

THE RELATIONSHIP BETWEEN RELIGIOSITY AND EMOTIONAL INTELLIGENCE IN NURSING STUDENTS AT UNIVERSITAS NEGERI GORONTALO

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ABSTRACT

Being a student will definitely encounter various situations and problems. If this condition continues and students whose endurance/resilience when facing problems tends to be weak will threaten their psychological well-being which then results in disruption of mental health so that the ability that must be possessed to be able to survive is emotional intelligence. One of the factors that can create emotional intelligence in a person is educational factors which include religiosity. This study aims to determine the relationship between religiosity and emotional intelligence in Nursing students at Gorontalo State University. This research is quantitative research using a correlational method with a cross sectional approach. The sample in this study was nursing students at Gorontalo State University totaling 85 respondents using the Centrality of Religiosity Scale (CRS) and Wong and Law Emotion Intelligence Scale (WLEIS) questionnaire instruments. The results of this study show that there is a relationship between religiosity and emotional intelligence in Nursing students at Gorontalo State University. Using the Spearman Rank test, the p -value = 0.000 ($p < 0.05$). It is hoped that this research will provide benefits for students to be able to maintain their religiosity and emotional intelligence so that their understanding of religion can always be used as a basis for managing emotions.

Keywords: emotional intelligence; nursing students; religiosity

INTRODUCTION

Students are usually in a transition period. During this transition period, students are required to become adults, be able to learn new values in life, be able to increase their independence, be able to take more courses, and solve challenges in their duties as students (Cahyasari & Susilo, 2022). Individual reactions in facing adulthood vary. There are some individuals who feel happy, enthusiastic and challenged, but there are also those who feel anxious, worried, afraid, depressed or empty because they feel they don't have enough provision or preparation for entering adulthood (Fatchurrahmi & Urbayatun, 2022). The first year of college is often considered the most challenging period for students, namely the transition period from high school to college, where during this period students will encounter various new situations such as the lecture system, learning methods that are different from school, different lecture materials. more difficult, friends who come from different areas, or new environments (Rahayu & Arianti, 2020).

There are also phenomena that often occur in students in the mid-semester period, such as too many lecture assignments, difficulty in dividing study time with other activities on campus, difficulty in understanding the material provided by lecturers, declining academic grades, and poor relationships with lecturers or Friend. As a result, students are very vulnerable to experiencing academic stress, allegedly because of the impacts of the demands of learning routines in the world of lectures, demands for higher and critical thinking, independent living, and playing a role in social life in society (Anggraeny et al., 2020). As with final year students, the problems experienced are also caused by various difficulties such as finding a thesis title, limited funds, anxiety in facing

supervisors, continuous revisions, as well as demands to complete education within a certain time, career worries, and other demands after graduated (Fatchurrahmi & Urbayatun, 2022). It is not uncommon for students to feel like they have given up and resigned themselves to their situation during their thesis, after first facing the symptoms of stress, there are even students who abandon their thesis to carry out other activities. Students whose endurance/resilience when facing stress tends to be weak, it will be easier experienced stress with the thesis guidance process. (Rohmadani & Setiyani, 2019).

If this condition continues, it will threaten the psychological well-being of individuals which will then result in mental health disorders such as stress, anxiety and depression (Aulia, 2020). Students need to have the ability to survive in facing difficult and stressful situations in this early adulthood phase. One of the abilities that must be possessed to be able to survive is emotional intelligence (Fatchurrahmi & Urbayatun, 2022). Emotional intelligence is a variety of non-cognitive skills, abilities and competencies that influence a person's ability to cope with environmental demands and pressures. Individuals with high emotional intelligence will pay attention to, use, understand and control emotions (Farhan & Rofi'ulmuiz, 2021). The impact of a lack of emotional intelligence on a person is that it will be difficult to work together with other people, tend to be more selfish, and easily experience stress (Budiana, 2021). Based on data from The American College Health Association-National College Health Assessment (NCHA), a survey of more than 157 institutions and 98,050 students found that 53% of students reported experiencing moderate stress and severe stress in the last 12 months (American College Health Association, 2019). Individuals who have high emotional intelligence will have the ability to adapt and rise in difficult situations such as facing challenging tasks in development in early adulthood (Fatchurrahmi & Urbayatun, 2022). This is in line with research by Novia (2019) which proves that emotional intelligence possessed by students will encourage and help students improve their ability to survive in facing problems, get back up and try to solve the problems or tasks they are working on.

There are several factors that can create emotional intelligence in a person according to Agustian (In Bagas I & Muhammad Juliansyah, 2022), namely psychological factors, emotional training, and educational factors. One of these factors is education, where the education that students have is not only academic education but it is very important to receive moral education in the form of understanding religion or what is called religiosity. Religiosity is awareness of the important values and teachings of religion in a person. Individuals with religiosity mean believing in the existence of Allah, doing what Allah commands, and showing submission to Allah. Religion plays an important role in human life. Religion is believed to influence values, habits, attitudes and lifestyle (Farhan & Rofi'ulmuiz, 2021).

There are several studies that support the phenomenon that occurs in religiosity and emotional intelligence in students. In research conducted by Yuliana (2022), it was found that there was a significant relationship between religiosity and mental health in final year students at UINFAS Bengkulu and it was said to be significant if <0.05 . Other research conducted by Rifka Fatchurrahmi and Siti Urbayatun (2022) showed that emotional intelligence had a significant role in the quarter life crisis in final year students with a score of 0.556. This value shows that the contribution of emotional intelligence to the quarter life crisis is 55.6%.

METHOD

This research is a quantitative research using a correlational method with a cross sectional approach. The population in this study were all active students majoring in Nursing at Gorontalo State University, totaling 552 students with a sample size of 85 respondents obtained using the Cluster random sampling technique. Data collection techniques in this research used The Centrality of Religiosity Scale (CRS) questionnaire and the Wong and Law Emotion Intelligence Scale (WLEIS) questionnaire, and for data analysis used the Spearman Rank statistical test.

RESULTS AND DISCUSSION

Based on the results of research conducted on 85 nursing student respondents at Universitas Negeri Gorontalo, it was found that 54 respondents (63.5%) had high religiosity, 23 respondents (27.1%) had moderate religiosity, and 8 respondents (9.4%) have low religiosity. Most of them had high emotional intelligence, 59 respondents (69.4%), 21 respondents (24.7%) had moderate emotional intelligence, while 5 respondents had low emotional intelligence. (5.9%). In this study, 9 respondents (10.6%) were found to have moderate religiosity with moderate emotional intelligence. The results of this research also showed that there were 14 respondents (16.5%) who had moderate religiosity and high emotional intelligence. In this study, there were 9 respondents (10.6%) who had high religiosity with moderate emotional intelligence, with high religiosity environmental factors causing individuals to have sufficient emotional intelligence. The results of this research found that there were 45 respondents (52.9%) who had a high level of religiosity with high emotional intelligence. From the results of statistical tests using the Spearman Rank test, it was obtained that the P value = 0.000. From this value it can be concluded that there is a relationship between religiosity and emotional intelligence in nursing students at Universitas Negeri Gorontalo.

From the results above it can be concluded that the majority of respondents have high religiosity because in the high religiosity category this is seen based on belief in God and the teachings given in the religion they adhere to, feelings or experiences that have been experienced, namely everything that happens under the power of God, and understanding of the religion they adhere to, where most respondents got information about religion in books or the internet. This statement includes the ideological, experiential and intellectual dimensions. These three dimensions are the highest statement items. In the experiential/experiential dimension, someone who experiences religious feelings and experiences will feel close to and loved by God, which will give rise to feelings of happiness which influence their behavior. Meanwhile, in the intellectual dimension/religious knowledge, as religious people, we must know and study the teachings of the religion we adhere to (Shata & Wilani, 2018). In his research, Sapuan (2014) stated that individuals with high religiosity will give rise to feelings of happiness, pleasure, satisfaction, feeling safe which in the end will refer to inner calm so that they can increase a person's endurance in overcoming tensions resulting from problems that are felt to be heavy and pressing, by Thus, individuals who have high religiosity are considered to have guidelines for responding to life and have better resilience in managing the problems they face. This is supported by research by Siagian & Abia (2022) which examined the level of religiosity in nursing students with the majority having a high level of religiosity, namely (63.6%).

Apart from high religiosity, there was still moderate religiosity in 23 respondents (27.1%) among nursing students at Gorontalo State University. This is seen based on always carrying out worship

and often taking part in religious services which should be carried out according to religious teachings. This statement is included in the statement items of the religious practice dimension and the consequence dimension. In the religious/ritualistic practice dimension, which is the level to which a person carries out the practical obligations of his religion. Meanwhile, the practice/consequence dimension is concerned with measuring the extent to which a person behaves in a way that is motivated by the teachings of his religion, such as being in a situation that motivates him to do charity or pray for someone (Shata & Wilani, 2018). This is in accordance with the opinion of Lestari (2002) who says that it is hoped that through a good religious life, a person can obtain moral assistance in dealing with problems which allows individuals to solve problems more calmly because they can make more mature considerations and choose more effective methods. and constructive. This is supported by research by Hayati (2019) which examined the level of religiosity in final year students where it was found that the majority had a moderate level of religiosity, namely (41.99%).

In the low category, there were 8 respondents (9.4%) who had a low level of religiosity. Judging from the lack of connection within the religious community. As stated by Muhammad Dzikron (2019) states that there are four types of factors that influence religious attitudes, namely educational/teaching factors including education from parents, social traditions, social environmental pressures, experience factors, need factors, and intellectual processes. Forming student religiosity cannot be separated from the factors that influence it and requires support from various parties, including family, academic environment, and community/friendship environment. According to Jalaluddin (In Nafisa & Savira, 2021) he said that an individual's life will be influenced by the value of religiosity in a person. For individuals who have a low level of religiosity, this will give individuals more opportunities to do deviant and detrimental things because there is no control within them to do good and bad things. This is in line with research by Nafisa & Savira (2021) which shows that 46.8% of students have low religiosity, the majority of students who often commit bad acts are due to a high tendency for impulsive behavior in themselves so that bad acts occur due to not considering religious values.

The data obtained showed that as many as 5 respondents (5.9%) had low religiosity with low emotional intelligence. From the results of research data, it shows that there is still a lack of students being connected to religious communities, a lack of learning about religious topics, and a lack of taking part in religious services. This is due to the lack of educational influence, which includes moral education, which makes it difficult to regulate and express emotions. Where education is very important for a young person, not only education in school/academics, but a student needs education as a reinforcement, namely education from parents in the form of religious education in dealing with various situations. In his research, Goleman (2007) stated that emotional intelligence relies on moral concepts. Moral development occurs in the practice of religion so that indirectly religiosity or religious behavior will help in the formation of emotional intelligence. When students are unable to overcome the problems they face well, the conflict will be followed by negative emotions that are not in accordance with moral principles as an effort to adapt to the problem, so that a person's behavior becomes uncontrollable. This is supported by research by Sarbini (2021), which found that 10 respondents (16%) had low religiosity and low emotional intelligence, which shows that the lower a person's religiosity, the lower their emotional intelligence.

Based on the research results, it was found that 3 respondents (3.5%) had low religiosity with moderate emotional intelligence, this was seen as being able to motivate themselves well and being able to push themselves to be the best. This statement is in line with research revealed by Luan & Blegur (2019) that students who are emotionally intelligent are able to understand their own feelings and the feelings of others, because of good emotional recognition of themselves they are able to motivate themselves and are able to properly organize the emotions that arise. within himself and in interacting with other people or the surrounding environment. According to Widiyans & Saputra (2017), a person's success is greatly influenced by attitudes and personality traits. Failure can occur because someone lacks self-confidence, is pessimistic or other things that may not be positive without being aware of it or even not knowing it at all. The results of this research are supported by the research results of Rahman, et al (2018) where there were 5 respondents (5.7%) who had low religiosity with moderate emotional intelligence.

In this study, 9 respondents (10.6%) were found to have moderate religiosity with moderate emotional intelligence. The data results show that in this category the respondents are more dominantly female, where according to Khasanah (2018) states that emotional intelligence in students is influenced by various factors, both internal factors such as gender and external factors that can influence emotional intelligence, namely family and the environment where he stayed. The results of this research also showed that there were 14 respondents (16.5%) who had moderate religiosity and high emotional intelligence. The data results showed that in this category the majority of respondents were students from the class of 2019 or said to be final students. This is in accordance with Tuasikal & Retnowati's (2019) statement which states that final students are believed to have great control over themselves which is based on religious attitudes, individuals who are in their late teens have good emotional maturity, this makes students able to suppress and control their emotions. Apart from that, students in their late teens also have mature cognition and understanding of religion so that students are able to change negative thoughts which can raise awareness in responding emotionally appropriately (Gamayanti et al., 2018).

Early students tend to be more accustomed to being faced with academic assignments, so when students reach their final year they tend to regard final assignments as something that is not worrying. The results of this research are supported by research by Tansis & Mulawarman (2022) which found that 23 respondents (25.3%) had moderate religiosity with high emotional intelligence, which stated that sufficient religiosity can increase intelligence in dealing with situations. In this study, there were 9 respondents (10.6%) who had high religiosity with moderate emotional intelligence, with high religiosity environmental factors causing individuals to have sufficient emotional intelligence. This is in accordance with research conducted by Allport (Pratama et al., 2020) which found that environmental factors are also determinants in determining the success of a person's religiosity and emotional intelligence, for example if an individual grows up in an environment that has implemented the values of religiosity. from an early age or at a child's age, it will have a big influence on the person's personal development, as well as the friendship environment where if you are used to bad company it will have an effect on your emotional intelligence.

A person's level of religiosity also varies depending on how much religious knowledge is used as a basis for life (Pratama et al., 2020). The results of this research are in line with Panjaitan's research

(2019) where 20% of respondents had high religiosity with moderate emotional intelligence.

The results of this research found that there were 45 respondents (52.9%) who had a high level of religiosity with high emotional intelligence. This is because if religious values are used as a benchmark in life, then individuals will be able to manage their emotions well and deal with situations more easily. According to Rizdanti & Akbar (2022), specifically for students in Indonesia, the religiosity factor has quite a big influence on the behavior of individuals who claim (claim) themselves to be individuals who have religious awareness. This affects individual psychology and behavior, including emotional intelligence.

CONCLUSION

Obtained from 85 nursing student respondents at Universitas Negeri Gorontalo, most of them had high religiosity, 54 respondents (63.5%), 23 respondents (27.1%) had moderate religiosity, while 8 respondents had low religiosity (9, 4%). Obtained from 85 nursing student respondents at Universitas Negeri Gorontalo, most of them had high emotional intelligence, 59 respondents (69.4%), 21 respondents (24.7%) had moderate emotional intelligence, while 5 respondents had low emotional intelligence. (5.9%). From the results of statistical tests using the Spearman Rank test, it was obtained that the P value = 0.000. From this value it can be concluded that there is a relationship between religiosity and emotional intelligence in nursing students at Universitas Negeri Gorontalo.

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