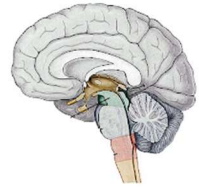


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## A Study of Emotional Intelligence as a Predictor of Future Orientation in Nursing Students

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ratnaningrum593@gmail.com**ABSTRACT**

In their developmental stages, students are at the stage of emerging adulthood. Emerging adulthood is a developmental period where individuals are just entering adulthood, which occurs around the ages of 18 to 25. At this time, individuals must start thinking about their future orientation related to careers and what jobs they will pursue after graduating from college, as well as the need for students to have emotional intelligence to be able to collaborate, be flexible, and easily adapt to new environments. One of the factors that predicts the clarity of future orientation in students is emotional intelligence. The purpose of this research is to determine whether emotional intelligence can be a predictor of the clarity of students' future orientation. The respondents in this study are students who are actively registered as nursing program students and are at least in their 5th semester. The number of respondents in this study is 44 nursing students. The sampling technique used is a non-probability sample with purposive sampling technique. This research is a survey study with a cross-sectional design. The data analysis used is multiple regression, which in its application utilizes the SPSS 25.0 program. The research results show that emotional intelligence can be a clear predictor of future orientation in nursing students. The contribution of emotional intelligence is 13.2% towards future orientation in nursing students. The results of the descriptive data analysis show that the majority of nursing students have high emotional intelligence. This contributes to the clarity of future orientation among nursing students.

**INTRODUCTION**

In their developmental stages, students are at the stage of emerging adulthood. Emerging adulthood is a developmental period where individuals are just entering adulthood, which occurs around the ages of 18 to 25. (Arnet, 2004). Emerging adulthood is a transitional period from adolescence to adulthood characterized by experimentation and exploration (Santrock, 2010). Individuals have left their teenage years but have not yet taken full responsibility as adults. At this stage of development, many individuals are still exploring which career paths they will take, what identities they desire, and what lifestyles they will lead. In reality, there are quite a few individuals who seem to let their lives flow like water. They hold the principle that life should be lived as it is. Thinking about the future and making achievement plans are not prioritized. At this time, individuals must start thinking about their future orientation related to careers and the jobs they will pursue after graduating from college, as well as the need for students to have emotional intelligence to be able to collaborate, be flexible, and easily adapt to new environments.

Many factors influence future orientation, especially in the field of work. In the research conducted by Afifah (2011) on the model of youth or student development in preparation for entering the workforce, it is mentioned that the study identifies 7 dimensions of future orientation in the field of work and career, namely: self-evaluation, information seeking, planning, emotional condition or intelligence, family support, optimism/pessimism, and clarity/uncertainty of future work and career.

The results of Azhar's (2018) research on the relationship between emotional intelligence and career adaptability in undergraduates students in Banda Aceh, showed that there is a positive relationship between emotional intelligence and career adaptability, emotional intelligence provides an effective contribution of 55% to career adaptability. The same research on emotional intelligence is associated with learning achievement conducted by Yusri, N.A., et al (2020), examining emotional intelligence and learning achievement in high school students in Padang. The results of this study indicate that there is a significant relationship between emotional intelligence and student achievement/achievement..

Safitri (2021) researched the relationship between self-concept and family support with future orientation in students, finding that there is a relationship between self-concept and students' future orientation. Self-concept and family support contributed effectively by 47.6% to future orientation. Previous research discussing the relationship between self-concept and future orientation in the field of employment among students at Semarang State University shows that there is a positive and significant relationship between self-concept and future orientation among final-year students at Semarang State University. (Febriyanto TRN, 2017). Self-concept is one aspect of emotional intelligence, specifically Intrapersonal intelligence, which relates to how a person is aware of themselves and understands their strengths and weaknesses.

From several studies, it can be concluded that one of the psychological aspects determining the quality of learning outcomes is closely related to the emotional factor, namely emotional intelligence. Emotional intelligence is one of the knowledge models developed in psychology based on various arguments and scientific findings from different studies and analyses. As Doug Lennick, an executive vice president at American Financial Service, said, "what is needed for success starts with intellectual skills, but people also need emotional competence to fully harness their talent potential, the reason we do not reach our maximum potential is emotional incompetence."

There are previous researchers who conducted their research using Goleman's concept of emotional intelligence, so researchers are interested in conducting similar research but using Reuven Bar-On's concept of emotional intelligence, because there has been no research linking Bar-On's concept of emotional intelligence with future orientation.

Research on emotional intelligence and future orientation for nursing students has never been conducted at Universitas Kepanjen. The results of this research will be presented to stakeholders as input for improving learning or the curriculum and can serve as a basis for designing a program or training to enhance emotional intelligence and future orientation. For this reason, the researcher is interested in studying "the study of emotional intelligence as a predictor of future orientation among nursing students at University of Kepanjen."

**METHODS**

This research is a survey study where survey research is used to investigate a person's thoughts, opinions, feelings, and behaviors (Shaughnessy et al., 2012). The survey research design used in this research is a cross-sectional design. In this design, one or more samples are taken from one population at the same time. The population in this study consists of active nursing program students at Universitas Kepanjen, with a minimum of 5 semesters. The sampling technique was conducted using non-probability sampling, specifically purposive sampling. The number of respondents in this study is 44 nursing students.

In this study, the tool used for data collection is a questionnaire independently developed by the researcher based on Bar-On's emotional intelligence model and the Future Orientation developed by Nurmi. The researchers conducted validity and reliability tests on the emotional intelligence and future orientation measurement tools. The validity test was performed using the Pearson product-moment to determine the validity or appropriateness of the measurement tools used by the researchers in measuring and obtaining research data from the respondents. To determine whether an item is valid or not, the significance value (Sig.) is examined; if the significance value < 0.05, the item is considered valid, conversely, if the significance value > 0.05, the item is declared invalid. The reliability test aims to measure the consistency of the measuring instrument when measurements are repeated. The reliability test is conducted using Cronbach's alpha, and to determine the reliability value of both measuring instruments, one can refer to the Cronbach's alpha ( $\alpha$ ) value. The reliability of the emotional intelligence measuring instrument with a total of 55 items yields a value of ( $\alpha$ ) = 0.752, while the reliability of the future orientation measuring instrument with a total of 19 items yields a value of ( $\alpha$ ) = 0.857. The reliability test on the emotional intelligence and future orientation measuring instruments can be considered reliable because ( $\alpha \geq 0.70$ ).

The data analysis technique used in this research is inferential analysis. The inferential analysis used in this research is regression. The regression analysis used is multiple regression, which is applied with the assistance of the SPSS 25.0 program.

**RESULT AND DISCUSSION**

Research data that has been analyzed with the help of SPSS, the results will be presented below

Table 1. ANOVA<sup>a</sup>

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	387.321	1	387.321	6.402	0.015 <sup>b</sup>
	Residual	2540.929	42	60.498		
	Total	2928.250	43			

a. Dependent Variable: Future Orientation

b. Predictor: (Constant), Emotional Intelligence

The results of the ANOVA analysis (Table 1) show that the  $\rho$ -value (Sig) = .015 ( $\leq 0.05$ ) which means there is a significant correlation that students' emotional intelligence can be a predictor of students' future orientation. So it can be concluded that emotional intelligence has a significant relationship as a predictor of future orientation.

The contribution of emotional intelligence in predicting students' future orientation is shown in the coefficient of determination (R square) in table 2

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.364 <sup>a</sup>	0.132	0.112	7.778

a. Predictors: (Constant), Emotional Intelligence

Table 2 shows the results of the summary model of emotional intelligence and future orientation. The R Square value shows a result of 0.132, meaning that emotional intelligence predicts the clarity of future orientation by 13.2%. It can be said that 86.8% is predicted by other variables not measured in this study

To determine the correlation of the dimensions of emotional intelligence (Intrapersonal, Interpersonal, Adaptability, Stress Management, General Mood) with future orientation and its stages (Motivation, Planning, Evaluation) a multiple regression test will be carried out. The test results are described partially (Table 3).

Table 3. Correlation Between Emotional Intelligence and Future Orientation

Emotional Intelligence	Future Orientation			
	Future Orientation	Motivation	Planning	Evaluation
Intrapersonal	P = ,762	P = ,624	P = ,514	P = ,645
Interpersonal	P = ,498	P = ,221	P = ,740	P = ,822
Adaptability	P = ,070	P = ,344	<b>*P = ,032</b>	P = ,185
Stress Management	P = ,573	P = ,935	P = ,437	P = ,553
General Mood	P = ,108	P = ,786	P = ,142	P = ,056

The correlation coefficient between emotional intelligence and future orientation which is in the little if any category is proven by the correlation between adaptability and planning, with a  $\rho$ -value = .032 ( $\leq 0.05$ ).

In order to find out whether future orientation can be predicted by emotional intelligence, a simple regression analysis technique was used with the help of SPSS 25. It resulted that there was a significant correlation that emotional intelligence could be a clear predictor of whether or not nursing students' future orientation.

The results of this research support research conducted by Rasyidah (2015), that there is an influence of emotional intelligence on future orientation in the work area of students at the Faculty of Psychology, UIN Sunan Gunung Djati Bandung, Class of 2011. The emotional intelligence that exists within students is able to contribute to themselves in clarifying future orientation after graduating from college. Based on demographic data, it was found that 89% of respondents participated in campus organizations. The background of the respondent's participation in this campus organization makes it possible for him to have a fairly good understanding of many things, including how to solve problems in carrying out his role as a student. Apart from that, the age of the respondents is currently in the range of 20-23 years, which is developmentally in the emerging adult period. These emerging adults have left adolescence behind but have not yet taken full responsibility as adults. At this stage of development, many individuals are still exploring which career path they will take, what identity they want, and what kind of lifestyle they will pursue.

Behaviors that indicate emotional intelligence are displayed by students in carrying out their roles as nursing students. The 5 dimensions of emotional intelligence (intrapersonal, interpersonal, adaptability, stress management and general mood) simultaneously correlate significantly with future orientation in nursing students with a  $\rho$ -value = .015 ( $\leq 0.05$ ). However, if viewed partially, these five dimensions do not correlate significantly with future orientation ( $\rho$ -value  $\geq 0.05$ ). The contribution of the five dimensions of emotional intelligence is 13.2% towards the future orientation of nursing students.

The adaptability emotional intelligence dimension is significantly correlated with future orientation in the planning stage with  $\rho$ -value = .032 ( $\leq 0.05$ ). Planning is the second result of the process of forming an individual's future orientation, namely how individuals make plans regarding the realization of their interests and goals. The planning stage emphasizes how individuals plan the realization of their goals and interests in a future context (Nurmi, 1986). The ability of adaptability at this planning stage was demonstrated by respondents to be able to adapt to the plans that have been prepared according to their interests and goals in the future and to have a strategy to realize them.

Carrying out the role of a student will of course experience demands until he graduates and continues his career process in the future. In this stage, students display behaviors that can influence the quality of their subsequent lives. The behaviors displayed in the process of forming future orientation will reflect behavior that indicates emotional intelligence, as explained above.

## CONCLUSION AND RECOMMENDATION

Emotional intelligence can be a clear predictor of nursing students' future orientation. Emotional intelligence predicts whether or not future orientation is clear by 13.2%. It is recommended that future researchers use a larger number of samples. By using a larger sample size, data analysis can use SEM, factor analysis and others to find out whether the emotional intelligence construct consisting of 5 dimensions and 15 abilities/skills in the context of student life remains the same as the theoretical framework or whether it is experiencing change. In addition, by using this data analysis test to determine the contribution of each dimension/component included in emotional intelligence, its contribution to the stages of future orientation.

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