

CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ANXIETY OF APPLIED MIDWIFERY BACHELOR STUDENTS WHO ARE COMPILING THEIR THESIS

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ABSTRACT

Background: The thesis is a final project that is generally achieved in the final study. Students consider the thesis to be a difficult thing to work because of feelings of anxiety when students are in the process of working on a thesis. pressure from people around who demanded students to complete their thesis creation. Anxiety that causes feelings of pressure to students.

Objective: how is the relationship between emotional intelligence and applied midwifery undergraduate students who are writing a thesis at Karya Husada University Samarang **Method :** non-experimental quantitative research is correlational analytic and research type is correlational analytic in research using proportional sampling The number of samples in this study were respondents 24 respondents, 12 respondents from class A and 12 respondents from class B using the DASS 42 anxiety questionnaire and the Emotional Intelligence Questionnaire, researchers adopted research from Agustina 2007, used the chi-square analysis **Results:** Respondents with 22 years of age were 9 (37.5%), respondents with moderate emotional intelligence were 15 respondents (62.5%), Based on the Chi-square test, a P value of 0.03 was obtained. **Conclusion:** there is a relationship between emotional intelligence and applied midwifery undergraduate students who are writing their thesis at Universitas Karya Husada Semarang.

Keywords :Anxiety, Emotional Intellegence, Students

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BACKGROUND

Students often experience feelings such as anxiety during the thesis writing process. Oktary argues that students who are working on their thesis are strongly suspected of experiencing increased anxiety. Anxiety can occur due to the pressures felt related to the thesis writing process. One very basic pressure is that the thesis being worked on will later be tested in front of the examiner. In addition, other factors that can affect student anxiety are because of the time limit during the lecture period (Afrianti Wahyu Widiarti, 2015).

Anxiety is an emotional reaction of fear and anxiety. To control and control the anxiety requires the ability to control and control emotions such as emotional intelligence. Anxiety can be overcome with relaxation methods. However, this method cannot be done effectively if it is not accompanied by self-awareness skills, namely being aware of one's condition and emotions, this ability is one component of intelligence. emotional (Goleman, 2015). Based on research conducted by Mujiyah, et al. in Andi (2013), it was found that the obstacles commonly faced by students in writing a thesis are as follows: confusion in developing a theory (3.3%), lack of knowledge of the author about methodology (10%), difficulty in compiling a discussion (10%), difficulty in describing research results 3 (13.3%), difficulty in determining a title (13.3%). Other perceptions include fear of meeting the supervisor (6.7%), laziness (40%), low motivation (26.7%), the lecturer is too busy (13.3%), the supervisor is difficult to meet (36.7%), lack of guidance time (23.3%), unclear guidance (26.7%), lack of coordination and common perception between supervisor I and supervisor II (23.3%), lack of reference books that focus on research problems (53.3%), and the existing references are old editions of books (6.7%). (Akbar, 2013)

Furthermore, the difficulties faced by students in writing their theses can ultimately result in psychological disorders such as stress, low self-esteem, frustration, loss of motivation, delaying the writing of their theses to the point where some decide not to complete their theses (Sugiyono, 2015). Based on

Michelle's research in Astuti (2015) it also explains that students can experience anxiety due to problems that arise in the process of writing a thesis. If fear triggers the emotional part of the brain, then the part of anxiety will focus on the threat being faced, forcing the mind to continuously think about how to overcome existing problems and ignore other things for some time. In this condition, students experience unpleasant conditions, fear, anxiety, and so on during the writing of the thesis so that it can be said that students experience anxiety in working on the thesis (Astuti, 2015)

To overcome anxiety in working on this thesis, emotional ability or intelligence is needed because this anxiety will affect the psyche and will have an impact on productivity. emotional intelligence as a series of personal, emotional and social abilities that affect a person's ability to succeed in overcoming environmental demands and pressures (Nursalam et al., 2023). Emotional intelligence is a person's ability to manage their emotional life with intelligence (to manage our emotional life with intelligence), maintain emotional harmony and its expression (the appropriateness of emotion and its expression) through self-awareness skills, self-control, self-motivation, empathy and social skills (Goleman, 2015).

Emotional intelligence as a set of mental functions that involve the ability to monitor the intensity of feelings or emotions, both in oneself and in others. Individuals have Emotional Intelligence High emotional has confidence in himself, full of enthusiasm, good at sorting everything and using information so that it can guide thoughts and actions. Someone with high EQ (Emotional Quotient) can put his emotions on portion Which appropriate, sorting satisfaction, and arrange atmosphere heart (Hariyanto, 2018). EQ describe ability somebody in recognizing one's own feelings and the feelings of others, motivating oneself, being able to manage emotions well in oneself and in relationships with others, and being able to regulate one's mood and thoughts, emotional intelligence consists of four factors, namely perception of emotion, managing one's

own emotions , managing other's emotions , and utilization of emotion (Goleman, 2015).

These various problems make students feel hopeless and anxious, to find out how emotional intelligence is related to anxiety in applied midwifery undergraduate students who are writing their thesis

METHODS

The type of research used is non-experimental quantitative research with the research design used, namely correlational analysis. The population in this study was 60 respondents. The sampling technique in this research used Proposive sampling and the formulation using the Solvin formula obtained 24 respondents consisting of 12 class A samples and 12 class B samples. The emotional intelligence questionnaire used was adopted from research by Agustina Ige Rahmawati 2007, while this anxiety questionnaire was measured using the Depression Anxiety Stress Scale 42 (DASS 42) by Lovibond & Lovibond (1995), the data collection stage, the researcher carried out editing to check the data to examine the suitability of the questionnaire answers, then the researcher carried out scoring to determine the categories of the total respondents' answers to the questionnaire, then the researcher carries out coding to determine the codes that will be used in the SPSS analysis, after that the researcher tabulates to simplify the data process to make it easier to interpret, the final step is that the researcher carries out data entry in order to find out the relationship between the researcher's variables using analysis chi square.

RESULT

Table 1 Description of Emotional Intelligence of Undergraduate Students of Applied Midwifery Who Are Writing Their Thesis at Universitas Karya Husada Semarang

Emotional Intelligence Level	Frequency	(%)
Medium Emotional Intelligence	15	62.5
High Emotional Intelligence	9	37.5
Total	24	100

Based on table 1, it is known that the majority of respondents have Medium Emotional

Intelligence, namely 15 respondents (62.5%), and respondents with High Emotional Intelligence, namely 9 respondents (37.5%).

Tabel 2 Overview of Anxiety Levels of Undergraduate Students of Applied Midwifery Who Are Writing Their Thesis at Universitas Karya Husada Semarang

Anxiety Level	Frequency	(%)
Mild to moderate anxiety	13	54.2
No Anxiety	11	45.8
Total	24	100

Based on Table 2, it is known that the majority of respondents had mild to moderate anxiety, namely 13 respondents (54.2%), and respondents with no anxiety were 11 respondents (45.8%).

Tabel 3 Analysis of the Relationship between Emotional Intelligence and the Anxiety Level of Undergraduate Students of Applied Midwifery Who Are Writing Their Thesis at Universitas Karya Husada Semarang

N		Anxiety				Total		P Value
		Light - Medium		Low				
		f	%	f	%	f	%	
Emotional Intelligence	Medium	11	73.3	4	26.7	15	100	0.033
	High	2	22.2	7	77.8	9	100	
Total		15	54.2	7	45.8	24	100	

Based on table 3, it shows that students who have a moderate level of emotional intelligence with mild to moderate anxiety are 11 students (73.3%), students who have moderate emotional intelligence with no anxiety are 4 students (26.7%). Students who have a high level of emotional intelligence with mild to moderate anxiety are 2 students (22.2%), students who have a high level of emotional intelligence with no anxiety are 7 students (77.8%)

Based on the Chisquare Test , a P Value of 0.033 was obtained , it can be concluded that there is a relationship between emotional intelligence and anxiety of undergraduate students of applied midwifery who are currently writing their theses at Karya Husada University, Semarang.

DISCUSSION

The results of emotional intelligence measurements on 24 undergraduate students of applied midwifery who are writing their theses at Karya Husada University, Semarang, showed that the majority of respondents had Moderate Emotional Intelligence, as many as 15 respondents (62.5%), with a fairly high level of education, this allows students to have self-control in carrying out their work and responsibilities.

This means that it can be said that students are able to control their own emotions so that they do not act impulsively, remain calm even in difficult situations, are able to adapt to conditions and changes that occur, have internal control over themselves, are open to new ideas, are responsible for the consequences that occur, and are able to overcome various problems that occur in their lives ((Fitch, 2017)). The individual is able to manifest his emotional intelligence, from the three levels of emotional intelligence, emotional intelligence with the moderate category is at the middle level, which means that there is still a higher level, students have the potential to develop themselves to achieve higher emotional intelligence, by doing social activities, A person's level of maturity will increase with age, which also influences a person's emotional maturity, where the more mature a person's emotions are, the more able they will be to adapt to the problems they face (Hurlock, 2011).

The results of this study are supported by Triwik Sri Mulati's research (2020) entitled Overview of Emotional Intelligence of Students of the D-III Midwifery Study Program and the Applied Undergraduate Study Program for Continuing Professional Education for Midwives. The results of the study showed that the majority of emotional intelligence of students of the D-III Midwifery Study Program, Department of Midwifery, was quite good, amounting to 82 people (98.8%) ((Triwik Sri Mulati, 2020)).

The results of anxiety measurements in 24 undergraduate students of applied midwifery who are writing their theses at Karya Husada University, Semarang, showed that the majority of respondents had mild to moderate anxiety, amounting to 13 respondents (54.2%).

Students consider thesis as something difficult to do causing feelings of anxiety when students are in the process of working on thesis. pressure from people around who demand students to complete thesis as soon as possible. The anxiety experienced causes feelings of pressure in students ((Hastuti et al., 2016)). Another opinion explains that anxiety is a manifestation of various emotions felt when someone feels pressured feelings and mind. This situation causes feelings of restlessness, fear and guilt ((Hawari, 2013)).

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The results of the study are supported by research by Rakhmawati D (2017) entitled Overview of Anxiety Levels in Facing Thesis Exams in Students of the Faculty of Agriculture, Tanjungpura University. The results of the study showed that respondents who did not experience anxiety were 8 people (23.53%), mild anxiety was 13 people (38.24%), moderate anxiety was 7 people (20.58%) and severe anxiety was 6 people (17.65%) ((Rakhmawati D, 2017)).

Based on the Chisquare Test, the P Value is 0.033, it can be concluded that "Ho is rejected and Ha is accepted" meaning "there is a relationship between emotional intelligence and anxiety of undergraduate students of applied midwifery who are writing their theses at Karya Husada University Semarang". This means that the higher the level of emotional intelligence of students, the lower the level of anxiety of students. Likewise, the lower the level of emotional intelligence of students, the higher the level of anxiety of students in writing their theses.

It can be said that emotional intelligence is an important factor in the life of each

individual, as explained by Goleman (2015), that emotional intelligence is based on the relationship between feelings, character, and moral instincts, so that individuals are able to control their own or other people's emotional impulses. Anxiety is one form of manifestation of the emotional reaction of fear accompanied by feelings of the presence of something unpleasant. Individuals who have high emotional intelligence will be able to control the emotions they feel including anxiety ((Goleman, 2015))

From the results of the study, it can be said that emotional intelligence is very much needed by each individual when facing a problem that can cause stress or anxiety for him/her, so that the individual can minimize or control the feelings of anxiety that are felt. This is explained by Goleman (2015), that individuals with high emotional intelligence have personal skills that determine how individuals manage themselves and social skills that determine how individuals handle a relationship so that both of these skills affect the potential possessed by individuals, while individuals who do not have emotional intelligence tend to experience debates with themselves so that they affect their ability to focus their minds when working and cannot think clearly (Iswanti et al., 2021). It can be said that individuals who have good emotional intelligence will experience low levels of anxiety when they are about to face an exam, because individuals can focus their minds well ((Goleman, 2015)).

Goleman (2015) also stated that there are several factors that can affect the level of emotional intelligence, namely the family environment and non-family environment, two factors that can affect a person's level of emotional intelligence. It is certain that the background of each family of each student is different, in addition, the different living environments of students will also affect the emotional intelligence of each student, basic emotional skills cannot be possessed suddenly, but require a process to learn them and the surrounding environment that forms emotional intelligence also plays a big role in giving influence. Teenagers with a wider scope of environment tend to often hone their emotional

intelligence ((Goleman, 2015)). Therefore, teenagers who are in their late teens have more experience, different environments, friends, and problems as they get older.

The results of this study are supported by research conducted by Fikry T (2017) entitled Emotional Intelligence and Anxiety of Thesis Guidance Students at Syiah Kuala University. The results of the study were analyzed using the Spearman technique, with a p value of 0.000 ($p < 0.05$). This means that the higher the individual's emotional intelligence, the lower the individual's anxiety, and vice versa (Fikry T, 2017). The limitation of this research is that the collection of respondents was carried out online, so the time and collection of respondents took a long time, It is hoped that it will be able to increase the breadth of knowledge in increasing emotional intelligence in controlling the anxiety of students who are writing their theses

CONCLUSION

The majority of respondents with moderate emotional intelligence were 15 respondents, the majority of respondents with mild to moderate anxiety were 13 respondents. There is a relationship between emotional intelligence and anxiety of undergraduate applied midwifery students who are writing their thesis at Universitas Karya Husada Semarang.

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