

Analysis Of Emotional Intelligence For Lecturers Of Management Study Program In IIB Darmajaya

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Abstract— In academics, lecturers who have good emotional intelligence and good service to students can do something good in their work situations. In dealing with daily work routines, a lecturer must be able to perform well in harmony with the Tri Dharma of Higher Education. The purpose of this study was to analyze the emotional intelligence of lecturers in Management study program, Institute of Informatics and Business Darmajaya. The method in this study used descriptive quantitative with a sample of 42 lecturers of the management study program. The results of this study indicate that the emotional intelligence in Management study program, Institute of Informatics and Business Darmajaya had an average score range of 151.9. It was in the vulnerable range of values 145.8 - 179.4 in the high category. It showed that the component of emotional intelligence, namely self-awareness: being able to introspect oneself well into the high category. in Management study program, Institute of Informatics and Business Darmajaya who were committed to their work in intelligent emotions, for those who were emotionally intelligent was able to motivate themselves, motivate others and control their emotions, for those who have insight when making decisions, for those who empathize with understanding the psychology of others and build and maintain good social relations..

Keywords—Emotional Intelligence, Lecturer

I. INTRODUCTION

Employees are an important resource for the company because they have the energy and creativity needed. In this case, employees are directed to want to work as much as possible and are given policies that can encourage employee performance improvement. The ability of employees is certainly not only seen from perfect work results, but also can be seen from the ability to master, manage themselves, and the ability to build good relationships with others. The process for good management must be supported by the presence of intelligence, one of which is emotional intelligence.

Emotional intelligence is defined as an individual's awareness of his emotions and those of others and the ability

to recognize and control them as well as the ability to express sympathy for others. EQ is concerned with evaluating aspects of the situation (positive or negative) and making appropriate solutions in stressful situations (Lee and Nietfeld, 2017). Individuals high in EI have certain emotional abilities and skills related to assessing and regulating emotions in themselves and others. Therefore, it is argued that individuals high in EI can accurately perceive certain emotions in themselves and others (e.g., anger, sadness) and also regulate emotions in themselves and others to achieve various adaptive outcomes or emotional states. (eg, motivation and creative thinking) (Peter et.al, 2019).

According to Goleman (2018) Emotional intelligence or emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves and in relationships with others. Emotional Intelligence is a new discourse in the field of psychology because after many years people believe that the determining factor for the success of a person's life is a high IQ. Based on psychological research, a person's abilities are not only measured in logical and linguistic intelligence but there is other intelligence that can open a person's thinking about success factors in life, one of which is emotional intelligence. Someone who has good emotional intelligence is able to make the right decisions even under pressure and can make someone show his integrity. Emotional intelligence means using emotions effectively to achieve the right goals, build productive working relationships, and achieve success at work.

Based on Deri's Research (2020) explains that employee performance is not only seen from perfect abilities but can also be seen from the ability to master and manage oneself, as well as the ability to foster good working relationships with others. This ability by Daniel Goleman is called Emotional Intelligence. Goleman through his research said that emotional intelligence can contribute 80% of the determinants of a person's success in an organization, while 20% is determined by IQ (Intelligence Quotient).

The role of lecturers in tertiary institutions is a liaison between the education system and human resources when the impact of an educational innovation program applies through lecturers. The role of universities has challenges and requires careful planning in an effort to carry out the educational process with the output of issuing quality human resources who have the knowledge, intelligence, and skills that are relevant to life and times and contribute to the achievement of higher education goals in Indonesia in 2010.

Lecturer work is a profession carried out by every lecturer and is a source of life that requires expertise, skill, or creativity and innovation in accordance with certain values, ethics, and norms by requiring educational professional education. Therefore, the existence of lecturers at universities in Indonesia is required to build and collaborate in a quality work team to solve educational problems and find educational and teaching reform strategies that are in accordance with national education goals, to seize opportunities and deal with global challenges.

A person's ability to accept challenges is always changing by following and adjusting to situations and conditions, this is related to the skill and emotional stability of a person who makes adjustments. In an effort to maintain and improve the quality of learning, lecturers are expected to be able to direct students to seize opportunities and deal with global challenges. Institute of Informatics and Business Darmajaya, management study program currently has 42 lecturers, most of whom are certified.

Table 1. Data of IIB Darmajaya Management Lecturer

No.	Status	Total
1.	Permanent Lecturer	37
2.	Home-based Lecturer	5
	Total	42

Based on the data from management lecturers, there are 42 people and 37 people who have the status as permanent lecturers and 5 people have the status as Home-based lecturers. Some lecturers also have additional duties to occupy positions at the study program level or at the directorate level.

This condition certainly adds to the diversity of lecturer characteristics and assumes to affect the lecturer's emotional intelligence and determine the quality of the resulting performance. Based on the phenomena, an analysis of the emotional intelligence of lecturers in Institute of Informatics and Business Darmajaya has never been carried out. In essence, it can be used as a foundation in forming a conducive work culture in Institute of Informatics and Business Darmajaya. This study was very crucial to be carried out in order to improve the quality of lecturer performance as an indicator of the performance quality of Institute of Informatics and Business Darmajaya and it proved for the fulfillment of students' rights to quality education services.

II. THEORITICAL FRAMEWORK

A. Emotional Intelligence

Nowadays, the concept of emotional intelligence is divided into two main models: the capability model and the mixed model (Hughes, et al., 2015). The capability model was proposed by Mayer and Salovey, while the mixed model

was proposed by Goleman and Bar-On (Boyatzis, 2018). Emotional intelligence is a group of mental abilities that help people recognize their feelings and those of others and use those feelings to guide their thoughts and actions (Noermijati and Sunaryo, 2018).

According to Goleman (2018) Emotional intelligence or emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves and in relationships with others. According to Stephen P. Robbins and Timothy A. Judge (2017) Emotional Intelligence is a person's ability to assess emotions in oneself and others and understand the meaning of these emotions and regulate one's emotions on a regular basis in an organization flow model.

B. Characteristics of Emotional Intelligence

An analysis of the emotional intelligence of thousands of men and women shows that women are, on average, more aware of their emotions. This means that the emotional intelligence possessed by men and women are different and women are better able to control their emotional conditions. Women are more empathetic, and more skilled at interpersonal relationships, while men are more confident and optimistic, adaptable, and better at handling stress. Individuals with high emotional intelligence according to (Goleman, 2018) have the following characteristics:

1. Able to motivate yourself.
2. Able to survive frustration.
3. Able to control impulses.
4. Do not overestimate the fun.
5. Able to set the mood.
6. Able to located and.
7. Able to pray.

C. Emotional Intelligence Indicators

Indicators that affect emotional intelligence can be measured from several aspects, Goleman (2018:313) suggests five basic skills in emotional intelligence, namely:

1. Self-awareness: It is a person's ability to know the feelings in himself and their effects and use them to make decisions for themselves, have realistic benchmarks, self-efficacy, and have strong self-confidence, and then associate them with the source of the cause.
2. Self-control: It is the ability to handle one's own emotions, to express and control emotions, to have sensitivity to one's conscience, to use in relationships and daily actions.
3. Motivation: It is the ability to use the desire to at any time generate enthusiasm and energy to achieve a better state as well as being able to take the initiative and act effectively, able to withstand failure and frustration.
4. Empathy: It is the ability to feel what other people feel, to be able to understand the perspective of others, and to create a relationship of mutual trust and to be able to align oneself with various types of individuals.
5. Social Skills: This is the ability to handle emotions well when dealing with other people and create and maintain relationships with others, can influence, lead, deliberate, resolve disputes and work together in teams.

III. METHODOLOGY

The type of study was analytical survey research. This type of study was to assess a condition. The result can be used to improve the planning of a program. Operational Definition of Emotional intelligence was the ability of lecturers in Institute of Informatics and Business Darmajaya to recognize one's own emotions, motivate oneself, recognize other people's emotions, and the ability to build relationships with others. The sample in this study was all 42 lecturers of Institute of Informatics and Business Darmajaya in the management study program.

The method in collecting data used the emotional intelligence scale method, aspects of self-awareness, self-control, empathy motivation, and social skills. They were useful for measuring the extent to which the emotional intelligence of lecturers of Institute of Informatics and Business Darmajaya.

IV. RESULT AND DISCUSSION

A. Validity Test

The validity of the instrument was done by correlating the score obtained for each question or statement with the total score. The formula used to find the correlation value of Product Moment.

	effectively							
Motivation								
5.	Interested in work that provides new ideas/new experiences	12	12	10	2	6	42	
		60	48	30	4	6	148	
6.	Interested in work that provides new ideas/new experiences	18	12	5	4	3	42	
		90	48	15	8	3	164	
Empathy								
7.	When friends have problems, they ask me for advice.	13	17	10	1	1	42	
		65	68	30	2	1	166	
8.	When friends have problems, they ask me for advice.	17	15	9	1	0	42	
		85	60	27	2	0	174	
Social Skills								
9.	I have limited options when I leave the company	13	9	15	5	0	42	
		65	36	45	10	0	156	
10.	I still work in the company because I'm not sure that other companies can provide better benefits	10	5	9	11	7	42	
		50	20	27	22	7	126	
Total							1.519	
Average							151.9	

Source: Data Processing, 2021

Table 1. Validity Test

Statement	r-count	r-table	States	Note
Statement 1	0,456	0,3494	r count > r table	Valid
Statement 2	0,471	0,3494	r count > r table	Valid
Statement 3	0,547	0,3494	r count > r table	Valid
Statement 4	0,374	0,3494	r count > r table	Valid
Statement 5	0,577	0,3494	r count > r table	Valid
Statement 6	0,446	0,3494	r count > r table	Valid
Statement 7	0,404	0,3494	r count > r table	Valid
Statement 8	0,595	0,3494	r count > r table	Valid
Statement 9	0,611	0,3494	r count > r table	Valid
Statement 10	0,369	0,3494	r count > r table	Valid

Based on table 1, the results of the validity test was above for the Emotional Intelligence variable as many as 10 statements, the value was r count > r table, so it concluded that all statements of the Emotional Intelligence variable were declared valid.

B. Result of Respondents

Table 2. Result of Respondents

No	Statements	SS	S	N	TS	STS	Total	Ave
Self-Awareness								
1.	Able to control thoughts and actions in any situation	7	17	10	6	2	42	158
		35	68	30	12	2	147	
2.	Always Introspect	20	11	5	4	2	42	169
		100	44	15	8	2	135	
Self-Control								
3.	I immediately finished the work and I had planned without stalling for time	12	8	4	11	7	42	135
		60	32	12	22	7	133	
4.	Able to respond and respect criticism and suggestions	10	10	8	8	6	42	136
		50	40	24	16	6	136	

Based on table 2, the results of respondents' answers from several statements submitted to 42 respondents regarding the Emotional Intelligence variable, have an average score of 151.9. From the five indicators of emotional intelligence, the average value of the highest indicator was the empathy indicator. It was the ability to feel what other people feel, be able to understand other people's perspectives, and create a trusting relationship and be able to align themselves with various types of individuals. It stated that it had been implemented well by Institute of Informatics and Business Darmajaya in the management study program. Meanwhile, the lowest average value comes from indicators of self-control. It was the ability to handle their own emotions, express and control emotions, have sensitivity to conscience, to be used in relationships and daily actions. It stated that it had not been implemented properly so it was necessary to increase or improve by a lecturer Institute of Informatics and Business Darmajaya in the management study program.

C. Determination the Range

This survey uses a Likert scale with the highest score in each question is "5" and the lowest score is "1". With the number of respondents as many as 42 people:

$$\text{Range} = \frac{\text{Highest Score} - \text{Smallest Score}}{\text{Score Range}}$$

Note:

Highest range: $42 * 5 = 210$

Smallest range: $42 * 1 = 42$

The range for the survey results were:

$$\frac{210 - 42}{5} = 33,6$$

Table 3. Score Range

Point	Category
42 - 75,6	Very low
76,6 - 110,2	Low
111,2 - 144,8	Fair
145,8 - 179,4	High
180,4 - 214,0	Very High

D. Discussion

Based on the results of respondents' answers from several statements submitted to 42 respondents regarding the Emotional Intelligence variable, it had an average score of 151.9. It indicated that Emotional Intelligence was a high score because it stated that it was 145.8 to 179.4. The management study program's lecturer in the Institute of Informatics and Business Darmajaya had high empathy. It stated that the interval was 170 at the interval 145.8 to 179.4. The value of this empathy can be seen when colleagues had problems. They did not hesitate to share stories with each other so this needs to be maintained. Self-control had an average value of 135 in the interval between 111.2 – 144.8. It was the lowest value when compared to other indicators so this needed to be improved so that lecturers did not feel burdened to work because they were not sure other companies to provide benefits better.

V. CONCLUSION

Based on the results of the study, it concluded that the emotional intelligence of management study program lecturers in Institute of Informatics and Business Darmajaya had an average score range of 151.9. It was in the vulnerable range of values 145.8-179.4 that included in the high category. This showed from the component of emotional intelligence, namely self-awareness: being able to introspect oneself well into the high category. Self-control: being able to respond to criticism and suggestions effectively falls into the moderate category. Motivation: interested in work that provides new ideas/new experiences into the high category. Empathy: when friends have problems, they ask me for advice in the high category and social skills: have limited options if leaving the company into the high category. However, emotional intelligence was not optimal, therefore it needed to be maintained and improved. Especially, on the indicators of self-control where the total of these indicators had the lowest average value when compared to other indicators.

The implication of this study is the management study program's lecturers in the Institute of Informatics and Business Darmajaya who were committed to their work for those who had intelligent emotions, for those who were emotionally intelligent was able to motivate themselves, motivate others and control their emotions, for those who have insight when making a decision, for those who empathize with understand the psychology of others and build and establish good social relationships. In addition, the management study program's lecturers in the Institute of Informatics and Business Darmajaya had the high emotional intelligence to be more open to communicating and accepting other people's views, attention, and empathy for their colleagues. Therefore, lecturers must have a good understanding and use of social skills in carrying out task activities with full responsibility. The dimension of social skills had a role in shaping individuals who were desired to be successful in dealing with work both individually and in groups. Apart from the dimensions of social skills, the dimensions of self-motivation, self-awareness, maturity, and spirituality also had a significant contribution to the work commitment of lecturers. Lecturers behaved and acted as motivators, mentors in academic activities such as learning, seminars, workshops, research guidance. This means that lecturers must provide space for students to communicate with lecturers with familiarity, provide opportunities to think creatively, critically, and innovatively without fear through interaction with students from various backgrounds, making lecturers had the ability to understand, motivate, manage and control their emotions.

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