pada banyak hal.

Factor 2

1. Saya sering merasa sulit untuk menunjukkan kasih sayang saya kepada orang yang dekat dengan saya.
2. Saya biasanya merasa sulit untuk tetap termotivasi.
3. Saya merasa sulit untuk terikat dengan baik bahkan dengan mereka yang dekat dengan saya.