



Article Text

## Stress and Emotional Intelligence in Students at the Islamic Boarding School

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### ABSTRACT

This research aims to analyze the effect of stress on students' emotional intelligence. This research uses the associative quantitative method. This research was conducted from June to November 2021 at Senior High School El-Nur El-Kasysyaf Islamic Boarding School, Bekasi, West Java. The population in this study was high school students of El-Nur El-Kasysyaf Islamic Boarding School, with a total sample of 150 respondents selected with the saturated sampling technique. Data were collected using the Adolescent Stress Questionnaire (41 items) and the Revised Emotional Intelligence Scale (33 items). The results showed a negative and significant effect of stress on students' emotional intelligence. The lower the stress level, the higher the students' emotional intelligence. Stress affects 9.5% of emotional intelligence, while the other 90.5% is affected by other factors not examined in the model. Therefore, there needs to be socialization, prevention, and handling efforts to deal with stress by the school to minimize stress on students. On the other hand, students must be more sensitive in recognizing their feelings about themselves and those around them.

### Informasi Artikel


#### Kata Kunci:

Kecerdasan emosional;  
Pesantren;  
Stres.

### ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh stres terhadap kecerdasan emosional siswa. Penelitian ini menggunakan metode kuantitatif asosiatif. Penelitian ini dilaksanakan pada bulan Juni sampai November 2021 di Pesantren El-Nur El-Kasysyaf, Bekasi, Jawa Barat. Populasi dalam penelitian ini adalah santri SMA Pondok Pesantren El-Nur El-Kasysyaf, dengan jumlah sampel sebanyak 150 responden yang dipilih dengan teknik sampling jenuh. Data dikumpulkan dengan menggunakan Adolescent Stress Questionnaire (41 item) dan Emotional Intelligence Scale versi revisi (33 item). Hasil penelitian menunjukkan adanya pengaruh negatif dan signifikan stres terhadap kecerdasan emosional siswa. Semakin rendah tingkat stres, semakin tinggi kecerdasan emosional siswa. Stres mempengaruhi 9,5% kecerdasan emosional, sedangkan 90,5% lainnya dipengaruhi oleh faktor lain yang tidak diteliti dalam model. Oleh karena itu, perlu adanya sosialisasi, pencegahan, dan upaya penanganan untuk mengatasi stres oleh pihak sekolah untuk meminimalisir stres pada siswa. Di sisi lain, siswa harus lebih peka dalam mengenali apa yang mereka rasakan tentang diri mereka sendiri dan orang-orang di sekitar mereka.

### Publishing Info

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## Introduction

Education in Greek comes from the word *pedagogic*, namely the science of guiding children (Nurkholis, 2013). Education is essential for people in all aspects of life. Education has a significant influence on people to survive by building good interactions with others to fulfill their life needs. Ideally, education has been given from an early age so that the values in education are easier to apply in adulthood (Marwah et al., 2018). Talking about the purpose of education cannot be separated from the purpose of life. Education is only a tool people use to maintain their lives, both as individuals and society. In their efforts to maintain the continuity of their lives, people pass on various cultural values from one generation to the next.

The development of the education system in Indonesia is increasingly diverse. One educational institution with a unique style in Indonesia is Islamic boarding schools. Islamic boarding schools are not new educational institutions in Indonesia. Islamic boarding schools existed before Indonesia's independence, significantly contributing to education. Many significant Indonesian figures were born from Islamic boarding schools. Modern Islamic boarding schools have a unique education system; this institution uses a full-day coaching method with some rules in running a 24-hour learning system compared to traditional schools.

The purpose of the educational process offered by Islamic boarding schools is to produce many students who have more potential to develop their personalities. Islamic boarding school is one of the educational institutions with the development of students in terms of knowledge and character building which refers to Islamic values, morals, and norms that apply as the primary foundation and characteristics of Islamic boarding schools. It is undeniable that everyone has experienced stress, distress, or eustress, likewise with Islamic boarding school students. Full-day learning is an obligation for students to develop foreign languages and other learning activities outside of formal school hours (Adawiyah & Ni'matuzahroh, 2016).

Islamic boarding school as an environment where teenagers live also affects emotional intelligence. This environment is related to efforts to improve the quality of this nation's people resources in teenagers. The students in Islamic boarding schools often feel barriers to adjustment, difficulty getting along, difficulty communicating with friends or the environment where they live, causing stress and affecting the duties and responsibilities as a student. Students in Islamic boarding schools come from the city where the boarding school is located, outside the city, outside the province, and some even come from different countries. So, every student from various areas will automatically occupy a new place of residence in the Islamic boarding school. This case shows that the school environment, modern boarding schools, can affect the high and low levels of emotional intelligence in adolescents.

Emotional intelligence is the ability to feel emotions, use emotions to facilitate thinking, understand emotions, and manage emotions to promote emotional and intellectual growth (Mayer et al., 2004). Three perspectives of "emotional intelligence" include the ability, trait, and mixed models. The ability model focuses on an individual's ability to process emotional information and use it appropriately in social settings. Trait models focus on behavioral dispositions and perceived abilities alone, and mixed models describe the combination of mental abilities, behavioral dispositions, and traits (Mayer et al., 2000).

Gusniwati (2015) suggests that students need cognitive and emotional intelligence in the learning process. Cognitive intelligence cannot function properly without participating in the subjects' emotional appreciation at school. However, usually, the two kinds of intelligence complement each other. The balance between cognitive and emotional intelligence is the key to student learning.

Based on the results of observations made by Lestari et al. (2019) in Class XI of Senior High School (SHS) 15 Palembang, students' attitudes in class have several tendencies. Some students often say disrespectful and unkind words when talking to their friends. Students do not want to cooperate, are not happy when advised by the teacher, leave class when the teacher is not coming to class, and mock friends. Another preliminary study by Andika et al. (2016) in Class X SHS 89 Jakarta revealed low student emotional intelligence. The atmosphere in the classroom during economic learning activities is still not conducive. The concentration of students is not entirely on learning activities. When the teacher explains the subject matter, there are still students who talk and joke with their friends, play cellphones, daydream, and even students who are busy with other subjects' work.

Some students do not have good emotional intelligence based on the explanation above. One of the contributing factors is stress. Illahi et al. (2018) research conducted at MAN 1 Tanah Datar supports these findings. If students have matured social relationships, easy to make friends, witty, not easily afraid or anxious, can adapt to the burden of stress and have a remarkable ability to involve themselves with other people will have low aggressive behavior in adolescents. The findings of this study state that one of the factors of a person's high emotional intelligence can be associated with good stress management and vice versa.

In a general sense, stress is pressure or something that feels pressing within the individual. Stress can happen when expectations and reality desired by individuals do not balance both physical and spiritual desires (Sukadiyanto, 2010). As a result, people will feel overwhelmed, worried, broken, exhausted, and lethargic when stressed. Therefore, stress can affect people of all ages, genders, races, and situations and result in poor physical and psychological health (American Psychiatric Association, 2013). In addition, stress is a situation resulting from an individual's interaction with the surrounding environment and causes a difference between situational demands and biopsychosocial resources (Sarafino & Smith, 2017).

The interviews conducted by El-Azis & Rahayu (2017) at the Al-Munawwir Krapyak Islamic Boarding School in Yogyakarta revealed that researchers met 13 students, and 6 of them stated that they experienced signs of stress such as difficulty concentrating, anxiety, and sleeping. The research results also reveal that the factors influencing adolescent stress are biological stress, family stress, school stress, peer stress, and social stress. However, the dominant factor that influences stress in adolescents is social stress.

The researcher does a preliminary study by interviewing two El-Nur El-Kasysyaf Islamic Boarding School alumni through one of the social media applications in chat and voice messages. They explained the situation and condition of the El-Nur El-Kasysyaf Islamic Boarding School. They talked about the rules and regulations there, the systematics of lodging for students who will stay, and the number of students studying at El-Nur El-Kasysyaf Islamic Boarding School. In addition, the rules and regulations were considered quite strict, such as not being allowed to hold a cell phone without the permission of the teacher or administrator. Permission to return home for students also needed to go through specific procedures. El-Nur El-Kasysyaf Islamic Boarding School applies this rule to foster

a disciplined attitude for students in carrying out daily activities, whether in the dormitory or at school. Based on the above background, not many studies have discussed the effect of stress on students' emotional intelligence at the El-Nur El-Kasysyaf Islamic Boarding School. Therefore, this research is interesting as a solution and reference material for schools. This study aims to analyze the effect of stress on students' emotional intelligence.

## Method

This research uses the associative quantitative method. This research was conducted from June to November 2021 at Senior High School El-Nur El-Kasysyaf Islamic Boarding School, Bekasi, West Java. The population in this study was high school students of , with a total sample of 150 respondents selected with the saturated sample technique. The researcher collects the data by distributing several instrument questionnaires to students. Data was collected using the Adolescent Stress Questionnaire (41 items,  $\alpha=0.856$ ) (Darviri et al., 2014) and the Revised Emotional Intelligence Scale (33 items,  $\alpha=0.92$ ) (Onur et al., 2012). The researcher analyzed the data using a simple non-linear regression test in the form of S because the non-linear regression model in the form of S had the lowest standard error and the most similar chart form to this study.

## Result and Discussion

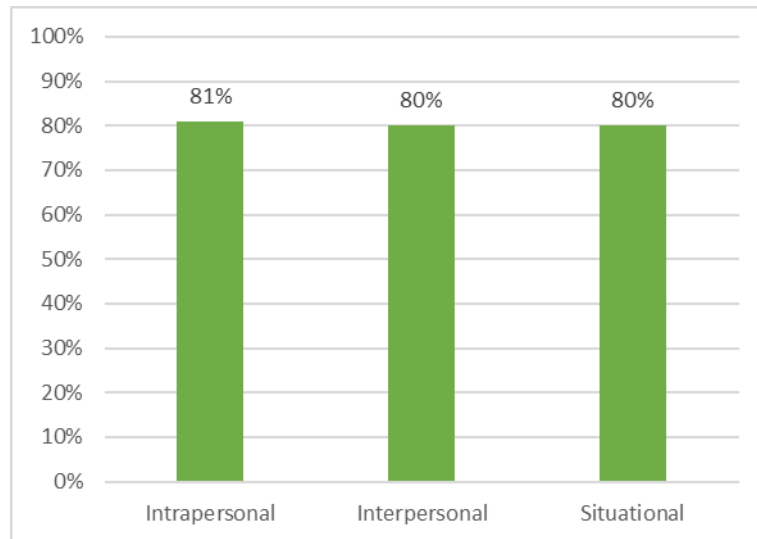
### Overview of Emotional Intelligence Variables

Figure 1 shows the frequency of each dimension of emotional intelligence instrument of 150 students. In figure 1, there are three dimensions of emotional intelligence variables: intrapersonal, interpersonal, and situational. Intrapersonal has the percentage of 81%, interpersonal and situational, with each percentage of 80%. The dimension with the highest percentage level is intrapersonal, which includes several indicators such as analyzing one's abilities, needs, and desires, controlling one's own emotions, recognizing one's ability to help others, and analyzing oneself as a good planner. Students answered agree/strongly agree on the instrument questionnaire, which included recognizing oneself. Students feel that they can control the emotions that occur to them in their daily environment. Students can recognize what their needs and desires are. One of the signs of someone who has good emotional intelligence is the ability to control the emotions and feelings that occur to socialize in the neighborhood quickly.

The second dimension is interpersonal, where this ability allows a person to easily recognize the emotions and feelings that exist in other people. Students answer the choices that agree/strongly agree in the instrument questionnaire, which includes recognizing other people's feelings. As a result, students can quickly recognize and feel emotions in other people in their everyday environment. One of the signs of someone who has good emotional intelligence is recognizing, feeling, and understanding the emotions and feelings that occur in other people.

The third dimension is a situation with a range of indicators such as positive thinking in certain situations, being consistent in doing something, practicing self-control in certain situations, and analyzing socialization skills in various situations. Students

consider themselves individuals who can quickly adapt to certain situations and keep positive thinking to get good results. Someone with good emotional intelligence can socialize and control emotions in various situations.

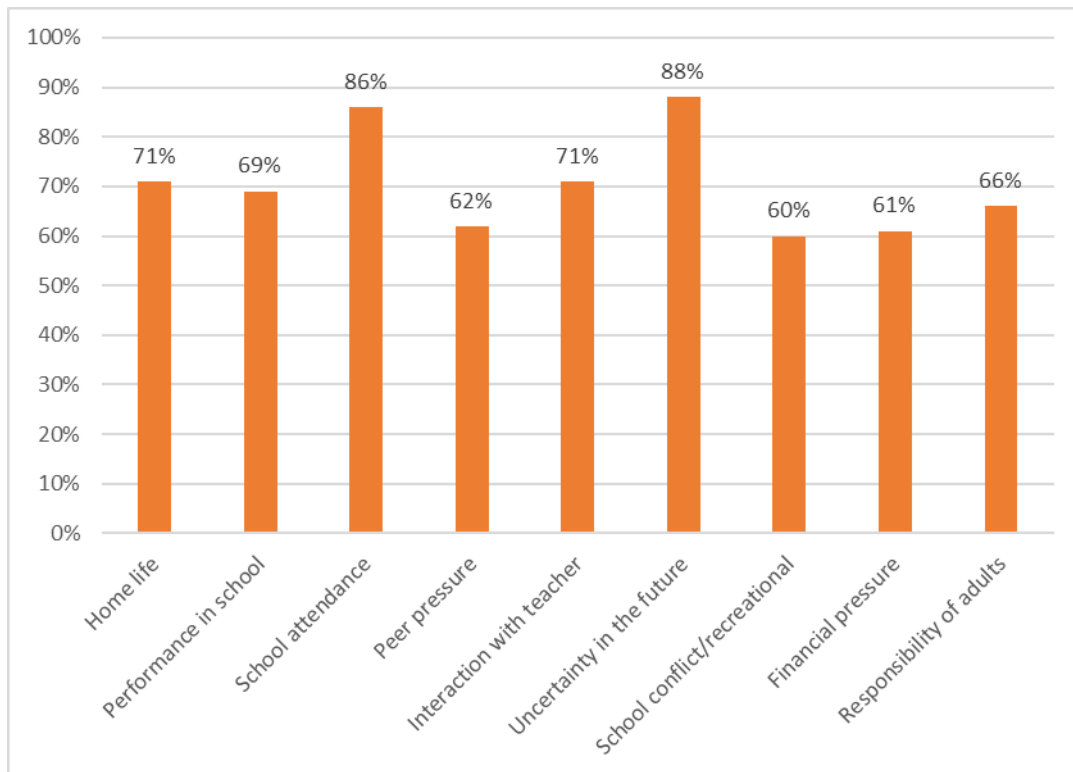


**Figure 1.** Frequency of Each Dimension of Emotional Intelligence Instrument

### Overview of Stress Variables

Figure 2 shows the frequency of each dimension of the stress instrument of 150 students. In figure 2, there are nine dimensions of the stress variable. Dimension uncertainty in the future has the highest percentage of 88%, and school conflict has the lowest percentage of 60%. The first dimension is home life which includes indicators such as identifying roles in the home environment and analyzing the causes of problems in the home environment. Students feel that most of the roles of parents are very influential on perceived stress. For example, parents tend to have high expectations so that children can meet certain expectations and achievement targets. In the statement item from the dimension of home life, students often have different opinions from their parents, causing differences in communication. Parents also lack trust in their children, so they feel restrained to do everything. Students answered agree/strongly agree on each item of the statement from the dimensions of home life, which indicates the presence of symptoms of stress in the home environment related to interactions with parents.

The second dimension is performance in schools which includes indicators such as identifying roles in the school environment and analyzing the causes of problems in the school environment. Students feel pressure at school, which causes stress due to heavy assignments and learning. Some subjects are challenging to understand, and students do not have a particular interest in the existing subjects. In addition, like parents, teachers also have high hopes for specific targets that students must achieve. This target becomes a burden for students. The third dimension is school attendance which includes indicators such as identifying the role of a student. Students feel that getting up early to do activities at school is enough to cause stress because school activities are heavy with busy activities.



**Figure 2.** Frequency of Each Dimension of Stress Instrument

The fourth dimension is peer pressure which includes indicators such as assessing one's appearance and analyzing the causes of problems in the peer environment. In the circle of friends, sometimes some of the factors that make it difficult for individuals to feel confident are the comments given by friends in terms of appearance. Students agree that the comments on their appearance (in this case are negative) cause students to feel stressed and lack self-confidence, so they feel dissatisfied with their appearance. In addition, students agree that having different opinions from their peers can also make it difficult for them to adjust to their environment. The fifth dimension is interaction with teachers with a range of indicators, such as identifying roles in the school environment and analyzing the causes of problems with teachers in schools. Like friends, students feel that the teacher's comments about appearance also make them uncomfortable, which can lead to a lack of self-confidence. In addition, students also agree with the statement items. Sometimes students feel that teachers do not appreciate them, and their voices have not listened. Poor interaction with teachers can also be a factor causing stress for some students.

The sixth dimension is uncertainty in the future which includes indicators such as identifying future decision-making and analyzing the causes of problems related to the future. As a student, after graduating, people will think about plans, whether it is continuing to higher education or choosing to find work at a young age. Nevertheless, unfortunately, students feel that thinking about the future and planning what to do next becomes a burden.



The seventh dimension is school conflict/recreational, which includes indicators such as analyzing the causes of problems related to free time. Students agree that the lack of free time to do their favorite activities is the cause of stress. However, because the percentage of this dimension is the lowest at 60%, the other 40% feel that they can use their time well, so they have more free time. The eighth dimension is financial pressure with a range of indicators, such as analyzing the causes of problems related to economic conditions. This indicator is related to the uncertainty of the future between continuing to a higher education level or working after graduating from school to make money and achieve the intended desire. The ninth dimension is the responsibility of adults, which includes indicators such as identifying the role of adults in fulfilling their duties and responsibilities. Students feel that work is one thing that can hinder school or other social activities. Therefore, the focus is to study diligently in school and get good grades.

### **Prerequisite and Hypotheses Test Results**

The researcher did a normality test from stress and emotional intelligence data using the Kolmogorov-Smirnov test by SPSS. The normality test results showed the value of  $D_0 = 0.066$  with  $D\text{-tab} = 0.11$ . Thus,  $D_0 < D\text{-tab}$ . Therefore, the sample comes from a normally distributed population.

To determine the relationship between stress and students' emotional intelligence is linear or not, the researcher used the linearity test by SPSS. The result shows that the significance value was  $0.002 < 0.05$ , which means that the stress variable on the emotional intelligence variable does not have a linear relationship. So that hypothesis testing is done using a simple non-linear regression test using the S form as an alternative option.

This hypothesis test uses a simple non-linear regression test in S because it has the lowest standard error and the most similar chart form to this study. The result shows that the constant is 5.023, meaning that the consistent value of the emotional intelligence variable is 5.023. The regression coefficient is -40,964, which means that for every additional 1 unit of stress value, the emotional intelligence value decreased by 40,964. The regression coefficient is negative, so the influence of stress on emotional intelligence is negative. The results of the regression significance test are  $0.000 < 0.05$ , so the null hypothesis is rejected. Therefore, stress has a significant effect on emotional intelligence. The correlation value in this study was 0.308. Stress affects 9.5% of emotional intelligence, while the other 90.5% is affected by other factors not examined in the model.

### **The Effect of Stress on Emotional Intelligence**

The research shows an influence of stress on students' emotional intelligence. According to Illahi et al. (2018), who conducted their research at MAN 1 Tanah Datar, students have a high level of emotional intelligence by adapting to stress loads. Stress can divide into two types: distress (stress that has a negative impact) and eustress (stress that has a positive impact). In this case, students feel eustress. According to Tucker et al. (2008), the stress in its positive form can improve biopsychosocial health and facilitate performance. Positive stress is also crucial in influencing a person's motivation, adaptation, and reactions to the surrounding environment. For example, students feel that the demands from parents who have high hopes for themselves can motivate them to keep trying to achieve goals and a promising future. According to Musradinur (2016), various factors can cause stress, such as environmental attitudes, family demands and attitudes, developments

in science and technology, oneself, and thoughts (Hasanah et al., n.d., 2022). The intervention of writing a letter of gratitude is effective in reducing stress level in students (Khaer et al., 2021). The implementation of REE module can be applied by school counselors in the form of prevention groups for managing students' stress (Mahfar et al., 2019). Islamic boarding schools can provide solutions with a soft-skill approach to learning in modern times to reduce students' stress and strengthen students' resilience (Ang et al., 2022; Muslimah et al., 2019).

In terms of intrapersonal abilities, students feel they can control their emotions and express feelings that occur in their lives. Students also try hard to achieve their goals. Based on the theory mentioned by Malekar & Mohanty (2009) that students know what they need and how to get it. In interpersonal skills, students can recognize and feel emotions that occur in other people in everyday situations. Therefore, one sign of good emotional intelligence is recognizing, feeling, and understanding the emotions and feelings that occur in other people.

Following the theory of Malekar & Mohanty (2009), which states that interpersonal skills tend to be related to how a person can build excellent and satisfying relationships with other people, in this case, students can feel the emotions and feelings of other people, and that makes relationships tend to work well. Regarding situational abilities, students demonstrate that adapting to the surrounding environment can be carried out well. Students think of themselves as individuals who can quickly adapt to certain situations and think positively to get good results. With developing adaptation skills, students can slowly begin to understand other people's feelings and have pleasant communication relationships. In theory, as mentioned by Livingstone & Day (2005), someone with reasonable emotional intelligence can adapt.

As people who live in Islamic boarding schools, respondents live with a strong religious culture. The religious culture of the school influences emotional intelligence and it appears that the implementation of religious culture is more effective to increase the students emotional intelligence (Halima et al., 2021). Students with high trait emotional intelligence were less likely to experience school anxiety and more likely to exhibit resilience which, in turn, reduced school burnout risk (Fiorilli et al., 2020). A relationship was also found between school burnout and emotional intelligence in these adolescents (Molero Jurado et al., 2021). Trigueros et al. (2020) add that students with a high level of emotional intelligence will possess more adequate behaviour patterns with their peers, while students with a low level of emotional intelligence will show higher scores in the occurrence of disruptive behaviours. Emotional intelligence is one of the critical psychological characteristics needed for academic performance (MacCann et al., 2019) and has an important role in the process of education for the independence of students in Islamic boarding schools (Pratiwi et al., 2020). This. Even further, emotional intelligence moderated the direct and indirect relations between school disconnectedness and internet addiction (Peng et al., 2019). Furthermore, the research results of Oktaviani et al. (2020) stated that there is a significant influence on emotional intelligence and big five personalities toward the bullying behaviour of Islamic boarding school students (Ismael, 2022; Shafait et al., 2021).



## Conclusion

The results showed a negative and significant effect of stress on students' emotional intelligence. Conversely, the lower the stress level, the higher the students' emotional intelligence. Stress affects 9.5% of emotional intelligence, while the other 90.5% is affected by other factors not examined in the model. Therefore, there needs to be socialization, prevention, and handling efforts to deal with stress by the school to minimize stress on students. On the other hand, students must be more sensitive in recognizing what they feel about themselves and those around them.

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