

Self-Concept and Emotional Intelligence in Relation with Digital Literacy

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Abstract. As a student teacher candidate, the ability to communicate is a vital competency to be mastered. One of the best ways to share is how students and teacher candidates use technology. Advances in information and communication technology make digital literacy ability as significant as other abilities that exist in every individual human being. This study attempted to establish a link between self-concept and emotional intelligence and digital literacy abilities. This study uses the correlation method, with data collection carried out through a survey with an instrument in the form of a questionnaire for elementary school teacher education students at universities in West Java using the proportional random sampling technique. The results of this study indicate the correlation coefficient and the coefficient of determination, namely for self-concept with literacy ability, the correlation coefficient value is 0.563. This means a positive and significant relationship exists between self-concept and digital literacy ability, while emotional intelligence with digital literacy ability has a correlation coefficient of 0.651. This means a positive and meaningful relationship exists between emotional intelligence and digital literacy ability. The coefficient of determination of 0.433 means that the magnitude of the relationship between self-concept, emotional intelligence, and digital literacy ability is 43.3%. And the calculated F value is 103.730 > from the Ft table value of 3.04. This research suggests that student-teacher candidates can develop self-concept and must be able to control emotional intelligence to improve digital literacy as a support in the learning process and to improve academic achievement.

Key words: self-concept, emotional intelligence, and digital literacy ability

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INTRODUCTION

For a human being, education is a process of maturation and independence in his life. Educational institutions play an essential role in producing people who are ready to socialize and have high social attitudes, namely universities. By its function, universities should be able to prepare and form students willing to become agents of change in the community. The resulting students should have the capacity as part of the community that can contribute to building the community. However, students need to realize that their roles and functions are not only studying and studying, but they must strive to increase their capacity and competence, including mastery of technology, which currently cannot be avoided as an ability that must be mastered well.

As a student teacher candidate, the ability to use and utilize advances in information and communication technology is a critical competency to master. The challenges of the industrial revolution 4.0, currently underway, require prospective teacher students to be literate using various high-tech digital literacy tools and applications. Advances in information and communication technology cause

digital literacy skills to be as important as other abilities that exist in every human being. This condition has a considerable influence in the world of education, especially at universities which require the entire learning process to be carried out in a distance (online) system as proclaimed by government policy through the regulation No. 24 of 2012 of the Minister of Education and Culture of the Republic of Indonesia on the Implementation of Distance Education Higher education, namely distance education, is referred to as PJJ. "education in which students are separated from educators, and their learning uses various learning resources through information and communication technology, and other media" by utilizing digital media as a means. This is intended so that the knowledge transfer process can run well and by the targeted goals even though it is not done face-to-face. Consequently, student teacher candidates must also have good digital literacy skills to support the learning activities. Students are expected to develop independent and creative learning activities in the online learning process. Therefore, digital literacy skills can be a determinant of student learning success. Good digital literacy skills possessed by prospective teacher students will make it easier to find important

information as material for learning and support the emergence of positive ideas and creative ideas related to the knowledge learned in the learning process.

Digital literacy is a complex and interrelated network of skills, ethics, knowledge, and output creativity sub-disciplines. (Arono et al., 2022). Furthermore, Astuti et al. (2021) revealed that digital literacy places a lot of emphasis on the skills of digital media users in carrying out digital media mediation processes that are carried out productively. This means that a user with good digital literacy skills can operate the tool and use digital media with full responsibility. Another opinion was expressed by Febliza & Okatariyani (2020), who explained that "digital literacy is a life skill that not only involves the ability to use technology, information, and communication devices, but also social skills, learning skills, and having an attitude, critical, creative, and inspirational thinking as digital competencies".

The formation of digital literacy skills for prospective teacher students is also influenced by factors in themselves, namely self-concept. In this condition, students have not been able to understand their character to be able to interact with their environment. Self-concept can be understood as a set of cognitive beliefs that a person has about himself (Douma et al., 2022). Students with a positive self-concept will respect themselves. He acknowledges and accepts both his strengths and weaknesses. Therefore, he knows when to speak and when not to say, understands his capacity; if he masters the topic, he will appear confident, and if he is not very master will pay attention and listen to it as new knowledge for him and be optimistic about the life he faces, see challenges as an opportunity and do not give up easily. Students who have a good self-concept will respect themselves. He accepts his strengths and weaknesses. Individuals with good self-concepts can be more effective if supported by emotional intelligence. A person with emotional intelligence can comprehend and express their own feelings, recognize emotions in others, synchronize emotions, and use moods and emotions to inspire adaptive behavior (Kalyan et al., 2022). In line with (Killgore et al., 2022), emotional intelligence is the ability to accurately perceive and interpret emotional information, to reason effectively about that information, and to utilize that knowledge to influence one's own and others' thinking and behavior.. Emotional intelligence is the basis for cultivating a positive attitude in the social interactions of prospective teacher students, both in the environment during their education in lectures and later when carrying out their profession as professional teachers. Student teacher candidates who have self-disclosure will be able to blend in flexibly and quickly because

they are willing to accept with an open heart any differences in characteristics between students.

Based on the problem's context and the descriptions provided above, the researchers are interested in conducting studies related to digital literacy skills for prospective teacher students, especially in the Elementary School Teacher Education study program. The topic of the problem is the relationship between two predictor variables, namely self-concept and emotional intelligence, with one criterion variable, namely digital literacy ability, so this study is designed to determine the correlation between these variables. It is expected to solve the questions above and, simultaneously, obtain valid answers.

METHOD

The method used in this study is a survey method with correlational techniques (connectedness), namely research that describes the relationship between research variables by correlating data from the field without providing treatment or manipulation of research variables. The strength of this relationship can be seen through the correlation coefficient between the dependent variable, namely the digital literacy ability of prospective teacher students, with the independent variables, namely self-concept and emotional intelligence. The research design can be shown in the following chart.

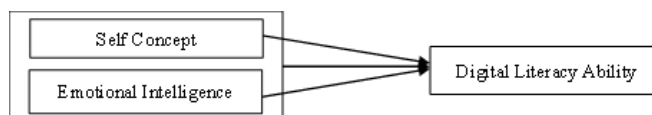


Figure 1. Chart of Research Design Constellation of Relationships Between Variables

The population in this study was undergraduate students of University Elementary School Teacher Education in the West Java region, totaling 12,714 students in the 2021/2022 academic year based on the university database. The sampling technique used is the Proportional Random Sampling technique; the sample is taken based on the proportions for each undergraduate student of Elementary School Teacher Education at the University in West Java and is carried out randomly with equal opportunities for each individual.

The data measurement tool used in this research is in the form of a questionnaire. Questionnaires were used to collect scores for the self-concept, emotional intelligence, and digital literacy ability variables. The possible answers in the questionnaire consist of 5 (five) answer choices, namely strongly agree, agree, undecided, disagree, and strongly disagree. Data analysis was carried out using descriptive statistics and inferential

statistics.

RESULTS AND DISCUSSION

This research is survey research that examines the

relationship between the independent variable and the dependent variable. The independent variables studied were self-concept, and emotional intelligence, while the dependent variable was digital literacy ability,

Table 1. Correlations Calculation Results

		Ability Digital Literacy	Self Concept	Intelligence Emotional
Pearson Correlation	Ability Digital Literacy	1,000	.563	.651
	Self Concept	.563	1,000	.771
	Intelligence Emotional	.651	.771	1,000
Sig. (1-tailed)	Ability Digital Literacy	.	.000	.000
	Self Concept	.000	.	.000
	Intelligence Emotional	.000	.000	.
N	Ability Digital Literacy	275	275	275
	Self Concept	275	275	275
	Intelligence Emotional	275	275	275

Based on table 5.1 above, the correlation test results using the Pearson method assisted by the SPSS application found that the significance value was below 0.05 for self-concept with digital literacy abilities. This means that there is a relationship between the two variables or significantly correlated (significantly correlated). There is a positive relationship for a correlation value of 0.563 marked "+". As a result, a person's level of digital literacy increases along with their level of self-concept. The magnitude of the correlation of 0.563 > 0.5 means that the level of correlation or the relationship between the two variables is categorized as "strong". Conclusion H1 is approved whereas H0 is disapproved. As a result, it can be said that self-concept and digital literacy abilities are positively correlated.

The correlation test results between emotional intelligence variables and digital literacy skills using the Pearson method and assisted by using the SPSS application, the significance value is below 0.05. This

means that there is a relationship between the two variables or significantly correlated (significantly correlated). There is a positive relationship for the correlation value of 0.651 marked "+". This means that the higher a person's level of emotional intelligence, the higher their digital literacy skills. The correlation magnitude of 0.651 < 0.5 means that the level of correlation or relationship between the two variables is in the "strong" category. In conclusion, H0 is rejected, and H1 is accepted. Based on this, it can be concluded that there is a positive relationship between emotional intelligence and digital literacy skills.

Furthermore, to investigate the association between the two variables, self-concept and emotional intelligence, and digital literacy abilities, a regression analysis was performed. Multiple linear regression analysis was employed for the regression analysis. The SPSS application was used to process the data, and the following results were obtained.

Table 2. Multiple Linear Regression Calculation Results

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37655,400	2	18827,700	103.730	,000 ^b
	Residual	49369,742	272	181,506		
Total		87025,142	274			

a. Dependent Variable: Ability Digital Literacy

b. Predictors: (Constant), Intelligence Emotional, Self-Concept

Description: $r_{1.2}$ = Correlation coefficient between self-concept (X_1) and emotional intelligence (X_2), with digital literacy ability (Y). = 5%.

Based on table 5.2 “ANOVA” output, The significance value (sig) for the F test is 0.000, as is well known. Given that $\text{sig } 0.000 < 0.05$, it can be concluded that self-concept and emotional intelligence simultaneously (simultaneously) are related to digital literacy skills or have a significant

relationship; furthermore, to find out what percentage (%) the relationship of the independent variable simultaneously to the dependent variable can refer to the value of R square.

Table 3. Coefficient Calculation Results Determination
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,658 ^a	,433	,429	13,472	,433	103.730	2	272	,000

a. Predictors: (Constant), Intelligence Emotional, Self-Concept

Based on table 5.3 above, the R-square value for the regression model is used to predict or see how significant the contribution of the relationship given by the independent variables simultaneously (together) to the dependent variable is. Based on the results of the analysis above, the R-square value is 0.433 or 43.3% and the $R_{\text{count}} > \text{from } R_{\text{table}}$ is $0.658 > 0.1381$. Self-concept and emotional intelligence together (simultaneously) are associated with digital literacy skills by 43.3%. Overall, the two independent variables together (simultaneously) are positively and significantly related to digital literacy skills with a strong degree of relationship.

Relationship Between Self-Concept and Digital Literacy Ability

Digital literacy is several skills to understand and use information in various formats sourced from multiple sources presented in computer media (Rizal et al., 2019). Furthermore, (Astuti et al., 2021) revealed that digital literacy places a lot of emphasis on the skills of digital media users in carrying out digital media mediation processes that are carried out productively. This means that a user with good digital literacy skills can operate the tool and use digital media with full responsibility. Therefore, a person's success in achieving his life goals requires good digital literacy skills. However, this digital literacy ability will be achieved if someone has a good self-concept because someone will be more confident in himself in achieving his life success.

The results of testing the first hypothesis state a positive relationship between self-concept and digital literacy ability. This is evidenced by the correlation coefficient value of 0.563. Where the significance value is 0.00, this means that if the value of $\text{sig} < 0.05$, there is a significant relationship between self-concept and digital literacy skills. This means that the higher the level of one's self-concept, the higher one's digital literacy ability tends to be. The

magnitude of the correlation of $0.563 > 0.5$ means that the level of correlation/relationship between self-concept and digital literacy skills has a "strong" correlation.

Self-concept turns out to correlate with digital literacy abilities because self-concept is a perception of oneself about the abilities possessed in terms of physical and non-physical based on knowledge, experience, interpretation, and interaction with the social environment both directly and digitally. Self-concept is an essential aspect of personality that influences individual attitudes and behavior. It can also explain and predict how people will act or react to feel more confident and optimistic about whatever they are facing, value themselves, and see what can be done to help them succeed (Stuart & Sundeen, 2016; Waddington, 2019). The self-concept entails a thorough self-construction. This construction, which may also be thought of as a self-development process, has been studied by numerous domains of knowledge, including psychology, sociology, and education. Various views agree that during childhood, there is a progressive building of the self that is influenced by established interpersonal interactions and the surrounding environment. (Castro et al., 2015; Harter, 2015; Muniz & Fernandes, 2016). Self-concept combines all cognitive, perceptual, emotional, and procedural components, attitudes, sentiments, and information about abilities, skills, and social acceptance (Mafarja & Zulnaidi, 2022).

Self-concept is the mental construction the subject has about himself when interacting with the environment around him. Self-concept is a “multidimensional construct with five areas: academic, emotional, family, physical and social” (Chen et al., 2021). Focusing on the latter two, social self-concept can be defined as each subject's judgment of their own social skills in terms of interactions with peers (Lindell-Postigo et al., 2020). The perception

of a person's physical appearance is referred to as self-concept (Putnick et al., 2020). According to Fernández-Bustos et al., (2019), physical self-concept influences social self-concept since certain social groups engage in discriminatory practices based on perceived physical attractiveness.

Casino-García et al. (2021) revealed that self-concept could be defined as a person's idea about himself as a physical, social, and spiritual being. This self-concept is a person's view of himself and is related to self-acceptance, self-assessment, self-image, and self-esteem. This correlates to what was stated by Boerrigter et al. (2021), which revealed that self-concept, in general, can be characterized as our self-perception. Individual self and self-concept are inextricably linked. A good and stable self-concept, both physically and mentally, is very important for a healthy life. On the other hand, a positive self-concept helps people achieve success and satisfaction in life. Teachers with positive self-concepts can help students learn more effectively, while teachers with negative self-concepts may have difficulty (Herawati, 2017).

Relationship between Emotional Intelligence and Abilities Digital Literacy

The results of the second hypothesis state a positive relationship between emotional intelligence and digital literacy ability. The correlation coefficient value of 0.651 demonstrates this. When the significance value is 0.00, it suggests that there is no meaningful association between emotional intelligence and digital literacy ability. This means that the higher a person's level of emotional intelligence, the higher a person's digital literacy ability tends to be. The magnitude of the correlation of $0.651 > 0.5$ means that the level of correlation/relationship between emotional intelligence and digital literacy ability has a "strong" correlation.

Because humans require emotional intelligence to perform well in a digital context, emotional intelligence corresponds with digital literacy competence. Student teacher candidates must deal with the digitalization era, especially in online learning and interacting in their environment. Therefore, progress in implementing this technology must be balanced with emotional intelligence. Whatever form of social interaction that will be faced, both digitally and real, the essence is that we must respect each other's diversity to maintain harmony.

Prospective teacher students who have high emotional intelligence will be able to control themselves, so they don't fall into stupid actions

which can harm themselves and others, especially in utilizing advances in information and communication technology today, with advances in information communication technology will be used as best as possible for positive interests such as learning facilities, looking for materials or references in doing assignments, as a source of information that increases knowledge, an effective means of interaction with the social environment through digital media platforms, because emotional intelligence does not only rely on feelings, emotional intelligence also requires learning to accept feelings both in oneself and in others so that they can be responded to and applied effectively by oneself appropriately in everyday life.

Emotional intelligence is the "ability to manage and control oneself in thinking, feeling, and behaving". Because basically, interaction activities through digital media, whatever the media, are a user's self-image; therefore, it is essential to understand and implement ethics, behave and behave well in interacting using digital media as a result of the development of information and communication technology. They are practiced in everyday life. Suriá-Martínez et al. (2019) revealed that the ability to use, comprehend, and manage one's own and others' emotional states to solve issues and control behavior is known as emotional intelligence. Emotional intelligence is the ability to manage and control oneself in thinking, feeling, and behaving. The interaction activity through digital media, whatever the medium, is a user's self-image. This is in line with Rosida (2015), According to this definition, emotional intelligence is "based on the relationship between feelings, character, and moral instincts, which include self-control, enthusiasm, and perseverance, the ability to adapt, the ability to solve personal problems, control anger, and the ability to motivate oneself". Especially during the learning process. The capabilities of students in numerous professions alter during the learning process, and these abilities are developed as a result of the learning effort. Emotional intelligence is defined as a person's ability to develop self-awareness, the ability to regulate emotions, the ability to establish self-motivation, the ability to develop self-regulation, and the ability to produce empathy. (Sugiarti, 2016).

As a result, emotional intelligence is critical for students, particularly prospective teacher students, because it can help stabilize their mood and mental state, allowing them to be productive in learning activities through genuine efforts to achieve maximum academic value, which is especially important when working as a teacher. Emotional

intelligence must be developed in order to equip and strengthen student intelligence. Emotional intelligence, especially in this age of disruption, is critical to a person's success and improving digital literacy abilities.

The Relationship of Self-Concept and Emotional Intelligence Together with Digital Literacy Ability

After being defined as the ability to understand and use information accessed from various digital sources, digital literacy was expanded to include evaluating the quality and validity of information in a digital environment, creating significant new material on a graphic screen, and reading instructions on a screen, as well as the complex, cognitive, sociological, and emotional skills that users require to work effectively in a digital environment. (Porat et al., 2018). Therefore, to have digital skills does not only talk about a person's ability to operate technological devices but a person is said to have digital abilities if he utilizes thinking skills and psychological maturity in digital media, including self-concept and emotional control as the ability to act in using and using digital media. Take advantage of information and communication technology advances during the learning process and everyday life. It will be wiser to use digital if it is accompanied by emotional intelligence that can make a person more flexible, adaptable, and not effortlessly expressive about the information he reads.

The results of the third hypothesis show a positive relationship between self-concept, emotional intelligence, and digital literacy ability. This positive relationship is evidenced by the significance value (sig). The sig value in the F test is 0.000. because $\text{sig } 0.000 < 0.05$, and the value of $F_{\text{count}} > F_{\text{table}}$ is $103.730 > 3.04$. The value of R-Squiere/coefficient of determination is 0.433 or 43.3%. This means that self-concept variables and emotional intelligence, together (simultaneously), have a relationship with digital literacy abilities.

Self-concept is important in deciding one's attitude toward learning as well as capital for potential teacher students to use and utilize developments in information and communication technologies in the learning process and in everyday life. Student teacher candidates who have a high self-concept will be aware of themselves and can measure their ability to act consciously and strive to take care of themselves by using information and communication technology and interacting with their environment to avoid things that can harm them. And other people, as well as being able to

easily and quickly access materials and learning resources to complete coursework assignments in achieving high learning achievement and maintaining self-image with complete awareness to become a good person.

Every individual must have a self-concept, but they do not know whether the self-concept they have is positive or negative. Students that have a positive self-concept are more self-motivated; they can study and comprehend themselves in order to conduct appropriately in a variety of scenarios. Confidence in one's ability to solve problems, feeling equal to others, receiving praise without shame, understanding that everyone has a variety of feelings, desires, and behaviors that society does not approve of, and being able to develop themselves because they can express themselves are all characteristics of a positive self-concept. Harmful aspects of personality and trying to change them so students can have high self-confidence by having a positive self-concept. The traits of a negative self-concept, on the other hand, are sensitivity to criticism, reactivity to praise, a hypercritical attitude, a propensity to feel people disapprove of you, and pessimism about competition. (Aziz & Putri Siswanto, 2018; Dalimunthe et al., 2019; Madhy et al., 2022; Siswono, 2008).

The characteristics of people with negative self-concepts can not only trigger negative self-expectations in individuals but can also cause many emotional problems, such as depression and anxiety. These negative emotions can affect a person's self-concept, forming a vicious circle (Chen et al., 2021). Individuals with a lousy self-concept, such as feeling guilty, feel unable (Zahroh & Sholichah, 2022). People with low self-esteem have difficulties engaging with others face to face, therefore they prefer to communicate with others through smartphones, which makes them feel more confident. As a result, persons with low self-esteem may overuse smartphones. (You et al., 2019).

In addition to self-concept, emotional intelligence is also related to digital literacy ability because emotional intelligence is the ability possessed by a person to feel emotions and produce emotions that can ease the mind in understanding emotions and knowledge. Individuals with high emotional intelligence tend to have a calm attitude in dealing with something, not anxious, not worried, not easily afraid, and always think carefully before acting to do something. However, individuals with low levels of emotional intelligence tend to be easily anxious because they cannot control their emotions and cannot read the situation well. Emotional intelligence is the "ability to recognize, assess, and

control one's own emotions as well as the emotions of others, and to use this information to better understand oneself and others in order to achieve a goal". Emotional intelligence can also make a person more flexible, adaptable, and emotionally mature (Chapin, 2015; Hadiwijaya, 2017). Emotional intelligence is a measurable individual trait that describes the experience and processing of emotions and emotional knowledge (Gilar-Corbi et al., 2019).

Emotional intelligence is a person's potential to adapt to his environment. Therefore, if a person can manage, supervise, control, and regulate his emotions appropriately, whether that person is dealing with his personality, dealing with other people, parents, friends, or society, dealing with work, or other problems that appear, then the person can already be said to have emotional intelligence. Having high emotional intelligence will help us be practical when facing a crisis. Emotional intelligence is a "type of social intelligence that includes the capacity to control one's emotions as well as those of others, identify them and use this information to guide thoughts and actions, promote creative thinking processes, direct attention to priority issues, increase motivation and enable flexible planning" (Jiménez-Picón et al., 2021).

CONCLUSION

Based on the findings and discussions, It is concluded that self-concept is positively associated to digital literacy ability because having a high self-concept leads to an increase in digital literacy ability. Emotional intelligence is positively related to digital literacy ability; the higher the emotional intelligence, the greater the digital literacy ability. There is a positive association between self-concept and emotional intelligence and digital literacy ability; the higher the self-concept, the higher the emotional intelligence, and the better the digital literacy ability. The contribution of self-concept and positive emotional intelligence impacts digital literacy skills; having a high self-concept and emotional intelligence will help achieve digital literacy ability in the learning process and as a medium for social interaction with the environment as well as a support to become a professional teacher.

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