

Perbedaan Emotional Intelligence antara mahasiswa tingkat akhir dan mahasiswa baru program sarjana Fakultas Psikologi Universitas Indonesia = The difference on emotional Intelligence between final year and first year students of undergraduate program at the Faculty of Psychology University of Indonesia

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Abstrak

Emotional intelligence (EI) merupakan konsep yang menggambarkan bagaimana individu mengintegrasikan fungsi kognitif dan afektif serta memanfaatkannya di kehidupan sehari-hari (Salovey & Mayer, 1990; Mayer, Salovey, & Caruso, 2000; 2004). Mahasiswa psikologi seharusnya mengembangkan EI dari pengalamannya berkuliah. Penelitian ini bertujuan untuk melihat perbedaan EI antara mahasiswa tingkat akhir, yang telah memiliki banyak pengalaman belajar psikologi, dan mahasiswa baru, yang baru mulai belajar psikologi. Selain itu, EI dihubungkan dengan trait yang berkaitan dengan emosi, yakni Extraversion dan Neuroticism. Penelitian menggunakan pendekatan kuantitatif dan kualitatif (wawancara terfokus) dengan melibatkan 125 mahasiswa program sarjana Fakultas Psikologi Universitas Indonesia. Hasil penelitian menunjukkan bahwa EI mahasiswa tingkat akhir lebih tinggi daripada mahasiswa baru namun tidak ditemukan perbedaan jenis kelamin pada EI. Pendidikan psikologi yang dipersepsikan mahasiswa tingkat akhir berkontribusi terhadap perkembangan EI mencakup mata kuliah yang membahas emosi dan yang menolong mereka mengenal diri sendiri dengan kegiatan belajar-mengajar yang bersifat reflektif. Minat terhadap topik emosi dan pengalaman dalam situasi yang melibatkan emosi membedakan mahasiswa dengan EI tertinggi dan terendah. Ditemukan hubungan positif dan signifikan antara Extraversion dan EI, namun, tidak ada hubungan antara Neuroticism dan EI. Penelitian ini dapat ditindak lanjuti dengan desain longitudinal, atau komparatif dengan melibatkan mahasiswa psikologi dari seluruh angkatan.

.....Emotional intelligence (EI) is a concept that represents individual differences in the ability to integrate cognitive and affective function and use it in daily lives (Salovey & Mayer, 1990; Mayer, Salovey, & Caruso, 2000; 2004). Psychology students, who have studied the science of human behavior and mental activity should have developed their EI from that knowledge. This research investigates the difference on EI between final year students, who have the most experiences in studying psychology, and first year students, who just started learning psychology. The relationship between EI and traits that are related to emotions, namely Extraversion and Neuroticism, is also explored. This study is conducted by using quantitative and qualitative approach (focused interview) which involved 125 students of undergraduate program at the Faculty of Psychology, University of Indonesia. Courses in the faculty that the final year students perceive contribute to the development of their EI include courses about emotion as well as courses that guide them to know about themselves and their emotional problems, with reflective learning as the characteristic of the learning process. Interest in the topic of emotion and involvement in emotional situations, such as social situations, differentiate between students with high and low EI. There is a positive and significant relationship between Extraversion personality trait, which indicates individual's preference to be involved in social interactions, and students' EI. There is no relationship between Neuroticism personality trait and students' EI, and there is no difference between the EI of male and female students. Similar studies in the

future can be conducted using longitudinal design, or comparative design involving students from all years of study.