

Original Article

Coping Strategies to Increase Adolescent Emotional Intelligence in the Pandemic Covid-19

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Article History:

Received: 04/06/2020;
Revised: 04/06/2020;
Accepted: 04/06/2020;
Published: 08/06/2020.

How to cite:

Fahriza, I.; Rayaginansih, S.F.; & Agustina, E.R. (2020). Coping Strategies to Increase Adolescent Emotional Intelligence in the Pandemic Covid-19. *Terapeutik: Jurnal Bimbingan dan Konseling*, 4(1), pp. 01–06. DOI: 10.26539/terapeutik.41280



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Abstract: The present study aimed to discover the effectiveness of coping strategies to improve student's emotional intelligence in MA Asy-Syfa Cipatat during the Covid-19 Outbreak. The study used a quasi-experimental method with a nonequivalent control group design. The thirty-eight students were involved in this study, determined using total sampling. The data were collected using questionnaires and analyzed using a t-test. The present study exhibited that coping strategies are effective to improve the emotional intelligence of students MA Asy-Syfa.

Keywords: Coping Strategies, Emotional Intelligence, Stress, Adolescence

Abstrak: Penelitian ini bertujuan untuk mengetahui efektivitas strategi koping untuk meningkatkan kecerdasan emosional siswa di MA Asy-Syfa Cipatat selama pandemi Covid-19. Penelitian ini menggunakan metode quasi-experimental dengan desain nonequivalent control group. Tiga puluh delapan siswa terlibat dalam penelitian ini, ditentukan menggunakan sampling total. Data dikumpulkan menggunakan kuesioner dan dianalisis menggunakan uji-t. Penelitian ini menunjukkan bahwa strategi koping efektif untuk meningkatkan kecerdasan emosional siswa MA Asy-Syfa Cipatat.

Kata Kunci: Strategi koping, Kecerdasan emosional, Stres

Introductions

The Covid-19 pandemic spreads throughout the world and causes overall attention, fear, and stress, all of these are natural and normal reactions to circumstances that suddenly change (World Health Organization, 2020). The COVID-19 pandemic presents with anxiety, especially in affected countries, and the media has a great influence on people mental health (Al-Rabiaah et al., 2020). Several media use the term "End of the world" since the pandemic began, and arouse panic (Rubin & Wessely, 2020). The impact of the pandemic was very rapid and widespread, resulting in the establishment of lockdowns in various countries. In the school setting teaching and learning activities are shifted to learning from home.

The area lockdown and online learning activities affect the mental health of students. Students in various parts of the world experience stress symptoms during the Covid-19 pandemic. (Abdullah, 2020; Jawahir Gustav Rizal, 2020). Several media also revealed the phenomenon of stress among students in Indonesia (Asad, 2020). Based on a survey using GAD-7 in MA Asy-Syfa Cipatat 67% of students

experience symptoms of moderate stress. Moreover, the minister of education and culture of Indonesia is preparing the implementation of learning from home until the end of 2020 (CNN Indonesia, 2020). Stress in adolescents can have an indirect or long-term and direct or immediate impact. The immediate effect arises on the conditions of thinking of adolescents and the long-term impact will be seen on the behavior of adolescents (Harold, Fincham, Osborne, & Conger, 1997). In response to this we need a precautionary measure so that students do not arrive at stressful conditions.

Emotional intelligence is one of the factors that influence stress in adolescents (Campbell & Ntobedzi, 2007). Emotional intelligence is often a prediction of adult mental health but there are not many studies involving adolescents (Salguero, Palomera, & Fernández-Berrocal, 2012). Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990; JD & P., 1993). Emotional intelligence becomes a means of predicting adolescent adjustment and negative associations with personal problems, anxiety, and depression (Resurrección, Salguero, & Ruiz-Aranda, 2014).

According to Goleman (2016) intellectual intelligence (IQ) only contributes around 20% to someone's success, and 80% is influenced by other factors, one of which is emotional intelligence (EQ). Emotional intelligence provides the basis for competencies important "in almost any job" (Cherniss, 2000, p. 10; (Salovey, Mayer, & Caruso, 2004). Teenagers who have a high level of emotional intelligence show good performance and self-reported in dealing with stress. Emotional intelligence is the ability to survive facing frustration and self-motivation, the ability to control self-impulse that is not excessive in pleasure, regulate mood and keep the burden of stress does not disable the ability to think, empathize and pray. Emotional upheaval in adolescents is inseparable from a variety of influences, including family, school, and peer environmental factors and daily activities (Hastuti & Baiti, 2007).

Emotional intelligence is needed by individuals, especially teenagers (Asyik, Ismanto, & Babakal, 2015). Through the ability to manage emotions or emotional intelligence is also one of the factors that can reduce stress (Lestari, 2016). Thus the high emotional intelligence possessed by teenagers can be used to adapt when faced with stressful situations with problem solving and good decision making. In addition, emotional intelligence has a positive effect as a comparison of the negative influences of psychological stress (Karim & Haider, 2014).

To prevent the development of problems in adolescents, efforts to prevent these problems can be done in various ways, one of them by using coping strategies. According to Keliat (Nasir & Muhith, 2011) coping is an approach, response, individual adjustment to a problem, or a threatening situation. Coping is also often defined as attempts to prevent or reduce threats, losses, and loss, or to reduce distress (Carver & Connor-Smith, 2010). When faced with a pressing conflict, individuals who have a high level of emotional intelligence can recognize emotional changes and their causes quickly. Understanding emotional situations and managing them effectively might reasonably relate to greater satisfaction with one's life (Maccann & Roberts, 2008). Through the emotional intelligence that a person has, will have the advantage of being more emotionally resilient when faced with obstacles, and more successful in the face of intense emotions when working with family members (Humphrey, 2013). Thus, someone who has an emotional intelligence will be able to explore the emotions objectively so that he is not soluble in emotional conditions.

In addition individuals can also think of various ways to relieve symptoms of stress and resolve the depressed conditions they are experiencing, then be able to manage their emotions so that they can be conveyed properly without showing their emotions roughly or hiding their emotions. Some research on emotional intelligence in which using coping strategies results in can be a correlation between emotional intelligence with coping strategies (Saptoto, 2015). The existence of this coping strategy is expected to be able to increase emotional intelligence in adolescents. Because coping strategy is one of the strategies deemed effective to increase emotional intelligence and someone control behavior to solve the problem.

Method

This research uses a quantitative approach with a quasi-experiment method. According to Sugiyono (2015) the quasi-experimental design has a control group, but the control group cannot function fully in controlling external variables that might affect the implementation of the treatments. Researchers used the nonequivalent control group design. In this design, there are two groups, namely the experimental group and the control group which is not randomly selected and then given a pretest-posttest. Furthermore, the experimental group was given the treatment of group guidance with coping strategies with a scheduled time to find out the effectiveness of these treatments on the emotional intelligence of students, while the control group was not given the treatment of group guidance with coping strategies.

The population of this study was students of MA Asy-Syfa Cipatat. The thirty-eight students were involved in this study, determined using total sampling. Samples were taken using nonprobability sampling techniques consisting of 20 students of control groups and 18 students of test groups. According to Safari (2018) nonprobability sampling is a random sampling technique with the subjectivity of researchers. According to Sugiyono (2015) the use of total sampling can be done if the total population is relatively small so that all members of the population are used as samples. Data were processed using t-test data.

Result and Discussions

Based on the MA Asy-Syfa Cipatat emotional intelligence pre-test score data, it was found that from 38 students, 20 of them had a high level of emotional intelligence, and 18 others had a low level of emotional intelligence. Eighteen people with low emotional intelligence will be treated using coping strategies through group counseling activities during seven meetings and divided into two groups, namely coping groups that focus on problems and coping groups that focus on emotions. Post-test activities were carried out at the end of the meeting to determine the level of success after treatment and find out the changes in the level of emotional intelligence of students. Based on the post-test results, the emotional intelligence scores of the 18 subjects increased, in more detail the comparison of the pre-test and post-test scores are presented in Table 1 and Table 2. The average emotional intelligence score is in the moderate category and it can be said that the majority of students have increased emotional intelligence.

This study exhibited that coping strategies are effective in increasing the emotional intelligence of MA Asy-Syfa Cipatat students. Pre-test average score and post-test mean scores of the experimental group were used to test hypotheses. The results of the analysis showed an average pre-test score of 167.67 and an average post-test score of 179.3, increasing the number of scores in the post-test experimental group.

Tabel 1. Result Data of Pre-test and Post-test Experiment Group

Data	N	Mean Score Emotional Intelligence
<i>Pretest</i>	18	167.66
<i>Posttest</i>	18	179.33

Tabel 2. Result Data of Pre-test and Post-test Control Group

Data	N	Mean Score Emotional Intelligence
<i>Pretest</i>	20	166,70
<i>Posttest</i>	20	167,67

Sumber: Diolah dari data penelitian, 2020

People in all phases of life both children, adolescents, adults, parents, and even the elderly will feel emotions. Emotions are symptoms of a person's feelings accompanied by changes or physical behavior. Every phase of life has a way to control emotions. In the teenage stages, they are quite difficult to control emotions. Because adolescence is a transition from childhood to adulthood, where various changes occur in adolescents including physical, psychological, and psychosocial aspects (Saputro, 2018).

The number of problems and lack of emotional intelligence in adolescents, resulting in them tend to run away from problems, unable to manage emotions properly, lack of building relationships, and lack of empathy. While managing problems and empathy is necessary for individual self development for both personal and social communities. Schools are formal institutions to achieve educational goals (Hidayat & Machali, 2012). The achievement of these educational goals is not only intelligent in terms of their intellectuals, but also in terms of their emotional intelligence.

With the guidance and counseling teacher in each school, able to bridge the problems that occur during adolescence, and help the youth to be self-reliant and nice people. Group guidance service is a basic service to assist students conducted by counselors through group activities that are useful to prevent the development of problems faced by students (Fahriza, Aini, Rayaginansih, & Adiputra, 2020; Willis, 2014). As for the special purpose of the group guidance service will be to help students share their thoughts to learn more and develop their mindset and then become a more positive person. Coping is an individual's response in solving problems, adjusting to changes, and threatening situations (Nasir & Muhith, 2011). A study shows that there is a relationship between emotional intelligence and adaptive coping abilities (Saptoto, 2015). Through coping strategies students are taught to be able to solve problems according to the classification of copying itself, namely coping that focuses on problems or coping that focuses on emotions (Richard S. Lazarus & Susan Folkman, 1984; Stuart, 2005; Yulianingsih, 2012). With good emotional intelligence, students are expected to be able to respond to various events, especially the impact of the Covid-19 pandemic better and avoid stress.

Conclusions

The present study exhibited that coping strategies are effective to improve the emotional intelligence of students MA Asy-Syfa Cipatat during the outbreak of Covid-19. Coping strategies make students better recognize the attitudes or ways someone overcome their problems, namely by coping that focuses on problems or coping that focuses on emotions. With emotional intelligence possessed by students, it is expected to be able to participate in learning activities from home during the Covid-19 pandemic well. The next researcher is expected to be able to compare assertive techniques with other behavioral techniques to determine the effectiveness of these other techniques on the variables of emotional.

Acknowledgement

Thanks to the Ranselin Private Research for Education, Asy-Syifa Cipatat Foundation, which has collaborated to develop a home-based learning education program at the Covid-19. As well as to all those who have assisted in the implementation of research. Visit www.ranselin.in

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Competing interests:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.
