



## The Relationship of Emotional Intelligence and Self Esteem with Self-Efficacy in College Students

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### ABSTRACT

Background : Self-efficacy It is very important to fulfill one's life's obligations until results are achieved. Emotional intelligence is the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves, and the ability to manage emotions well. Self esteem the higher the higherself efficacy career decision making. Research purposes: to find out the relationship between emotional intelligence, self-esteem, and self-efficacy among Yatsi Madani University students. Research methods: This research uses quantitative methods, cross-sectional, non-probability sampling, and a population of 699 respondents. The number of samples fell to 5% of the 118 respondents. Research result: It is known that 120 respondents were 70 respondents (58.3%) medium, 43 respondents (35.8%), high, and 16 respondents (13.3%) low. Using the testchi-square, a markp-value of  $0.004 < 0.005$  (HA) is accepted. 120 respondents, 70 respondents (58.3%) are high, 43 respondents (35.8%) are moderate, and 7 respondents (5.8%) have self-efficacy and self-esteem A markup value of  $0.000 < 0.005$  (HA) is accepted.

**Keywords:** Emotional Intelligence, Self Esteem And Self Efficacy

### Introduction

One of the factors that impacts humans in everyday life is level self efficacy them. Self efficacy It is very important to fulfill life's obligations. Until the desired result is achieved, self efficacy will not give up easily. People who have levels self efficacy The tall ones will face any difficulties easily. Self efficacy is the belief that a person can control their circumstances and

achieve desired outcomes. Self efficacy sometimes referred to as a person's belief in their capacity to carry out their goals until they are realized (Hawa Lubis & Sahputra, 2021).

This research is different from research at Ibrahimy Situbondo University (Suyanti & Albadri, 2021) where the results were low, namely 67 respondents (41.6%). This research also does not match research conducted by (Saputro, 2021). The research results show that respondents who have levels self efficacy namely as many as 112 respondents (44.4%) categorized as medium and as low as 5 respondents (2%). In this study there were students who had self efficacy medium as many as 168 respondents (74.0%). With these results, it is necessary to implement it follow-up plans for students who have self efficacy very low and low by training positive thinking, distinguishing respondents before training and after training using tests Wilcoxon signed rank test with a p sign result of 0.027 for the knowledge dimension, 0.028 for the attitude dimension and 0.026 for the skills dimension. This shows that training students to think positively can improve self efficacy for new students (Fadhilah et al., 2022)

Based on the facts and context of the problem above, researchers ultimately want to make sure they also know the relationship between emotional intelligence and self efficacy so that the relationship between the two becomes clearer. So the researcher's intention was to conduct research entitled "The relationship between emotional intelligence and self esteem with self efficacy among /I students at Yatsi Madani University" (Structures, n.d., 2021).

## Method

This research is quantitative research, which uses methods cross sectional with which this plan, non probability sampling method Random sampling This research is used to see whether there is a relationship between intelligence emotional and self esteem with self efficacy to Yatsi Madani University students.

The instrument used in this research used a questionnaire consisting of questions self efficacy as many as 10 items. The emotional intelligence questions consist of 33 items. And questions self esteem with as many as 10 items. Before the questionnaire sheet was given to respondents, they were given a consent form (informed consent) first to sign. This research was conducted in July 2023.

## Results

Table 1. Frequency distribution of class, age and gender self efficacy among students at Yatsi Madani University

Characteristic	Self Efficacy							
	Low		Medium		High		Total	
	N	%	N	%	N	%	N	%
Class								
TK 1	6	16.2%	10	27.0%	21	56.8%	37	100%

TK 2	0	0%	15	34.9%	24	61.5%	39	100%
TK 3	1	2.3%	18	40.9%	25	56.8%	44	100%
<b>Age</b>								
Middle Adolescence	3	7.5%	11	27.5%	26	65%	40	100%
Late Adolescence	4	5.1%	31	39.2%	44	55.7%	79	100%
Early Adulthood	0	0%	1	100%	0	0%	1	100%
<b>Gender</b>								
Male	0	0%	10	47.6%	11	52.4%	21	100%
Female	7	7.1%	33	33.3%	59	59.6%	99	100%

Based on the table 1, it was found that of the 120 respondents, from level 1-3 students at Yatsi Madani University, level 2 had the highest level of self efficacy with the largest number, namely 24 students (61.5%), for the age range that has self efficacy the highest was in the late teens with 44 students (55.7%). For gender categories that have self efficacy high with female respondents (59.6%).

Table 2. Frequency distribution of class, age and gender of emotional intelligence among students at Yatsi Madani University

characteristic	emotional intelligence							
	Low		Medium		High		Total	
	N	%	N	%	N	%	N	%
<b>Class</b>								
TK 1	9	24.4%	14	37.8%	14	37.8%	37	100%
TK 2	12	30.8%	24	61.5%	3	7.7%	39	100%
TK 3	2	4.5%	28	63.6%	14	31.8%	44	100%
<b>Age</b>								
Middle Adolescence	2	22.2%	3	33.3%	4	4.5%	9	100%
Late Adolescence	17	21%	47	58%	17	21%	81	100%
Early Adulthood	4	13.3%	16	53.4%	10	33.3%	30	100%
<b>Gender</b>								
Male	7	33.3%	10	47.6%	4	19.%	21	100%
Female	16	16.1%	56	56.6%	27	27.3%	99	100%

Based on the table 2, it was found that of the 120 respondents, from level 1-3 students at Yatsi Madani University, level 3 had a moderate level of emotional intelligence with the largest number, namely 28 students (63.3%), for the age range that has moderate emotional intelligence in late teens with 47 students (58%). For the gender category, those with moderate emotional intelligence were women with 56 respondents (56.6%).

Table 3. Frequency distribution of class, age and gender self esteem among students at Yatsi Madani University

characteristic	Self esteem					
	Low		High		Total	
	N	%	N	%	N	%
class						
TK 1	0	0%	37	100%	37	100%
TK 2	12	30.8%	27	69.2%	39	100%
TK 3	3	6.8%	41	93.2%	44	100%
Age						
Middle Adolescence	4	10%	36	90%	40	100%
Late Adolescence	11	13.9%	68	86.1%	79	100%
Early Adulthood	0	0%	1	100%	1	100%
Gender						
Male	6	28.6%	15	71.4%	21	100%
Female	9	9.1%	90	90.9%	99	100%

Based on the table 3, it is found that of the 120 respondents, from level 1-3 students at Yatsi Madani University, level 3 has the highest level of self esteem with the largest number, namely 41 students (93.2%), for the age range that has self esteem the highest was in the late teens with 68 students (86.1%). For gender categories that have self esteem high with females with 90 respondents (90.9%).

#### Bivariate Test

Table 4. Relationship between emotional intelligence and self efficacy to students at Yatsi Madani University

emotional intelligence	Self efficacy						P-Value		
	Low	%	Medium	%	High	%		Total	%
Low	1	0.8%	0	0%	6	5%	7	5.8%	0.004
Medium	7	5.8%	27	22.5%	9	7.5%	43	35.8%	
High	15	12.5%	39	32.5%	16	13.3%	70	58.3%	
<b>Total</b>	<b>23</b>	<b>19.3%</b>	<b>66</b>	<b>55%</b>	<b>31</b>	<b>25.8%</b>	<b>120</b>	<b>100%</b>	

Based on the table 4, it can be seen that out of 120 respondents, 70 respondents (58.3%) have self efficacy and high emotional intelligence, there are 43 respondents (35.8%) have self efficacy and moderate emotional intelligence, and 7 respondents (5.8%) have self efficacy and low emotional intelligence. The results of bivariate analysis carried out with

emotional intelligence and self efficacy on students at Yatsi Madani University, using a test Chi-Square with emotional intelligence and self efficacy provide value P-Value  $0.004 < 0.005$  means ( $H_A$ ) is accepted.

table 5. relationship self esteem with self efficacy to students at Yatsi Madani University

Self Esteem	Self Efficacy						P-Value
	low	%	High	%	Total	%	
Low	0	0%	7	5.8%	7	5.8%	0.000
Medium	13	10.8%	30	25.0%	43	35.8%	
High	2	1.7%	68	56.7%	70	58.3%	
<b>Total</b>	15	12.5%	105	87.5%	120	100%	

Based on the table 5, it can be seen that out of 120 respondents, 70 respondents (58.3%) have self efficacy and self esteem high, there were 43 respondents (35.8%) who had self efficacy and self esteem which is moderate, and 7 respondents (5.8%) have self efficacy and self esteem. Results of bivariate analysis carried out with self esteem and self efficacy on students at Yatsi Madani University, using a test Chi-Square with self esteem and self efficacy provide value P-Value  $0.000 < 0.005$  means ( $H_A$ ) is accepted

## Discussion

### Class Characteristics

Based on the results of the research conducted, it was found that the total frequency distribution of 120 students from 120 respondents, from level 1-3 students at Yatsi Madani University, level 3 with the largest number was 44 students (32.5%). (Saba et al., 2018) research results show self efficacy low 23%,self efficacy medium 36.9%,self efficacy high 40.1%. Meanwhile, 23.4% felt anxious and 76.6% moderate anxiety. on test chi square found a significant relationship between self efficacy on anxiety of new students with a value of  $p=0.000$  ( $p<0.005$ ). There's a relationship self efficacy with the level of anxiety of new students at the Faculty of Medicine, University of Lampung. New students are not yet mature enough to evaluate their abilities, motivation and goals realistically and objectively. Therefore, the education process is too complicated and becomes a burden. New students are often younger because they still need guidance and adapt to independent learning.

### Age Characteristics

Based on the results, it was found that the age of respondents in grades 1-3 among Yatsi Madani University students was 20 years old, namely 50 (41.7%). This is in line with previous researchers (Fadhilah et al., 2022), the results of their research showed a t test value of 2.540 with a probability of 0.013, which means the t test result  $> t$  table, namely 1.989 or probability  $<$  level of significance ( $\alpha=5\%$ ) these results show that there is a significant influence

between self efficacy with levels of academic stress. Respondents are teenagers aged between 18-25 years, including the selected age group.

### **Gender Characteristics**

Based on the result, it was found that the gender of respondents in grades 1-3 of Yatsi Madani University students was 100 women (83.3%). The results of this research are in accordance with previous researchers carried out by (Fadhilah et al., 2022). The results of their research obtained a t test value of 2.540 with a probability of 0.013, which means the t test result > t table, namely 1.989 or probability < level of significance ( $\alpha=5\%$ ) thus shows that there is a significant influence

Between self efficacy with levels of academic stress. Explaining the characteristics of the respondents who are more dominant are women, because the majority of Yatsi Madani University students are women. Female respondents took part in a number of other activities because the number of male students was limited.

### **Bivariate Discussion**

#### **The relationship between emotional intelligence and self efficacy**

Based on the research results, it shows that out of 120 respondents, 61 respondents (50.8%) have emotional intelligence self efficacy and moderate emotional intelligence, 43 respondents (35.8%) had itself efficacy and high emotional intelligence, and 16 respondents (13.3%) had self efficacy and low emotional intelligence. So research can be categorized as medium, as well as self esteem in high school students.

Based on the results of this research, it is also in accordance with research (Hawa Lubis & Sahputra, 2021) that the two variables are declared linear if they have a significant value smaller than 0.005 ( $p < 0.005$ ). The results obtained are the variables emotional intelligence and problem focused coping for students who are writing a thesis, it has a significance value of 0.000 ( $p < 0.005$ ). Therefore, it can be concluded that these two variables have a straight (linear) relationship. Thus, the higher an individual's emotional intelligence, the better it will be self efficacy individual to obtain the desired results. When someone can manage their emotions well, their perseverance and belief in something will increase. This will also help and maintain self efficacy.

#### **Connection self esteem with self efficacy**

Based on the research results, the results showed that out of 120 respondents, 70 respondents (58.3%) had self efficacy and self esteem high, there were 43 respondents (35.8%) who had self efficacy and self esteem which is moderate, and 7 respondents (5.8%) have self efficacy and self esteem. So it can be concluded that the trend of the indicator self esteem among students were in the high category, namely 70 respondents (58.3%). This is based on category calculations self esteem each indicator, the indicator "I feel I have a number of good qualities".

This is in line with research (Nadila, 2022), with research from Nadila it was found

that the level self esteem with self efficacy significantly correlated with sig. smaller than 0.05 ( $0.000 < 0.05$ ). This means that the relationship between the two is positive. This confirms a relationship which can also be interpreted as if self esteem The higher it is, the higher the orientation towards the future will be.

In line with previous researchers (Damayanti, 2020), it was found that there was a positive and significant relationship between self esteem on students themselves in terms of self efficacy ( $r = 0.917$ ;  $p < 0.05$ ). The magnitude of the relationship self esteem with self efficacy occurs because students who are teased inside and outside school become lazy in the classroom, to the point of not wanting to do college assignments, because they feel they are not recognized or appreciated that they can do it.

Research (Irwansyah, 2021) shows that there is a significant and positive relationship between self esteem (X1) with future orientation (Y), produces a sig value. 0.000 with correlation coefficient = 0.495. There is also a positive and significant relationship between self efficacy with (X2) future orientation (Y) also reaches a sign value. = 0.000 and correlation coefficient = 0.628. On relationships self esteem (X1) and self efficacy (X2) with future orientation (Y) also gets a sign value. = 0.000 and the correlation coefficient is 0.637. From the results of this analysis, (H<sub>A</sub>) is accepted which states that there is a relationship between self esteem and self efficacy with a future orientation for late adolescents in Kedondong Village.

## **Conclusion**

The conclusion from the research results is that there is a relationship between emotional intelligence and self esteem with self efficacy among students at Yatsi Madani University, to recommend or suggest to future researchers to be able to research more other factors that can be linked to self efficacy, then can determine the dominant factor of each factor related to self efficacy. Research can also be directed at targeting nurses who are already working or towards nursing students who are currently studying. It would be better if training was done for the level self efficacy for nursing students who will work in this field.

## **Ethical consideration**

Prior to carrying out this research, an ethical test with number 167/LPPM-UYM/VII/2023 had been carried out, and the protocol had been carefully tested with the title "The Relationship between Emotional Intelligence and Self Esteem With Self Efficacy "To Students at Yatsi Madani University" Has Been Approved and Signed by the Head of the LPPM Department.

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