THE IMPACT OF EMOTIONAL INTELLIGENCE ON SOCIAL ADJUSTMENT AMONG OUT-OF-STATE STUDENTS

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ABSTRACT

Transitioning to a new environment requires new students to adapt to the existing culture and social norms. The ability of an individual to respond appropriately to the conditions and realities of the social environment, also known as social adjustment, is essential for students who pursue education in a different city. According to schneiders (1965) on personality factors, emotional maturity plays an important role in overcoming problems or conflicts. This aspect of emotional maturity shows the influence of emotional aspects on social adjustment ability. Emotional intelligence is the ability to manage emotions well and use them to guide thinking and acting. This study aims to determine the impact of emotional intelligence on the social adjustment of out-of-state students. This research was conducted using quantitative methods, involving 164 overseas students selected using purposive sampling. The instruments used are the Wong and Law Emotional Intelligence Scale, and the Social Adjustment Scale developed by Nadia Safitri (2010). Data was collected using an online questionnaire. Then, the collected data was analysed by regression test with Statistical Product and Service Solution (SPSS) tool. The results of this study indicate a positive and significant influence between emotional intelligence on the social adjustment of out-of-state students, with a contribution of 17.8% (r = 0.422, r² = 0.178) and sig value. = 0.000 (p < 0.05). Particularly in the use of emotion dimension, which shows a significant impact on social adjustment. This indicates that enhancing emotional intelligence can assist international students in their social adjustment process.

Keywords: Emotional intelligence, social adjustment, out-of-state students

1. PREFACE

In general, migrating means going from the place of origin to a new place to find job opportunities, to study knowledge, in order to have a better life in the region and the place of origin. Migrating is also common for students, who migrate to get a better-quality education in the new place. Based on Indonesian Higher Education Statistics in 2024, the region in Indonesia with the most universities is West Java with as many as 841 universities. Meanwhile, in the North Kalimantan region, it is the area with the least number of universities, with 16 universities (2024). This shows that there is an uneven distribution of universities, so it is one of the factors for students to migrate to other regions. Supported by other factors such as the reputation and good quality of education of a university also affect students' interest in enrolling (Hutabarat & Nurchayati, 2021; Rohi & Setiasih, 2019).

Sitorus stated that students migrate because of the desire to seek better quality education, free from parental supervision, looking for new experiences and cultures, and learning to adjust and be independent (Sitorus, 2013). Students who migrate both between islands and provinces will go through differences such as religion, culture, customs, and language. These aspects will trigger a state of shock, as well as a lot of difficulties in self-adjustment. Students who migrate between islands or provinces encounter various differences, such as religion, culture, customs, and language. These aspects can trigger culture shock and lead to significant challenges in adjustment (Anggraini & Fitriani, 2024). Based on interviews conducted by Manafe and Kristianingsih with seven out-of-state students from Eastern Indonesia, five of them admitted that they required a considerable amount of time to adjust. One of the obstacles they faced was

difficulty in communication, caused by differences in language and intonation. This issue often led to misunderstandings in their interactions with the local environment (Manafe & Kristianingsih, 2023).

The existence of various differences makes migrant students from outside the island face more complex social adjustment challenges compared to those who can commute daily to campus without the need to live in boarding houses. Students from areas surrounding Jakarta, such as Bogor, Depok, Bekasi, and Tangerang, may perceive fewer changes in their environment and culture compared to those coming from outside the island. Therefore, this study focuses more on researching regional students who come from outside Jakarta, Bogor, Depok, Bekasi, and Tangerang (Jabodetabek). According to Wijaya, there are environmental differences when coming to a new place, out-of-state students need social adjustment (as cited in Sari & Fauziah, 2019).

Thus, students who migrate experience a transition in the changing environment of their society, so they need the ability to adjust to their new environment. The term "social adjustment" refers to the way in which individuals adapt to their social environment (Kumari, 2024). Schneiders stated that social adjustment is an individual's skill in providing appropriate responses regarding social realities, situations and social circumstances (as cited in Suyatno & Hidayat, 2018). Social adjustment also has a complex concept and involves many aspects because the associated characteristics will continue to change as the individual develops (Oh et al., 2023).

According to Dude (2022), Individual success in social adjustment is characterised by the ability to communicate with others, improve positive social attitudes, such as helping others, obeying rules, being able to actualize oneself in a group. And individuals are able to behave in accordance with various applicable norms, tolerance, and so on. So, with social adjustment skills, it will help students who migrate in adapting to people in their new environment so that they are able to convey responses that are in accordance with the social environment of the community.

In social adjustment skills, there is an aspect of emotional maturity that plays an important role in helping individuals in dealing with problems or conflicts (Schneiders, 1965). Emotional maturity indicates that the individual is able to react according to the situation. Attainment of emotional maturity is positively associated with increased emotional intelligence of individuals. Emotional intelligence refers to the ability to recognize one's own emotions as well as those of others (Rai, 2017). Based on Engelberg and Sjöberg (2004), the ability to empathize or understand the emotions of others appropriately will increase the potential opportunities for interaction and maintenance of social relationships.

Likewise, Salovey and Mayer (1990) view an organized emotional response as adaptive and potentially triggers a change in personal and social interactions into rewarding experiences. The ability to manage emotions is also able to help individuals in effective communication with others (Lopes et al., 2005). For this reason, having emotional intelligence will help out-of-state students in social adjustment. In accordance with the findings of research from Riba et al. (2024), which states that individuals with higher emotional intelligence will be better able to fit in well in society.

According to Salovey and Mayer (1990), emotional intelligence is the ability to control one's own emotions and the feelings of others, to be able to distinguish between the two and use the

information as the basis for one's thoughts and actions. Goleman (2005) describes emotional intelligence as the ability to understand one's own feelings and those of others, to motivate oneself and manage emotions appropriately both in oneself and in social relationships. Based on Segal, Emotional intelligence makes it easier for individuals to recognize, control, communicate emotions effectively, and also recognize emotions from others (as cited in Mosleh et al., 2024). Individuals with emotional intelligence will be able to understand and regulate their own emotions, as well as in relationships with others, and use that emotional information to guide behaviours. Emotional intelligence plays a role so that individuals can understand others and behave wisely to others (Suyatno & Hidayat, 2018).

Previous studies have shown a positive association between emotional intelligence and social adjustment (Njoku et al., 2019; Riba et al., 2024; Sururi et al., 2023; Suyatno & Hidayat, 2018). Emotional intelligence allows individuals to understand themselves and others, so they are better able to build social relationships. In a study conducted by Davidson and Morales (2022), it was stated that the nature of emotional intelligence can predict adjustment in college and only in the aspect of social adjustment. This is also in accordance with the findings of Njoku et al. (2019), which shows that there is a contribution of emotional intelligence of 13.4% to the social adjustment of students with physical disabilities.

Although there have been studies that have tested the correlation between emotional intelligence and social adjustment, there are still few that have been researched on out-of-state students. One of the studies that has been conducted is related to the correlation between emotional intelligence and social adjustment in regional students from Eastern Indonesia (Manafe & Kristianingsih, 2023). It is also known that there is a connection between social adjustment and emotional intelligence in several subject characteristics. And there are researchers who state that emotional intelligence is able to predict social adjustment. Because in previous studies, the focus of research tended to examine the relationship between emotional intelligence and social adjustment, and the subjects used were also relatively few. So, the researcher intends to conduct a more specific study related to the impact of emotional intelligence on the social adjustment of out-of-state students in Jakarta. Because with the knowledge of the influence of emotional intelligence on social adjustment, it can make it easier for out-of-state students to improve their social adjustment skills in their new environment.

2. RESEARCH METHOD

Samples
This study used purposive sampling with criteria targeting non-local students currently enrolled at X University. A total of 282 respondents completed the questionnaire, but only 164 met the specified criteria. Among the 164 respondents, 47 were male (28.7%), and 117 were female (71.3%). The participants were further categorized based on their migration duration: less than 1 year (n = 75), 1-3 years (n = 69), and more than 3 years (n = 20).

Measurement
Emotional Intelligence. Emotional Intelligence (EI) was measured using the Indonesian adaptation of Wong and Law Emotional Intelligence Scale (WLEIS). This measurement tool consists of 16 items assessing EI across four dimensions: self-emotion appraisal (4 items, e.g., " Saya dapat memahami dengan baik mengapa saya sering kali mempunyai perasaan tertentu "), others' emotion appraisal (4 items, e.g., " Saya selalu dapat mengetahui emosi teman saya dari

tingkah lakunya"), use of emotion (4 items, e.g., " Saya mengatakan pada diri saya sendiri bahwa saya adalah orang yang kompeten "), and regulation of emotion (4 items, e.g., " Saya dapat mengendalikan emosi dan menangani kesulitan secara rasional").

The WLEIS uses a 7-point Likert scale, with response options ranging from Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Neutral (4), Somewhat Agree (5), Agree (6), to Strongly Agree (7). The Cronbach's alpha reliability coefficients for each dimension were 0.87 (self-emotion appraisal), 0.88 (others' emotion appraisal), 0.77 (use of emotion), and 0.86 (regulation of emotion).

Social Adjustment. Measurement of participants' social adjustment using a Social Adjustment Scale adapted by a student from Tarumanagara University. The scale was originally developed by Nadia Safitri (2010) based on Schneider's theory. Adjustments were made to the scale items to better suit university students, and a trial test was conducted with 33 respondents.

The measurement tool consists of three dimensions: family environment, school environment, and community environment, with Cronbach's alpha reliability coefficients of 0.811, 0.86, and 0.85, respectively. Initially, the scale contained 50 items, but after the trial test, it was reduced to 42 items, comprising 37 favorable items and 5 unfavorable items. The Social Adjustment Scale utilizes a 4-point Likert scale for responses: Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4).

Data collection and analysis
Data was collected from students at a private university in West Jakarta through an online questionnaire administered through Google Forms. After filtering the data according to the criteria using Microsoft Excel, the data analysis process will be assisted using SPSS version 25 to conduct a series of statistical tests. Initially, descriptive tests were used to overview the sample characteristics. This is followed by classical assumption testing, which includes linearity, normality, and heteroscedasticity tests. Finally, the effect of emotional intelligence on social adjustment was analyzed using simple linear regression.

3. RESULT AND DISCUSSION
From the results obtained, it can be known that the significance value is 0.000 ($p < 0.05$) with r = 0.422 and r2 = 0.178. This proves that there is a significant influence. Precisely in this study, emotional intelligence has an influence of 17.8% on social adjustment. Details can be seen in Table 1.

Table 1
Regression Test Results

Variable	R value	Value $r2$	Constant	β	*Sig.*	Description
Emotional Intelligence & Social Adjustment	0.422	0.178	2.299	0.176	0.00	There is a positive and significant impact

From the table, simple linear regression similarities are obtained as follows:

SA = 2.299 + 0.176 EI + e

The constant value obtained of 2,299 is a consistent value of the social adjustment variable without any influence from the emotional intelligence variable. A regression coefficient of 0.176 indicates that there is a positive correlation between emotional intelligence and social adjustment. In the sense that every 1% increase in emotional intelligence is predicted to increase social adjustment by 0.176, assuming other variables remain constant.

Based on the results of the regression test between the dimensions of emotional intelligence and social adjustment, it shows that the three dimensions of emotional intelligence do not have a significant influence on social adjustment. The Self-Emotion Appraisal (SEO) dimension on social adjustment obtained a significance value (sig.) of 0.425 ($p > 0.05$), the Others' Emotion Appraisal (OEA) dimension has a value of 0.276 ($p > 0.05$), and the significance value of the Regulation of Emotion (RoE) dimension is 0.407 ($p > 0.05$). Meanwhile, the Use of Emotion (UeO) dimension obtained a sig. value of 0.000 ($p < 0.05$), which means that the test results on the UeO dimension have a significant and positive effect ($\beta = 0.127$). Data details can be seen in Table 2.

Table 2

Regression Test Between Emotional Intelligence Dimensions and Social Adjustment

Variable	R value	Value $r2$	Constant	β	Sig.	Description
Self Emotion Appraisal				0.018	0.425	Not significant
Others' Emotion Appraisal				0.026	0.276	Not significant
Use of Emotion	0.470	0.221	2.204	0.127	0.000	There is a positive and significant influence
Regulation of Emotion				0.018	0.407	Not significant

This study found a positive and significant influence of EI on social adjustment among out-of-state students. The results indicate that there is a contribution of EI to social adjustment, but there are also other factors that are not measured in this study. Therefore, increasing EI has the potential to enhance the social adjustment skill of out-of-state students.

This finding aligns with research conducted by Nurhasana and Fitriana (2018) about the influence of emotional intelligence on social adjustment in first-year high school students. The findings indicate that good social adjustment in individuals is commonly associated with high emotional intelligence. Good emotional intelligence abilities allow individuals to be more able to solve conflicts and problems that occur by controlling their emotions to avoid hurting others' feeling. It is also supported by Goleman's theory which states that if an individual is able to adjust to other people's feelings or empathize, then the individual will be more emotionally stable and adjust well in his social environment (Suyatno & Hidayat, 2018).

As shown in the research findings, there are other factors that impact social adjustment besides EI. According to Schneider's theory, five factors that impact social adjustment, such as physical factors, personality, environment (family, home, or school), tradition, and psychological factors like self-determination (Schneiders, 1965). These factors may contribute to social adjustment, Additionally, as suggested by Gündüz and Alakbarov (2019), other factors like feeling safe, participating in social activities, utilizing counselling services, and communication with lecturers also influence social adjustment in university.

Mayer dan Salovey conceptualize emotional intelligence into four dimensions, namely appraisal and expression of emotion in the self (self-emotion appraisal), appraisal and recognition of emotion in others (other's emotion appraisal), Use of emotion to facilitate performance (Use of Emotion), and regulation of emotion in the self (Regulation of emotion) (Wong & Law, 2002). Then, the researcher also used regression analysis with dimensions of emotional intelligence as an independent variable to test the influence of these four dimensions on social adjustment. The test results showed that only one of the four dimensions had a significant influence on social adjustment. And the other three dimensions show no significant influence.

The Use of Emotion dimension reflects the ability to utilize or generate emotions to facilitate behaviors. Items in this dimension include statements such as "I always set goals for myself and then try my best to achieve them", "I always tell myself, I am a competent person", "I am a self-motivated person", and "I would always encourage myself to try my best". These items show that measurements tend to be about the use of emotions in self-confidence, goal setting, and self-motivation. This aligns with the perspective of Salovey and Sluyter, who stated that adjustments and motivation are interrelated (Salovey & Sluyter, 1997). They suggest that certain adjustments are influenced by motivation, both conscious and unconscious. Conscious motivations include needs, desires, motives, interests, attitudes, and goals, while unconscious motivations, such as feelings of distress, hope, and traumatic experiences, also play a significant role in shaping individual adjustments.

As additional data, researchers conducted a comparison of the level of emotional intelligence in two groups of respondents, namely respondents who were 1st semester students (N = 88) and 7th semester students (N = 38). From the results of the difference test, the value of F = 0.027 was obtained with a sig. = 0.869 (p> 0.05), it is assumed that the variances in the two variables are equal. The resulting t value a is -2.003 and sig value. (2-tailed) = 0.047 (p < 0.05). This indicates that there is a significant difference in the level of emotional intelligence between the 1st semester group and the 7th semester group. The mean value of the 1st semester group is 5.13 and the 7th semester group is 5.45, which shows that the mean of the 7th semester (final semester) group is higher.

These findings are in line with the research of Bariyyah and Latifah (2019), which states that there are significant differences in emotional intelligence when viewed from class level. And the findings of this study also strengthen the results of the study by showing differences in the level of emotional intelligence also occur based on the semester level of the university. According to Goleman (2005), skills in mastering new emotions can increase with age. In this study, most of the first semester out-of-state students had an age range of 17 to 19 years, and the final semester

students were in the range of 20 to 23 years. Previous research conducted by Fariselli et al. (2008) revealed that older individuals have a tendency to be slightly superior in emotional intelligence. This can occur because of the possibility of a large contribution of life experience to emotional intelligence. As they get older, individuals understand themselves better, feel various emotions and various life situations. As well as getting older, individuals have a need to be able to be a good role model, able to understand and interact with others.

4. CONCLUSIONS AND SUGGESTIONS

Emotional intelligence has a significant positive influence on the social adjustment of out-of-state students. This suggests that out-of-state students can improve their social adjustment by enhancing their emotional intelligence. Further analysis of the dimensions of emotional intelligence revealed that only the use of emotion dimension had a significant impact on social adjustment.

A limitation of this study is the relatively small sample size. Future research should investigate the impact of emotional intelligence on social adjustment within a larger population.

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