



**DESCRIPTION OF SELF AND EMOTIONAL QUOTIENT STUDENTS IN SEMARANG**

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**ABSTRACT**

Self-esteem is a picture of a person towards himself, an individual's assessment of himself as a response to others towards appreciation and, acceptance, respect and attention that shows that he is valuable. While emotional quotient (EQ) is the ability to motivate yourself owned by someone. The purpose of this study is to describe the self-esteem and emotional quotient (EQ) of Sultan Agung 3 Semarang Islamic High School students. This quantitative research uses descriptive analytic method with 71 samples taken by proportional random sampling and cross sectional approach. There were 54 (76.1%) respondents with low self-esteem, 19 respondents had low emotional quotient and 35 respondents had high emotional quotient. While 17 (23.9%) respondents with high self-esteem, 16 respondents had high emotional quotient and 1 respondent had low emotional quotient. Using the chi square test obtained p value = 0.019 ( $p < 0.05$ ) Which means there is a relationship between self-esteem and emotional quotient (EQ) in Sultan Agung 3 Semarang Islamic High School students.

**Keywords:** analytical descriptive; emotional quotient; self esteem

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**INTRODUCTION**

Adolescence or high school is a transfer or transition period from the child phase to the adult phase (Efendi: 2009; Pieter, 2011). In this transition period is marked by several changes, namely changes in vision, cognitive changes, biological changes, behavior and emotions (Efendi: 2009; Pieter, 2011). Changes that occur in adolescents or during high school, cause emotional changes that can trigger emotional feelings that become up and down so that it can cause uncontrolled feelings in the teenager (Wong, 2009). In emotional changes can be caused because a teenager is faced with constant changes in dealing with a period of emotional upheaval (Pangkalan, 2009).

The changes that have been experienced in high school students or in adolescents are the source of the formation of one's self-esteem, one's self-esteem can change in accordance with the development or progress of the times, at this time a person can recognize and realize the ability and social recognition (Purnomo, 2005) . A teenager will experience a decline in self-esteem during his transition (Wong, 2009; Soetjningsih, 2004). At this time

will increasingly recognize that the recognition of others who are more mature and the recognition of peers is very meaningful for these individuals (Wong, 2009). The changes experienced by a high school child or in a teenager can hamper his emotional intelligence or EQ (emotional quotient), if it cannot be controlled or cannot be controlled (Nur, 2008). Howes and Herald define that Emotional quotient or emotional intelligence is a component that will make someone smart in using emotional intelligence.

In a study at Darut Taqwa Islamic Boarding School, which included the saturation of a santri, feeling inferior, feeling free from rules such as the obligatory prayer in congregation, 4 out of 8 santri stated that they felt restrained because of many rules, felt inferior to their friends, felt afraid with his friends, feel worthless and feel that he is depressed. Whereas 5 out of 8 students said that they did not feel free to be in a boarding school because they often saw fights between friends, then 7 out of 8 students often saw many who were fighting among friends. In this conditions, researchers are interested in knowing self-esteem and emotional quotient in Sultan Agung Islamic High School students. The researcher wants to know how the students' self-esteem is expressed and how their emotional intelligence is.

## **METHOD**

This study uses a quantitative research design with descriptive analytic cross sectional approach. The population in this study were Sultan Agung Semarang Islamic High School students. The sample selection uses a proportional random sampling method by determining the population in accordance with the target determined by the researcher. Inclusion criteria in this study were Sultan Agung Islamic High School students in the age range of 16-17 years and exclusion criteria for this study were Sultan Agung Islamic High School students who were absent and had a disability so it was not possible to fill out the questionnaire. This study uses two instruments in data collection, the instrument used is a self-esteem questionnaire taken from Gutman's theory and an emotional quotient (EQ) questionnaire. Researchers categorize the results of each instrument and analyze it with chi-square. This research has passed ethical review from the Nursing faculty at Sultan Agung Islamic University.

## **RESULTS**

### **Characteristics of Respondents**

#### **Distribution of respondents based on age**

Table 1.  
Age of Respondents (n=71)

Variable	Amount	
	f	(%)
15 years	34	47,9
16 years	30	42,3
17 years	7	9,9

Based on table 1, it can be seen that the age of the majority of respondents is 15 years, as many as 34 respondents with a percentage (47.9%) and the age of the respondents at least at the age of 17 years by 7 respondents with a percentage (9.9%).

### Distribution of respondents by sex

Table 2.  
Gender of Respondent (n=71)

Variable	Amount	
	f	(%)
Men	33	46,5
Woman	38	53,5

Based on table 2 it can be seen that the majority of respondents are female, that is 38 respondents with a percentage (53.5%) and men as many as 33 respondents with a percentage (46.5%).

### Distribution of respondents based on self-esteem level

Table 3.  
Self-Esteem Levels of Respondent (n=71)

Variable	Amount	
	f	(%)
Low self-esteem	54	46,5
High self-esteem	17	53,5

Based on table 3 it is known that the majority of respondents are 54 respondents with a percentage (76.1%) in the category of Low Self-Esteem, while as many as 17 respondents with a percentage (23.9%) are in the High Self-Esteem category.

### Distribution of respondents based on Emotional Quotient (EQ)

Table 4.  
Emotional Quotient Level (EQ) of Respondent (n=71)

Variable	Amount	
	f	(%)
Low emotional quotient	20	28,2
High emotional quotient	51	71,8

Based on table 4 it is known that the majority of respondents are 20 respondents with a percentage (28.2%) in the category of Low Emotional Quotient, while as many as 51 respondents with a percentage (71.8%) are in the High Emotional Quotient category.

Table 5.  
Relationship between Self-Esteem and Emotional Quotient (EQ) (n=71)

Variable	Emotional Quotient(EQ)				P Value
	Low EQ		High EQ		
	f	%	f	%	
Low self-esteem	19	35,2	35	64,8	0,019
High self-esteem	1	5,9	16	94,1	

Based on Table 5 that the level of self-esteem is low with a low emotional quotient (EQ) of 19 respondents, and a high level of self-esteem with a low emotional quotient (EQ) of 1 respondent. Meanwhile, the level of low self-esteem with high emotional quotient (EQ) of 35 respondents, and high level of self-esteem with high emotional quotient (EQ) of 16 respondents. The level of self-esteem of the majority of respondents had low self-esteem with high emotional quotient (EQ) of 35 respondents, but the fewest respondents were those who had a high level of self-esteem with high emotional quotient (EQ) of 1 respondent.

## **DISCUSSION**

### **Self Esteem**

This is in line with previous research in Coopersmith's research (in Ghufroon & Risnawati, 2009) that a woman has lower self-esteem and emotional quotient (EQ) compared to a man, because a woman feels less able or not confident about herself and feel that you must be protected by men. Because in general, a woman always wants to be protected.

Researchers argue that there is a significant relationship between gender and self-esteem in high school students. Because a woman often tends to be embarrassed or lacks confidence in herself if others criticize or criticize her.

### **Emotional quotient**

Based on the research that has been done, the results show that the most respondents are 51 respondents with a percentage (71.8%) having a high emotional quotient (EQ), while as many as 20 people with a percentage (28.2%) have a low emotional quotient (EQ).

Emotional quotient (EQ) is an ability to provide motivation to yourself or survive frustration, can control an impulse and not to exaggerate a pleasure, and can also maintain a stable mood so that the burden experienced does not reduce the ability of the mind (Goleman, 2008). Some previous research suggests that emotional quotient (EQ) is not inferior to intelligence quotient (IQ). People whose emotions are clear, are not dominated by negative feelings, do not have fear in expressing people with high emotional quotient (EQ), have the characteristics of being able to express their feelings, never give up in any case, have behavior in accordance with desires not because of necessity, encouragement or some responsibility.

### **The Relationship Between Self-Esteem and Emotional Quotient**

In the chi-square statistical test results with an error rate ( $\alpha$ ) = 0.05, the results obtained  $p$  value = 0.019, which means less than 0.05 ( $p < 0.05$ ) so that it can be interpreted that  $H_a$  is accepted and  $H_0$  is rejected which meaning that there is a relationship between self-esteem and emotional quotient (EQ) in class X1 students of Sultan Agung 3 Semarang Islamic High School.

This study is in accordance with Abbas's (2011) research which states that self-esteem and emotional quotient (EQ) have a positive and significant correlation, where the results of the analysis obtained a correlation of 0.01. Self-esteem is more likely to decline in adolescent

conditions. Whereas other research in Darut Taqwa Islamic Boarding School which includes the saturation of a santri, the inferiority of a santri that is not free from the rules of a boarding school, that most students say feel inferior to their peers, feel unworthy and feel that they are depressed also cannot recognize the level of emotion.

But in this study there are differences with previous studies which stated that if a person's self-esteem is high, then the emotional quotient (EQ) is also high, and if one's self-esteem is low, the emotional quotient (EQ) is also low. In this study there were results that respondents who had low self-esteem with low emotional quotient (EQ) were 19 people, respondents who had low self-esteem with high emotional quotient (EQ) were 35 people. Meanwhile, respondents who have high self-esteem with low emotional quotient (EQ) are 1 person, respondents who have high self-esteem with high emotional quotient (EQ) are 16 people. So there are differences, and not all people who have low self-esteem also have low emotional quotient (EQ). In the results of the study it was mentioned that most respondents had low self-esteem with high emotional quotient (EQ).

An individual can be said to have low self-esteem, if the individual is often overwhelmed with concerns about social interaction and confident in their existence, but people with low self-esteem can also have a high emotional quotient (EQ), it can be influenced by factors affect emotional quotient (EQ) one of which is a family environmental factor. The family is the first school everyone has ever gone through in learning anything, one of which is learning what emotions are, especially in parents who have a very important role in the development of children's emotional stages. Although students have low self-esteem, they get support from parents in terms of education so that one of these factors can make students have a high emotional quotient (EQ).

In this study also obtained the results of respondents with high self-esteem with low emotional quotient (EQ) of 1 person. Individuals who have high self-esteem can be known from these individuals more often succeed in academia, with their self-confidence and personal qualities. However, not all individuals who have high self-esteem are also able to recognize their own emotions. If the individual has not been able to recognize his own emotions then it is said to have a low emotional quotient (EQ). This number is not found in this study because only 1 student. While students who have high self-esteem and emotional quotient (EQ) are greater in number.

## **CONCLUSION**

Based on the results and discussion of the above research, it can be concluded that the age of most respondents is the age of 15 years as many as 34 people (47.9%), the most sex is women as many as 38 people (53.5%), most self-esteem is low self-esteem with 54 respondents (76.1%), the highest Emotional quotient (EQ) is high with 51 respondents with a percentage (71.8%).

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