

The Differences between Self Concept and Emotional Intelligence (in Terms of Gender)

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Abstract

The background of this research was the low self-concept and emotional intelligence of students. The research was aimed to describe the self concept and emotional intelligence of students and determine the different of self concept and emotional intelligence of students in terms of gender. The design was comparative research. There were 64 students as sample, divided into 40 male students and 24 female students. Data conducted using a questionnaire by likert scale. The results showed that self-concept students in high category and students' emotional intelligence was high. The results of self-concept t-test analysis obtained t value (1.051849) < t table (1.9998). In t test of emotional intelligence obtained t value (-1.82245) < t table (1.9998). The conclusion of this research is there were no differences in self concept and there were no differences in emotional intelligence of student in SDN Gugus Ki Hajar Dewantara between male and female students.

Keyword: Emotional Intelligence; Gender; Self Concept.

1. Introduction

Education world is a very important field for human life. Education is experienced naturally by human being all his life. Education helps human understand the philosophy of his humanity and develop the complete human. Pursuant to UU Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 ayat 1 (Act of Republic of Indonesia No.20, 2003 Article 1 Section 1), stated: Education is a conscious and systematic endeavors to create a learning atmosphere and learning process to make students develop their potentials actively to hold the spiritual and religious power, self-control, intelligence, good attitudes, as well as the important skills required by themselves, communities, nation, and state.

William D. Brooks (quoted by Wahyuni, 2014:33) states that self-concept is all perceptions stated by the other people on self-aspects comprising physical, social and psychological aspects derived from the experiences and the interactions with the others. Self-concept is one of the key non-intellectual factors in terms of analyzing competencies or goals (Nurrussa'dah, dkk, 2017:2). From the pre-research study I conducted through interviews with classroom teacher of the grade V students in Ki Hajar Dewantara unit of public primary schools Purbalingga I found out that most students have poor self-concept and low motivation to study. It was reflected by most students' low confidence and learning motivation. When they were appointed,

however, most male students were more confident than the female ones. Brook and Emmert (quoted by Andriasari, 2015:490) states that the characteristic of a person with positive self-concept is that he is convinced about his ability. The confident person shows that he is convinced about his ability, it means that the male students have positive self-concept because they are confident.

In addition to self-concept problem, some students struggled with emotional control. They often fight against their friends just because of small things. This kind of thing happens to the male students. As stated by Aditya, et.al, (2015:68) emotional intelligence is crucial to somebody as a complement to intellectual intelligence, mainly for the students who are the next generations of common people. In line with Uno's statement (quoted by Fitriani & Mastur, 2017:140) without emotional intelligence, someone cannot optimize his cognitive competencies. Therefore, someone who can manage his emotion can respect another one as well as is able to manage and to actualize his cognitive abilities. An emotionally intelligent student will find it easier to build relationship with the others. The student's emotional intelligence will impact on his ability to adapt to his environment and his interactions with surrounding people. This means that every primary student must be able to develop his emotional intelligence in order to build a good social relationship.

There are many things causing the emergence of differences, one of which is gender. The creation of men and women indeed is different that it also impacts on the differences in terms of all life aspects. As stated by Stein, (quoted by Mirza, Redzuan, 2010), women are more aware of their own and the other's feelings as well as have better relationship with the other compared to men. In other words, the girls have higher emotional intelligence than boys. Some studies in general show that men and women are significantly different in terms of emotional intelligence and self-concept.

The research conducted by Andti Ardiani Sebayang, a student in Department of Psychology, Universitas Kristen Satya Wacana Salatiga in 2015 shows that male and female students in Department of Psychology UKSW entering in 2013 have different emotional intelligence. The study also shows that the early adult men and women are not difference in terms of emotional intelligence. This was shown by the hypothesis test, where p significance > 0.05 i.e. $0.922 > 0.05$.

Another research was conducted by Syeda Razia Bukhari, Syeda Ishrat Fatima, Amenah Rashid, and Farhana Saba titled "Emotional Intelligence and Self Esteem in Male and Female Students". The study took 100 male students and 100 female ones as samples. The study shows that the male and female students are significantly different in terms of emotional intelligence. This can be viewed from its p -significance > 0.05 , i.e. 0.6597 .

This study tried to answer the following questions: what are the students' emotional intelligence and self-concept like and is there any differences in terms of self-concept and emotional intelligence inside the students from the gender point of view? The purposes of the research are to describe the students' self-concept and emotional intelligence and to analyze if there are differences in terms of self-concept and emotional intelligence on the grade V students in Ki Hajar Dewantara unit of public primary schools from gender point of view.

2. Research Methods

This study used quantitative approach. Quantitative approach is the research method grounded from the philosophy of positivism, and it is used to study specific population and samples. This study commonly used the random sampling. The data were collected using the

research instruments. The data were analyzed quantitatively/statistically in purpose of testing the determined hypothesis (Sugiyono, 2015:14). To find the differences, this study used comparative research and *ex post facto*.

This study used two variables, i.e. independent variable or (X) and dependent variable (Y). The independent variable was gender, and it used two dependent variables, i.e. self-concept and emotional intelligence.

The Population in this study is 253 the grade V students in Ki Hajar Dewantara unit of public primary schools District of Bojongsari Purbalingga Residence 2017/2018 school year. This study uses Cluster random Sampling (Sugiyono, 2010: 120) as it sampling method. The sampling should represent the studied population, so I pick cluster random sampling. The sampling was carried out randomly from the grade V students in Ki Hajar Dewantara unit of public primary schools Purbalingga as the population. From 8 primary schools as population, I decided to pick 2 schools as samples for this study, i.e. SD 1 Pekalongan with 47 students and SD 3 Pekalongan with 17 students.

This study used descriptive statistical analysis as data analysis to describe the students' self-concept and emotional intelligence. The initial data analysis was conducted by analyzing the data normality and homogeneity. And the final data analysis used *t*-test to find if there are differences in terms of self-concept and emotional intelligence from gender viewpoint.

3. Results and Discussion

The results and discussion of the study comprises the description of self-concept and emotional intelligence of the grade V students in Ki Hajar Dewantara unit of public primary schools Purbalingga, *t*-test results on the difference in term of self-concept, and *t*-test on the difference in terms of emotional intelligence from gender viewpoint.

3.1 Description of Data Regarding Students' Self-Concept

Self-concept is our perception about who the student is and what the student's characters are. That perception starts from self-identity, self-image, self-esteem, self-ideal, self-description, as well as self-part of our own acquired from self-interactions and interactions with other people. The analysis of self-concept

shows the mean score of questionnaire on students' self-concept was 123.5. The following is the chart showing the students' self-concept:



Picture 1. Chart of Distribution of Male Students' Self-Concept



Picture 2. Chart of Distribution of Female Students' Self-Concept

Based on the chart containing distribution of self-concept, I can draw a conclusion that grade V students in SD Gugus Ki Hajar Dewantara, Purbalingga is included in the "high" category at the rate of 47.50% (19 students) in the male student and at the rate of 54.17% (13 students) in female students. Therefore, the students' self-concept with 8 indicators comprising (1) personal self, (2) physical self, (3) self-moral and ethics, (4) family self, (5) social-self, (6) self-acceptance, (7) self-identity, and (8) self-actor is included in "high" category.

3.2 Description of Data Regarding Students' Emotional Intelligence

In this study emotional intelligence is defined as the one's ability to control emotions properly when handling the situations influencing the self, both emerging from inside himself, such as self-motivation, durability when facing the failures, holding up the satisfaction, and managing moods and feelings, and triggered by the external things, such as environment in order to go with the goal, to be able to handle it effectively and to motivate the

others. The emotional intelligence score in this study was yielded from the filled-out questionnaire distributed to the students. The results of analysis of emotional intelligence is illustrated below:



Picture 3. Chart of Distribution of Male Students' Emotional Intelligence



Picture 4. Chart of Distribution of Female Students' Emotional Intelligence

Based on the two charts above, I find out that grade V students' emotional intelligence in Ki Hajar Dewantara unit of public primary schools in Purbalingga has the mean score 92.156. Thus the students' emotional intelligence in general is very high. This shows that the students have excellent emotional intelligence. The students are very good at recognizing their own and the others' emotions, managing their emotions, motivating themselves, and building relationship.

3.3 Different Students' Self Concept from Gender Perspective

Based on the conducted hypothesis test regarding the different students' emotional intelligence from gender perspective, I draw a conclusion that H0 is accepted. It was because t-value was $1.051849 < t \text{ table } (1.9998)$. This didn't show the significant difference regarding grade V students' self-concept from the gender perspective. Although the analysis shows that the mean male students' self-concept score (124.65) > the mean female students' self-concept score (121.958), those results similarly describe the students' self-concept as "high".

This result is consistent with the study conducted by Renata Marcic and Darja Kobal

Grum titled “Gender Differences in terms of Self-Concept and Self-Esteem Components”. The study shows that there isn’t significant difference in terms of independence which is one of aspects in self-concept.

Majority the grade V students in Ki Hajar Dewantara unit of public primary schools are included in the similar socio-economic class, i.e. middle-class. This similar socio-economic status makes the children think that he himself is equal to his friends. And the grade V students in Ki Hajar Dewantara unit of public primary schools in Purbalingga are in the similar school atmosphere. Although the students study at 2 different schools, the two have similar situation. The two schools, i.e. SDN 1 Pekalongan and SDN 3 Pekalongan are located relatively near and in the similar village. The characteristics of the teachers are alike too.

Social encouragement is one of the important factors for the development of the students’ personality through the constructed self-concept (Ananda, et.al, 2015:295). Every student interacts with another so they perceive themselves equal with his friend. They can make friends well with each other. The individual tend to describe himself as having relations with the people around him rather than refer to himself (Sartana and Helmi, 2014:199). Every student enjoys the great support from his friends and none is marginalized. This builds the positive self-concept on each of them, thus there is similar self-concept in every student.

3.4 Differences Regarding Students’ Emotional Intelligence from Gender Perspective

t-test was also conducted to find the differences regarding students’ intelligence from gender perspective. Based on the hypothesis test, it was found that t-value was -1.82245, while t-table used as the comparative was 1.9998. This shows that t-value (-1.82245) < t-table (1.9998), thus the conclusion is that H₀ is accepted. Therefore the hypothesis is that the difference of the students’ emotional intelligence from gender perspective is not accepted. The hypothesis test did not show any significant differences in terms of students’ emotional intelligence from gender perspective.

Another study conducted by Sulaiman, et.al, (2013) yielded the similar conclusion, i.e. male and female students do not have significant differences in terms of emotional intelligence.

The whole group, in general, shows alike emotional intelligence. The likeness of emotional intelligence between male and female students is affected by several thing, not limited to the gender. Goleman (2009) states that emotional intelligence is very important for life as it allows person to develop the close interpersonal relationship and to get the great social back-up. Therefore, either male or female students have similar opportunities to develop their emotional intelligence.

The unfound difference in terms of emotional intelligence in the study is because of the emotional lesson they have learnt from their families and at schools. Their parents deliver the similar emotional lesson to male and female students. The school delivers the emotional lesson to the students by curriculum design and through the teaching and learning process. The teacher teaches and gives the similar opportunities to every student to be aware of themselves and their feelings. The interaction between teacher and students underlies on affection. Every teacher wants his students to get success and to be independent in the future. Therefore, the teacher gives the similar guidance to all his students (Yurnalis, 2016:50). The teaching method applied to the grade V students in Ki Hajar Dewantara unit of public primary schools in Purbalingga was similar and it was not applied differently to male and female students. The purpose of its application is in order that there is not disparity among the students. This is the thing that causes the likeness of the students’ emotional intelligence.

4. Conclusion

The grade V students in Ki Hajar Dewantara unit of public primary schools in Purbalingga have positive self-concept and high emotional intelligence. The average students’ self-concept score is 123.5 and the average emotional quotient score is 92.156. T-value from the final data analysis using t-test of self-concept data was -1.82245. T-value of self-concept and emotional intelligence < t-table (1.9998). So I can make conclusion that there is not difference in terms of self-concept and emotional intelligence on grade V students in Ki Hajar Dewantara unit of public primary schools in Purbalingga.