The Relationship between Emotional Intelligence and Stress in Students Experiencing a Quarterlife Crisis at the Faculty of Psychology, Medan Area University

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Abstract

This research aims to look at the relationship between emotional intelligence and stress in students experiencing a quarterlife crisis. The hypothesis proposed is that there is a negative relationship between emotional intelligence and stress. The population in this study was 489 psychology students at Medan Area University and the sample obtained from the screening test was 43 students. The method in this research uses quantitative methods. Distribution of the emotional intelligence scale with stress using a Likert scale. The data analysis method used in this research is Product Moment Correlation. Based on the calculation of r Product Moment analysis with coefficient value (rxy) = -0.579 and coefficient (r2) = 0.336 with p= 0.000 < 0.05. These results show that the hypothesis proposed in this research is accepted, namely that there is a negative relationship between emotional intelligence and stress. This means that the lower the emotional intelligence, the higher the stress. Another result obtained from this research is that emotional intelligence at the Faculty of Psychology, Medan Area University is indicated to be low with an average empirical value obtained of 86.35, while stress is indicated to be high with an empirical value obtained of 129.16.

Keywords	emotional intelligence, stress, quarterlife crisis.

INTRODUCTION

Humans have complex tasks at every stage of development in their life span that always demand fulfillment. Each stage of development has different characteristics and developmental tasks. Entering the adult phase, individuals who prepare themselves well will feel ready to become mature individuals, and individuals who are unable to overcome challenges and changes will experience confusion and experience various psychological problems, feel adrift in uncertainty and experience emotional crises or negative response from within the individual. The form of emotional crisis that occurs in individuals in their 20s includes feelings of helplessness, isolation, doubt about one's own abilities and fear of failure. According to Atwood & Scholtz (Balzarie & Nawangsih, 2019) This condition is known as the quarterlife crisis.

Quarterlife Crisis is a phenomenon experienced by individuals as a response to the emergence of instability, continuous change, many choices, and also a feeling of helplessness. This instability can make individuals often feel anxious, helpless, but confident at almost the same time. The most obvious thing people who experience a quarterlife crisis feel is excessive worry about the future, confusion about their life which feels monotonous, and questioning the life decisions they have made. According to Fischer (2008) Quarterlife crisis can be interpreted as a period of exploration to develop with many challenges due to instability in terms of career, finances, search for identity, love, friendship, relationships with parents in your 20s.

Many students experience a quarterlife crisis in their lives. Especially students who are about to complete their education. This is reinforced by the statement according to Alifandi (inHabibie et al, 2019)The academic jump often experienced by students into the world of work sometimes causes injury and emotional instability resulting in emotional crises. The crisis experienced by students is caused by the various life demands they face. The many demands they experience include completing assignments, writing a thesis, demands from lecturers, demands from parents, demands from the environment, expectations about the future which will determine whether the student experiences success or failure.

The many demands that students have require students to be more mature and responsible in order to be able to resolve these demands well. Demands that last a long time and have no resolution will develop into psychological disorders, namely stress. The stress that occurs during the quarterlife crisis is in line with research conducted by Afnan et al (2020)conducted on 125 students who were experiencing a quarterlife crisis. Of the total respondents, it was found that 2 students (1.6%) had low stress levels, 111 students (88.8%) had moderate stress levels and 12 students (9.6%) have high levels of stress.

According toSlamet & Markam (2007)Stress is a situation where the burden felt is not commensurate with the ability to overcome the burden. Stress can occur due to life pressure and conflicting needs or conflicting goals. Conflict occurs when a goal object has dual value for someone.

The quarterlife crisis conditions experienced by students could be a stressful event during that period. Because of the many choices presented and the changes in life during the quarterlife crisis phase as well as the demands on oneself, family and society, which the individual considers to be a threatening or dangerous condition which can cause the individual to feel stressed.

According toBressert (2016)Some signs that stress has had a physical impact include sleep disturbances, increased heart rate, muscle tension, dizziness and fever, fatigue and lack of energy. The impact on cognitive aspects is characterized by confusion, frequent forgetting, worry and panic. In the emotional aspect, the impact of stress includes being easily sensitive and irritable, frustrated, and feeling helpless. In the behavioral aspect, stress has an impact on the loss of the desire to socialize, the tendency to want to be alone, the desire to avoid other people, and the emergence of feelings of laziness. Stressful conditions can also trigger behavioral changes in students such as decreased interest and effectiveness, disappointment, frustration, irresponsibility, despair.

There are many factors that influence stress that can occur in students, including demands that are felt to be burdensome, oppressive or exceed their ability to adapt. Khan andYahya(inNengsih, 2019)also found that the factors that influence stress among students are family stress, emotional stress, financial stress and social stress. While Calaguas (in Nengsih, 2019) also found that the factors that cause stress in students are individuals, lecturers, classmates, classrooms, finances and expectations.

This problem was also found in psychology students at Medan Area University. Students at the Psychology Faculty of Medan Area University, class of 2017, are a class of

students who have entered the period of having to complete
their undergraduate education and it coincides with the moment of graduation or the transition period from the academic world to the real world, so many students are very vulnerable to experiencing a quarterlife crisis, where they feel anxiety and confusion because they have to immediately complete their education at undergraduate level, so it is not uncommon for many psychology students at Medan Area University class of 2017 to start experiencing what is called stress during the quarterlife crisis phase which can be seen in the students' emotional symptoms, namely in When students do not have the enthusiasm to carry out activities, this can be seen when students do not work on their thesis, are not enthusiastic about guidance, are afraid to meet their supervisor, do not attend lectures, and do not do other lecture assignments.

Another cause of emotional symptoms is that students feel anxious and confused when thinking about the future, confused about whether their choices will make them successful or fail, as well as worrying about what they will do after college, choosing whether they want to work straight away or be unemployed first and choosing to continue with a master's degree or want to work first. Anxiety about future careers is also a source of stress, such as thinking about whether the job they will carry out in the future will be in accordance with their major or not, so that some students seem to have no goals in their lives.

The problems that arise can also be seen from intellectual symptoms that are triggered by family pressure. Families require students to immediately complete their studies while students feel that the burden, they face is too heavy so that students are not persistent in completing coursework assignments according to the specified time and find it difficult to fulfill these demands. So, pressure like this causes students to feel stressed, their minds become confused. Another cause can also be seen from physical symptoms where students feel like they often stay up late when thinking a lot about lecture assignments.

So, stress that exceeds a certain stage, if not managed properly, will have various negative impacts on students, which include psychological disorders, physical disorders and intellectual disorders. Gender can influence stress levels, where higher stress levels are often found in women. As research conducted by Charbonneau on 315 teenagers shows that gender is a significant predictor of emotional reactivity, women tend to have higher levels of stress than men (in Nasrani & Purnawati, 2016).

Research conducted by Nafiati (inMuhnia et al, 2019)found that stress in students can be influenced by the learning environment and emotional intelligence. Emotional intelligence can influence stress because someone with high emotional intelligence can regulate, tolerate, manage and control emotions, even when they are angry or feel stressed (Muhnia et al, 2019).

According toGoleman (2015)Emotional intelligence is the ability to recognize one's own feelings and the feelings of others, the ability to motivate oneself, and the ability to manage one's emotions well in relationships with other people. Such as self-awareness, self-regulation, motivation, empathy, social skills. A person who has good emotional intelligence will be able to accept himself, be responsible at work, not worry about the future and not get angry easily for no reason.

Goleman (in Cahya et al, 2021)has explained the aspects that must be possessed by individuals who have high emotional intelligence, including: the individual's ability to control themselves, having endurance when facing a problem, being able to control impulses, self-motivation, being able to regulate moods, the ability to empathize and being able to build relationships. who is good with other people.

So emotional intelligence can be an important component that students must have to respond to stressful events during the quarterlife crisis phase. So that students are able to recognize the emotions within and the emotions in the surrounding environment. High emotional intelligence will help students to be able to direct their thoughts and actions in adapting to the demands during the quarterlife crisis phase. In this way, students can avoid stress during the quarterlife crisis phase.

METHOD

This research will use quantitative correlation research methods to determine the relationship and level of relationship between Emotional Intelligence and Stress in students experiencing a quarterlife crisis at the Faculty of Psychology, Medan Area University class of 2017.

In this research there are 2 types of variables. The first variable is the dependent variable and the second is the independent variable.

- Independent variable   : Emotional Intelligence
- Dependent variable   : Stress

Emotional intelligence is a person's ability to control and understand the feelings of oneself and others as well as the ability to manage one's emotions well in relationships with other people. Meanwhile, stress is tension that is felt due to an imbalance between the problem being faced and the ability to overcome the problem.

In this research, the population used was 258 Psychology Students class of 2017 at Medan Area University. The sampling technique used is a purposive sampling technique, namely taking a number of samples based on a specific objective, where the samples taken must have the same traits or characteristics as the population.

The required sample characteristics are:
1. Class of 2017 psychology students ranging in age from 21 – 25 years.
2. Students experiencing a quarterlife crisis.

In this study, the sample was determined by means of a screening test. The screening test was carried out by administering a quarterlife crisis questionnaire developed by Christine Hassler in 2009. The screening test questionnaire was distributed to the 2017 Stambuk Psychology students in the form of a Google form through class groups and the 2017 Stambuk Psychology students who filled out the questionnaire were only 82 students and those who met the characteristics of being the sample were 43 students.

The emotional intelligence scale is prepared based on the aspects proposed by Goleman (2015)which reveals five aspects of emotional intelligence which include aspects of self-awareness, self-management, motivation, empathy, and building relationships.

Table 1. Sala Distribution of Emotional Intelligence before the Validity test

No	Aspects of Emotional Intelligence	Items		Total
		Favo	**unfavorite**	
1.	Self-awareness	1,2,21,22,41	11,12,31,32,44	10
2.	*Self management*	3,4,23,24,42	13,14,33,34,45	10
3.	Motivation	5,6,25,26,43	15,16,35,36,46	10
4.	Empathy	7,8,27,28	17,18,37,38	8
5.	Building relationships	9,10,29,30	19,20,39,40	8
	Total	**23**	**23**	**46**

The stress scale refers to the characteristics according to Hardjana (in Triono, 2014), that is:physical symptoms, emotional symptoms,intellectual symptoms, interpersonal symptoms.

Table 2. Distribution of Stress Scale before Validity test

No.	Characteristics of Stress	Items		Total
		Favo	**Unfavor**	
1.	Physical symptoms	1,2,3,4,5,43,44	22,23,24,25,26,53, 54	14
2.	Emotional symptoms	6,7,8,9,10,11,12,13 ,45,46,47,48,49	27,28,29,30,31,32, 33,34	26
3.	Intellectual symptoms	14,15,16,17,18,50, 51,52	35,36,37,38,39,60, 61,62	16
4.	Interpersonal symptoms	19,20,21	40,41,42	6
	Total	**31**	**31**	**62**

The two scales are arranged based on a Likert scale with four answer choices, namely SS (strongly agree), S (agree), TS (disagree), STS (strongly disagree). The collected data will be analyzed using a simple correlation technique, namely Pearson correlation (Product Moment), which is used to measure the relationship between data that is normally distributed (parametric) and meets the linearity test.

RESULTS AND DISCUSSION

Based on the validity and reliability test of the emotional intelligence scale, the valid validity coefficient moves from rbt = 0.336 to rbt = 0.850. The reliability index obtained was 0.949. So, the scale that has been prepared in this research is declared reliable, that is, the items can be used during research to reveal Emotional Intelligence.

Table 3. Distribution of scale items after testing

No	Aspects of emotional intelligence	Items				Valid Amount
		Favorite		Unfavorable		
		Valid	Fall	Valid	Fall	
1.	Self-awareness	1,2,21,22,41	-	12,31,32,44	11	**9**
2.	Self management	3,4,23,24,42	-	13,14,33,34,45	-	**10**
3.	Motivation	5,6,25,26,43	-	15,16,46,36	35	**9**
4.	Empathy	7,8,27,28	-	17,18,37,38	-	**8**
5.	Building relationships	10,29,30	9	20,39,40	19	**8**
	Total	**22**	**1**	**20**	**3**	**42**

The reliability of the stress scale coefficient of validity of valid items moves from the value rbt = 0.322 to rbt = 0.880. The reliability index obtained was 0.963. Based on this reliability index, the scale that has been prepared in this research is declared reliable.

Table 4. Scale distribution after testing

No	Characteristics of stress	Items				Valid Amount
		Favorite		Unfavorable		
		Valid	Fall	Valid	Fall	
1.	Physical symptoms	1, 3, 4, 5, 43, 44	2	24, 25, 26, 53	22, 23, 54	**10**
2.	Emotional symptoms	6, 7, 8, 9, 10, 11, 12, 13, 45, 46, 47, 48, 49	-	27, 28, 29, 30, 32, 33, 34, 55, 56, 57, 58, 59	31	**25**
3.	Intellectual symptoms	14, 15, 16, 17, 18, 50, 51, 52	-	35, 36, 37, 38, 39, 60, 61, 62	-	**16**
4.	Interpersonal symptoms	19, 20, 21	-	40, 41, 42	-	**5**
	Total	**30**	**1**	**27**	**4**	**57**

Table 5. Calculation Results of Distribution Normality Test

Variable	Average	K.S	elementary school	Sig	Note
Emotional intelligence	86.35	0.789	9,744	0.721	Normal
Stress	129.16	0.556	10,170	0.981	Normal

From the results of the normality test, it is known that emotional intelligence as the independent variable and stress as the dependent variable show a normal distribution of data. This is indicated by the criterion P (sig) > 0.05, so it is declared a normal distribution for the emotional intelligence and stress variables.

Table 6. Summary of Relationship Linearity Calculation Results

Correlational	F is different	P is different	Information
X – Y	19,123	0.001	Linear

Test the linearity of the relationship between Interpersonal Communication variables with Work Motivation produces F = 19.123 with a significance value of p = 0.000 (p < 0.05) which shows that there is a linear relationship between the emotional intelligence variable and stress.

Table 7. Summary of Product Moment Analysis Results

Statistics	Coefficient (rxy)	Coefficient Determinant (r2)	BE%	P	Note
XY	-0.579	0.336	33.6 %	0,000	significant

The determinant coefficient (r2) of the relationship between the independent variable (X) and the dependent variable (Y) is (r2) = -0.579.

Table 8. Calculation Results of Hypothetical Mean and Empirical Mean

Variable	elementary school	Hypothetical Score	Empirical Score	Information
Emotional intelligence	9,744	95	86.35	Low
stress	10,170	117.5	129.16	Tall

Based on a comparison of the two means above, the hypothetical mean and the empirical mean, it is known that students who experience a quarterlife crisis have low emotional intelligence and high stress.

CONCLUSION

There is a negative relationship between emotional intelligence and stress where rxy = -0.579 with a significance of p = 0.000, which means p < 0.05, meaning the lower the emotional intelligence, the higher the stress experienced by students. So based on the results of this research, the proposed hypothesis is accepted.

In general, the research results state that emotional intelligence is low and stress is high. This is supported by the empirical average value of emotional intelligence = 86.3 and the hypothetical value = 95 then the SD value = 9.744. For the empirical average value of stress = 129.16 and the hypothetical average value = 117.5 then the SD value = 10.170.

The results of the percentage of stress experienced by men were 32.6% and the percentage of stress experienced by women was 67.4%. So, based on the results of the frequency analysis test, it was found that women experience more stress than men.

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