

## Abstrak

### HUBUNGAN KECERDASAN EMOSIONAL DENGAN *SELF REGULATED LEARNING* PADA MAHASISWA TINGKAT III FAKULTAS ILMU-ILMU KESEHATAN UNIVERSITAS JENDERAL SOEDIRMAN

**Latar Belakang:** *Self regulated learning* (SRL) mampu mendorong mahasiswa untuk berpartisipasi aktif dalam proses belajar mandiri. Karakteristik mahasiswa dalam melakukan SRL dapat terlihat dari strategi dalam mengelola emosi yang merupakan bagian dari komponen kecerdasan emosional. Tujuan penelitian ini adalah untuk melihat hubungan antara kecerdasan emosional dengan SRL pada mahasiswa tingkat III Fakultas Ilmu-ilmu Kesehatan Universitas Jenderal Soedirman.

**Metodologi:** Penelitian ini menggunakan metode kuantitatif dengan pendekatan *cross sectional*. Jumlah sampel sebanyak 216 responden. Pengambilan sampel menggunakan *probability sampling* dengan *cluster sampling*. Instrumen penelitian menggunakan kuesioner *Trait Emotional Intelligence Questionnaire Adolescent Short Form* (TEIQue-ASF) dan kuesioner *Assessing Academic Self regulated*. Analisis data menggunakan Spearman Rho.

**Hasil penelitian:** Mayoritas responden berjenis kelamin perempuan (82,4%), berasal dari Jurusan Kesehatan Masyarakat (25,0%), dan selama kuliah bertempat tinggal di kost (71,3%). Kecerdasan emosional responden berada pada tingkat sedang (63%). SRL responden berada pada tingkat sedang (56,5%). Nilai signifikansi antara kecerdasan emosional dan SRL 0,000 dimana nilai tersebut <0,05. Nilai koefisien korelasi 0,381 menunjukkan arah positif dan tingkat kekuatan hubungan berada pada kategori positif lemah.

**Kesimpulan:** Terdapat hubungan yang signifikan antara kecerdasan emosional dengan SRL pada mahasiswa tingkat III Fakultas Ilmu-ilmu Kesehatan Universitas Jenderal Soedirman.

**Kata Kunci:** kecerdasan emosional, mahasiswa, *self regulated learning*



## Abstract

### THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE WITH SELF REGULATED LEARNING IN THIRD YEAR COLLEGE STUDENTS OF THE FACULTY OF HEALTH SCIENCES JENDERAL SOEDIRMAN UNIVERSITY

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**Background:** Self regulated learning (SRL) is able to encourage college students to actively participate in the independent learning process. The characteristics of college students in performing SRL can be seen from the strategy in managing emotions which are part of the emotional intelligence component. The purpose of this research was to view the relationship between emotional intelligence and SRL in third year college students of the Faculty of Health Sciences Jenderal Soedirman University.

**Methodology:** The research using a correlational quantitative method with a cross sectional approach. The number of samples was 216 respondents. Sampling used probability sampling with cluster sampling. The research instrument used the Trait Emotional Intelligence Questionnaire Adolescent Short Form (TEIQue-ASF) questionnaire and the Assessing Academic Self Regulated questionnaire. Data analysis used Spearman Rho.

**Research results:** The majority of the respondents were female (82.4%), coming from the Department of Public Health (25.0%), and during college living in studio apartments (71.3%). The emotional intelligences of the respondents were at a moderate level (63%). SRL respondents were at a moderate level (56.5%). The significance value between emotional intelligence and SRL was 0.000, wherein the value was  $<0.05$ . The value of correlation coefficient 0.381 showed positive direction and the level of strength relationship was in the weak positive.

**Conclusion:** There was a significant relationship between emotional intelligence and SRL in third year college students of the Faculty of Health Sciences Jenderal Soedirman University.

**Keywords:** college students, emotional intelligence, self regulated learning

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