

# Contribution Intelligence Emotions And Self Concept To Problem Focused Coping On Panca Abdi Bangsa (PABA) Senior High School Students Binjai City, Province North Of Sumatra

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**Abstract:** This research aims to look emotion intelligence contribution and self concept in problem focused coping on senior high school students on Panca Abdi Bangsa (PABA) Binjai City of North Sumatra. Research this will held with use quantitative research method. Population in this research as many as 1200 peoples are students of SMA Panca Abdi Bangsa (PABA) of Binjai City who studied on year 2009/2010. Method taking the sample used is purposive sampling with amount sample as many as 5% from research data then collected with use scale intelligence emotion, scale concept self and scale problem focused coping. The data then analyzed with use analysis multiple linear regression by 7%. Analysis and results show that there is a significant contribution between intelligence emotion and concept self to problem focused coping, where variable intelligence emotion contribute to problem focused coping of 19.5%, whereas variable concept self contribute to problem focused coping.

**Index Terms:** intelligence, emotion, self concept, problem focus coping

## 1 INTRODUCTION

When someone born in the world, he have congenital (Heredity) characteristics and environment influence individual the is unique. Characteristics of congenital characteristic of hereditary offspring, both involving biological factors and psychological social factors. Unique nature is intended, that each individual will be different from other individuals. Remembering that time teens is the most times affected by environment and friend peer and in order avoid things-things negatives that can be disadvantageous him own and others, teenagers should be understand and have so-called intelligence emotional. Intelligence emotional this visible in things-things as How teens able for give a good impression about himself, capable revealed with good his emotions alone, try equalize self with environment, can control feeling and able seek reaction emotion corresponding with time and existing conditions so interaction with others can intertwined with smoothly and effective. Circumstances owned personality by a teens it is not arise so only but grow developing together with life processes whole aspect that is physical and spiritual or circumstances born and inward . All clear started since teens the born world directly all Act behavior teens developing through relationship with all things that are beyond herself who is no directly be accepted of the parents who nurtured it. Teenagers often called as time transition or switch from time child to time adults. Teenagers feel not child again will but not yet able holding task as an adult . Period child is Full time dependence, whereas time adult is time life is not depends to anyone.

By therefore, Teenagers live between the sense of dependence (dependency) with a sense of independence (independency). This leads to unstable behavior and is unable to adapt perfectly to the environment. As a human being who is also not included in the class of children but not also included in the class of adults or parents, the adolescent has not been able to master the physical and psychological functions. The inability of adolescents to master their physical and psychological functions affect behavioral patterns in social relationships. Managing Emotion (managing emotion), which handles the emotions themselves to positively impact the taskforce, sensitive to conscience and able to delay the enjoyment before the achievement of one goal, and able to neutralize the emotional pressure. People who have emotional intelligence are people who are able to master, manage and direct their emotions well. Emotional control means not only suppressing depression or suppressing emotional upheaval but can also mean deliberately living an emotion, including unpleasant emotions. Perkins in Wuryanano (2008) states that self-concept is all the perceptions, beliefs, behaviors, and values that one's self uses to describe himself and one's self-concept will change as he sees himself at a certain period of time. Associated with its formation, self-concept began to develop since infancy and will continue to grow in line with individual development itself. The concept of the individual is formed through the individual's imagination of the response given by others. In the process, self-concept is influenced by several factors (Puspa Sari 2007) states that the development of the self-recognition process is influenced by factors that follow the development of a teenager such as the influence of economic limitations, environmental isolation, or the influence of the age of the individual. When a person reaches maturity, an attitude that recognizes what he or she considers valuable or unworthy, and his attitudes related to this self-concept include beliefs, beliefs, ideals, norms, expectations and what is perceived as his or her obligations. This can be expressed as the philosophy of one's life. Problem focused coping is a problem-solving strategy, is one of the capabilities teenagers must have in facing every problem. This ability will help adolescents to deal with and solve problems actively, rather than being emotionally oriented when faced with various

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obstacles in their life span. Individuals who tend to use "problem focused coping" in dealing with the stress they are experiencing will tend to be more focused on the problems it faces and trying to find various ways to solve the problems that happened. Individuals who use the "problem focused coping" strategy believe that the things that are the source of the problem can still be changed. Teens who use problem focused coping will find an alternative problem solving in order to become a mature person both psychologically and socially. Teenagers in this case the students are experiencing a transition from early adolescence to late adolescence and will experience the phases of life both pleasant and unpleasant. To deal with this problem requires the existence of problem focused coping or problem-centered problem-solving strategies. Problem-solving strategies are described as how one copes with the pressing demands, so that the individual balances in an attempt to conform to his environment. In order to be problem-oriented (problem focused coping) requires emotional intelligence and self-concept. If the individual by recognizing, regulating, and managing the emotions that arise due to various problems in his education, then he will be able to focus on problem solving (problem focused coping). So that will make the individual as a teenager who has the emotional intelligence and positive self-concept that is capable and resilient in solving problems in his life well and correctly. Based on the above description, researchers consider it important to conduct research on the contribution of emotional intelligence and self-concept to problem focused coping on high school students Panca Abdi Bangsa (PABA) Binjai city, North of Sumatra.

## 2 RESEARCH METHODS

Research this will held with use research quantitative method. Population in this research is students SMA Panca Abdi Bangsa (PABA) of Binjai City who studied on year 2009/2010 as many as 1200 people. Sample research are students class II high school. With consideration students class I still adjust self, whereas students class III will face up UAN exam. Samples used as many as 5 % that is 60 people. Data collection is done with use scale is compiled based on :

1. Intelligence Emotions with use indicator namely: (1) Recognizing emotion the self; (2) manage of emotion self; (3) motivates in self own; (4) Recognize emotions of others (5) Fostering relationship.
2. Self Concept with use the indicator, it namely: (1) me as where me; (2) me as which is me think about me; (3) me as where others think about me; (4) me as which is me think about other people looking at me; (5) me as I think about I was supposed to.
3. Problem focused coping be measured with use indicator it namely : (1) occupied all problems faced as it is it should be; (2) create view positive; (3) set feeling and actions taken; (4) expectations and business avoid self from problems; (5) development private religious.

Instruments used for measure third variable in research this is questionnaire with scale model Likert with using five alternatives answers , namely : always (A), often (O), sometimes (S), rarely (R) and no ever (NE). Score answer for every scale ranged between 1 and 5. Giving criteria value include: for states favorable, answer always is 5, often 4, sometimes 3, rarely 2, and no ever 1.

## 3 RESEARCH RESULT

Results analysis multiple linear regression show that there is a significant contribution between intelligence emotions (X1) and concept self (X2) against problem focused coping (Y) with value coefficient  $F_{reg} = 7,110$  where  $p > 0,050$ . This visible in the calculation this table 1 below:

**Table 1.** Significant contribution between intelligence emotions (X1) and concept self (X2) against problem focused coping (Y)

Source	JK	Db	RK	F	p
Regression	4835,296	2	2417,648	7,110	0.001
Residue	26182,654	77	340,034		
Total	31017,950	79			

Results analysis show that there a significant contribution between intelligence emotion and concept self to problem focused coping, where variable intelligence emotion contribute to problem focused coping of 19,5 %, whereas variable concept self contribute to problem focused coping by 7%. This visible in the calculation this table 2 below:

**Table 2.** a significant contribution between intelligence emotion and concept self to problem focused coping, where variable intelligence emotion contribute to problem focused coping

X Variable	Correlation straightforward		Correlation Partial		Weight donations effective SE%
	$r_{xy}$	P	$r_{xy \text{ sisa } x}$	p	
1	-0,026	0,009	-0,147	0,195	19,5%
2	0,370	0,002	0,039	0,170	17%

Based on comparison between hypothetical mean value and the empiric mean, then could declared that subject research this have intelligence strong emotions high and have concept very self high, while problem focused coping pertained high . This visible in the calculation table 3 below this:

**Table 3.** The visible calculation

Variables	Avg. Value	
	Hypothetical	Empirical
Intelligence Emotions	217.5	374.54
Concept Self	72.5	164.5
Problem Focused Coping	140	134.03

## 4 DISCUSSION

The better the education of a nation, the better the quality of the nation is. This is the general assumption to the education program of a nation. In fact the education describes the activities of a group of people such as teachers and other education personnel carrying out education for young people working with the people with interest. Then prescriptively, it is to provide clues that education is the content, direction, choice set as a vehicle for future development of students which cannot be separated from the necessity of human control as educators (Sagala, 2013: 3). Results research prove that there is a significant contribution between intelligence emotion and concept self to problem focused coping. Intelligence emotion and self concept give influence on together to problem focused coping of 63.5% indicates that increasingly high intelligence emotion and increasingly high concept self then

problem focused coping increasingly well, on the contrary increasingly low intelligence emotion and increasingly low concept self then problem focused coping increasingly bad. Based on results research this, then could declared that intelligence emotion owned by students could help occurrence development problem focused coping. Of course of intelligence emotion very tightly the relationship with individual ability in solve problems his life. Students who have intelligence high emotion will always able resolve all type problems his life. There intelligence emotion from students in question in research this is ability solve problems in his life on good and right. From research this is known that self concept give contribution to development problem focused coping students. It is in line with Pudjyogyanti (1993) explains role concept self in behavior man, where concept play a role in keep harmony inner (inner consistency).

## 5 CONCLUSION

Results analysis multiple linear regression show that there a significant contribution between intelligence emotions (X1) and concept self (X2) against problem focused coping (Y) with value coefficient  $F_{reg} = 7,110$  where  $p > 0,050$ . Results analysis show that Intelligence emotion and concept self give influence on together to problem focused coping at 63.5% Intelligence emotion and self concept give contribution to problem focused coping, where variable intelligence emotion contribute to problem focused coping of 19,5%, whereas variable concept self contribute to problem focused coping by 7%. Based on comparison between hypothetical mean value and the empiric mean, then could declared that subject research this have intelligence strong emotions high and have concept very self high, while problem focused coping pertained high

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