

Emotional Quotient Analysis: How the Students Adapted in the Covid-19 Periods

Hadion Wijoyo¹, Musnaini², Yoyok Cahyono³, Riyan Sisiawan Putra⁴, Wulan Purnamasari⁵, Denok Sunarsi⁶

¹ STMIK Dharmapala Riau

² Fakultas ekonomi dan bisnis Universitas Jambi, Jambi, Indonesia

³ Universitas Pramita Indonesia (UNPRI), Indonesia

⁴ Universitas Nahdlatul Ulama Surabaya

⁵ Universitas Maarif Hasyim Latif

⁶ Universitas Pamulang, Tangerang Selatan, Banten, Indonesia

Email: ¹hadion.wijoyo@lecturer.stmikdharmapalariiau.ac.id, ²musnaini@unja.ac.id, ³yoyok.unpri@gmail.com,

⁴riyan_sisiawan@unusa.ac.id, ⁵wulan_purnamasari@dosen.umaha.ac.id, ⁶denoksunarsi@unpam.ac.id

ABSTRACT

The research aims to know that success is influenced by intellectual intelligence and emotional intelligence. Emotional intelligence is a set of personal, emotional, and social abilities that can influence a person's ability to succeed. Emotional intelligence also allows individuals to feel and understand correctly, using emotional power and sensitivity as information energy and affecting learning outcomes. The method used in this research is to use a qualitative approach with a descriptive analysis method. Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon. The research used several natural and holistic methods, with prioritizing quality, which presented in a narrative. The result found that students recognizing self-emotion (self-awareness) are still low, where 75% stated that they prefer to go to school at home because they can play gadgets longer.

Keywords

Emotional Quotient (EQ); Student; Covid-19

Introduction

Almost all parents want their children to be intelligent in terms of intellect (Intelligence Quotient). Various ways are finished to master school lessons with the best grades by doing additional, private, and less. They forget that intellectual intelligence must be accompanied by emotional intelligence and spiritual intelligence so that all intelligence becomes complete. The world of education today, too, emphasizes the importance of academic values alone. Also, starting from elementary school to college, it is rare to find an education about emotional intelligence that teaches; integrity, honesty; commitment; vision; creativity, mental endurance, wisdom, justice, trust, self-mastery, or synergy. The current generation of children experiences more emotional problems than the previous generation (Bariyyah & Latifah, 2019). During the Covid-19 Pandemic, all learning activities we are carrying out at home with an online pattern, face-to-face was eliminated to break the chain of spreading this virus. There are many pros and cons to this online learning, but this path is still considered the best for students' health. Parents' duties increase with learning at home, namely

being parents and teachers; this cannot avoid because parents can ask questions for students if they have difficulty understanding a subject matter or assignment.

In general, EQ talks about students' sense of empathy for their environment; with online learning and the Covid-19 pandemic outbreak indirectly, the student environment is only family members who live in one house. Apart from empathy, EQ is also determined by a sense of openness and control over one's personality. Children who have EQ will be ready to accept in their environment and more sensitive to development and adjustment to a condition.

Emotional intelligence is a set of personal, emotional, and social abilities that can influence a person's ability to succeed. It explains that a person's success is not only influenced by intellectual intelligence. Emotional intelligence also allows individuals to feel and understand correctly, using emotional power and sensitivity as information energy and affecting learning outcomes. Students who have high emotional intelligence will carry out the learning process (Sugiarti et al., 2016).

This research focuses on grade VII students in Pekanbaru City who carry out learning at home, while the reason for focusing on grade VII students is because the author assumes that grade VII students are students who have just finished elementary school education. Students must make comprehensive adjustments with the online learning pattern that is carrying out, including online learning support facilities. The availability of learning facilities can support online learning to achieve the expected educational goals (Wijoyo, 2020).

An online survey conducted by the students' parents stated that they are bothered with their child's tasks and time to work and teach their children online learning. It affects the balance of their personality. It is not to mention supported by children who think that school is closed (perception). It is supported by research that states that parents feel stress accompanying their children in the online learning process, 67 percent, while 33 percent feel stressed accompanying their children in the online learning process (Wijoyo & Surya, 2020).

Methods

The method used in this research is to use a qualitative approach with a descriptive analysis method. Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon. It is focused and multi-method, natural and holistic, prioritizes quality, uses several ways, and presenting in a narrative. This research is field research, which is research conducted by going directly to the field (online) to explore and research data relating to emotional intelligence.

Data sources in qualitative research are sources or participants, namely 20 grade VII students who carry out the learning process at home. In this study, the data source uses a purposive sampling method, which collects data from the selected person considering to know best about the problem to be studied. The instrument in this study were statements in the form of a questionnaire given online, which distribute to the research object, namely the seventh-grade students who were the samples.

TABLE 1. Questionnaire Grid on Students' emotional intelligence during the Covid-19 pandemic

Indicators	Multiple	Item
Know Self Emotions (Self-Awareness)	3	1,2,3
Managing Self-Emotions (Self-Regulation)	3	4,5,6
Motivate Ourselves	2	7,8
Knowing Other People's Emotions (Empathy)	2	9,10
Fostering Human Relationships (Social Skills)	2	11,12

After the questionnaire data was distributing and filled in by the students, the data were then collected and analyzed using a scoring form. The scoring determines each statement item is weighted with the answer value as follows:

TABLE 2. Questionnaire Grid on Students' emotional intelligence during the Covid-19 pandemic

Alternative Answers	Point	
	Positive	Negative
Yes	2	1
No	1	2

Result And Discussions

Result

The research stage was to distribute questions using a questionnaire to grade VII students. The answers to the distributed questionnaires can see in the table below:

TABLE 3. Feelings of joy because they do not have to go to school

Alternative Answers	Frequency	Percentage
Yes	15	75
No	5	25
Answers	20	100

Based on the distribution of questionnaires distributed, 25 students (75%) felt happy because they did not need to go to school, while 5 (25%) students answered that they were not happy because they studied at home.

TABLE 4. Feelings of joy for being able to play gadgets longer

Alternative Answers	Frequency	Percentage
Yes	18	90
No	2	10
Answers	20	100

Based on the distribution of questionnaires distributed, students felt happy because they could play gadgets longer due to learning at home as many as 18 (90%), while two students (10%) answered that they did not like playing gadgets for too long.

TABLE 5. Feeling happy when playing games on gadgets rather than studying

Alternative Answers	Frequency	Percentage
Yes	15	75
No	5	25
Answers	20	100

Based on distributed questionnaires, 15 students (75%) felt happy playing gadgets than learning, while five students (25%) preferred learning to use gadgets compared to playing games.

TABLE 6. The happy feeling when studying and doing school work

Alternative Answers	Frequency	Percentage
Yes	10	50
No	10	50
Answers	20	100

Based on the distribution of distributed questionnaires, ten students (50%) felt happy studying and doing school work, and ten people (50%) felt unhappy because of studying and assignments given.

TABLE 7. Feelings of pleasure from completing schoolwork rather than playing

Alternative Answers	Frequency	Percentage
Yes	14	70
No	8	30
Answers	20	100

Based on the distribution of questionnaires distributed, students felt happy because they were able to complete the task rather than playing as many as 14 people (70%) and as many as eight

people (30%) felt unhappy with the assignment given and preferred to delay in order to play.

TABLE 8. The happy feeling when playing games (gadgets) in spare time

Alternative Answers	Frequency	Percentage
Yes	11	55
No	9	45
Answers	20	100

Based on the distribution of questionnaires distributed, as many as 11 students (55%) had a more happy feeling when playing with gadgets in their spare time, and as many as nine people (45%) stated that they prefer to play with gadgets outside their spare time.

TABLE 9. The feeling of being happy when the students can complete schoolwork correctly

Alternative Answers	Frequency	Percentage
Yes	20	75
No	0	25
Answers	20	100

Based on the distributed questionnaires' distribution, all students felt happy to complete the assignment correctly, even though the questions were not easy.

TABLE 10. The feeling of being happy when the students can study even from home

Alternative Answers	Frequency	Percentage
Yes	15	75
No	5	25
Answers	20	100

Based on the distribution of questionnaires distributed, as many as 15 students (75%) felt happy because they could go to school even from home (feeling grateful), while five people (25%) said they did not like school even though they were from home.

TABLE 11. Feeling happy when it can motivate friends to study hard

Alternative Answers	Frequency	Percentage
---------------------	-----------	------------

Yes	15	75
No	5	25
Answers	20	100

Based on the distribution of questionnaires distributed, students felt happy when they were able to motivate school friends to be more active in learning and doing schoolwork; as many as 15 people (75%) and as many as five people (25%) answered that they did not try to motivate their friends who were lazy to participate in learning.

TABLE 12. Feeling happy when the students can provide advice (discussion) to friends who prioritize playing gadgets rather than completing school assignments

Alternative Answers	Frequency	Percentage
Yes	10	50
No	10	50
Answers	20	100

Based on the distributed questionnaires, ten students who answered had a happy feeling when they could advise their friends to prioritize school rather than playing gadgets, while the rest did not advise their friends.

TABLE 13. The feeling of being happy when the students can meet friends in online classes

Alternative Answers	Frequency	Percentage
Yes	18	90
No	2	10
Answers	20	100

Based on distributing distributed questionnaires, students felt happy when they could meet their classmates even though there were 18 people online (90%), while the remaining two people (10%) stated that they were expecting.

TABLE 14. The happy feeling when the students can meet a class teacher

Alternative Answers	Frequency	Percentage
Yes	14	70

No	6	30
Answers	20	100

Based on the distribution of distributed questionnaires, students felt happy when they could meet face to face with their class teachers even though there were 14 people online (70%), while the remaining six people (30%) said it was normal.

Discussions

Students recognize that self-emotion (self-awareness) is still low, where 75% stated that they prefer to go to school at home because they can play gadgets longer by 90%, and 75% play games on gadgets. It indicates that grade VII students' self-awareness is still low, where they do not understand the priority on gadget functions and the risk of excessive gadget use. In addition to the self-awareness aspect, the student's self-regulation aspect is quite good, whereas many as 50% of students feel happy doing school work and 70% of students feel happy doing school work rather than playing, and 55% of students complete their assignments just playing games.

From the aspect of Self-Motivation, from the distribution of questionnaires, it was found that as many as 100% of students felt happy if they were able to complete school assignments correctly, and 75% expressed the feeling of being happy to go to school even from home. It indicates that grade VII students want to go to school and interact. When talking about empathy, as many as 75% of students feel happy if they can motivate their friends to be more active and enthusiastic in participating in learning, and 50% feel happy when they can provide advice (discussion) to friends who prioritize playing gadgets rather than completing school assignments. It is a good development when children of this age can strengthen each other during a pandemic. Regarding building inter-human relationships, 90% feel happy meeting their friends even though they are online and as many as 70% feel happy to meet their teachers. It answers the question that these children miss the direct interaction aspect.

The results and discussion show that the Emotional Quotient (EQ) of Grade VII students during Pandemic-19 with online learning patterns running were not as significant as offline. It is consistent with research conducted by Hadion

Wijoyo (Wijoyo & Indrawan, 2020). In the context of education, whether we realize it or not, "new normal" has started to occur globally since the Covid-19 pandemic. Teaching and learning activities usually carried out face-to-face, where educators and students are physically present in classrooms and learning places, are now being replaced by learning activities through electronic media (e-learning) either synchronously or non-synchronously. Furthermore, in the research conducted by Hadion Wijoyo (Wijoyo & Surya, 2020) about the level of changes in lifestyle and increased activity due to the learning process of children at home, parents try to find ways to calm their minds through meditation (Samatha) as much as 74 percent.

Conclusions

Conclusion

Based on research conducted, it can be concluding as follows:

1. Students in recognizing self-emotion (self-awareness) are still low, where 75% stated that they prefer to go to school at home because they can play gadgets longer.
2. Aspects of student self-regulation are quite useful where students feel happy doing school assignments and playing games.
3. From the aspect of Self-Motivation, students express feelings of pleasure if they can complete school assignments correctly. It indicates that grade VII students want to go to school and interact.
4. From the aspect of empathy, students feel happy if they can motivate their friends. It is a good development when children of this age can strengthen each other during a pandemic.
5. Regarding fostering human relationships, students feel happy meeting friends and teachers even though they are online. It answers the question that these children miss the direct interaction aspect.

Suggestion

From the conclusions above, some suggestions that can make improvements are as follows:

1. Educators in each online classroom should always bring the offline school climate as if it were online; this is to form the image that both online and offline are still in school
2. Educators should be able to formulate interactive teaching patterns in which students are more active than their teachers.
3. Schools should implement a thematic curriculum by varying audio to video (multimedia) to understand more easily and feel comfortable with the material taught.
4. Regarding aspects of Emotional Quotient (EQ), there must be cooperation between educators and parents, either directly or indirectly, to maintain students' character.
5. That character education during the epidemic period-19 should be emphasized more than learning material by implementing an emergency curriculum.

References

- [1] Bariyyah, K., & Latifah, L. (2019). Kecerdasan Emosi Siswa Ditinjau dari Jenis Kelamin dan Jenjang Kelas. *JPGI (Jurnal Penelitian Guru Indonesia)*, 4(2), 68. <https://doi.org/10.29210/02379jpgi0005>
- [2] Cahyono, Y., Jihadi, M., Arifin, Z., & Purnamasari, W. (2020). Do Servant Leadership Influence Market Performance? Evidence from Indonesian Pharmacy Industries. *Systematic Reviews in Pharmacy*, 11(9), 439-451.
- [3] Gunartin, A. O. S., Nufus, K., Nur'aini Yusuf, H. S., Maddinsyah, A., Muchtar, A., Sari, W. I., ... & Noryani13, H. W. A Systematic Literature Review of Education Financing Model in Indonesian School.
- [4] Hartono, W. J., Wijoyo, H., Wongso, F., Khoiri, A., Sunarsi, D., Kusjono, G., & Sobarna, A. (2021, March). Students' Perceptions of Student Council Activity in New Normal Era at Junior High School. In 5th International Conference on Arts Language and Culture (ICALC 2020) (pp. 127-132). Atlantis Press.
- [5] Sugiarti, Nurul, A., & Enny, A. (2016). Analisis Kecerdasan Emosional Siswa Kelas VII SMP Negeri 2 Bangun Purbatahun Pembelajaran 2015/2016. *Jurnal Mahasiswa*

- FKIP Prodi Pendidikan Biologi Universitas Pasir Pengaraian*, 2(1), 1–15.
- [6] Wijoyo, H. (2020). Analisis Minat Belajar Mahasiswa STMIK Dharmapala Riau Dimasa Pandemi Coronavirus Disease (Covid-19). *Jurnal Pendidikan : Riset Dan Konseptual*, 4(3), 396–404. https://doi.org/10.28926/riset_konseptual.v4i3.2
- [7] Wijoyo, H., & Indrawan, I. (2020). Model Pembelajaran Menyongsong New Era Normal Pada Lembaga Paud Di Riau . In *Jurnal Sekolah Universitas Negeri Medan* (Vol. 4, Issue 3). <https://doi.org/https://doi.org/10.24114/js.v4i3.18526>
- [8] Wijoyo, H., & Surya, J. (2020). Analisis Penerapan Meditasi Samatha Bhavana Di Masa Covid-19 Terhadap Kesehatan Mental Umat Buddha Vihara Dharma Loka Pekanbaru. In *SEJ (School Education Journal)* (Vol. 10, Issue 2). <https://doi.org/https://doi.org/10.24114/sejgsd.v10i2.18565>