The Relationship Between Self-Concept And Emotional Intelligence In Early Adulthood

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ABSTRACT: This study aims to determine the relationship between self-concept and emotional intelligence in early adulthood. The hypothesis in this study is that there is a significant positive relationship between self-concept and emotional intelligence in early adulthood. The subjects in this study were early adults aged 18-25 years. The research method used was a quantitative approach with a correlational design. Data collection was conducted using an emotional intelligence scale and a modified self-concept scale from previous research. The sampling technique employed purposive sampling to ensure the selected individuals met the criteria of early adulthood. The data analysis method used product moment correlation analysis (Pearson correlation). The results of the analysis obtained (r_{xy}) = 0.854 with a significance of 0.000 ($p < 0.05$). This shows that there is a significant positive relationship between self-concept and emotional intelligence in early adulthood. The coefficient of determination (R^2) is 0.729. This means that self-concept effectively affects emotional intelligence by 72.9%, and the remaining 27.1% is influenced by other factors not examined in this study.

Keywords: Self-Concept, Emotional Intelligence, Early Adulthood

INTRODUCTION

While the study demonstrates a significant positive relationship between self-concept and emotional intelligence in early adulthood, several research gaps remain unaddressed: The study identifies a strong correlation but does not explore other potential variables, such as personality traits, family background, or environmental influences, that may moderate or mediate the relationship between self-concept and emotional intelligence(Huber & Kleinaltenkamp, 2023; Wu et al., 2024).

The study does not account for the impact of cultural context on the formation of self-concept and emotional intelligence(Harutyunyan et al., 2024; Huang et al., 2024). Early adulthood is experienced differently across cultures, which may affect the generalizability of the findings. The research lacks detailed information about the demographic diversity of the sample, such as socioeconomic status, educational background, or gender differences, which could influence both self-concept and emotional intelligence. This research only provides a snapshot of the relationship between self-concept and emotional intelligence in early adulthood. Longitudinal research could offer deeper insights into how these factors evolve over time(Hanandeh et al., 2024; Kini et al., 2024).

To examine the strength and direction of the relationship between self-concept and emotional intelligence in individuals aged 18-25 years. To investigate the extent to which self-concept influences emotional intelligence, as measured by the emotional intelligence scale and modified self-concept scale. that may be associated with the development of emotional intelligence, based on self-concept in early adulthood by offering insights into the role of self-concept in emotional regulation and social adaptability during the transition from adolescence to adulthood(Cinar & Bilodeau, 2024; Sy et al., n.d.).

Goleman (1995) Goleman's seminal work on emotional intelligence laid the foundation for understanding the relationship between emotions and personal and professional success. His research highlighted how emotional intelligence involves self-awareness, self-regulation, motivation, empathy, and social skills—all of which could be influenced by self-concept. Bar-On (2006) This study provided a comprehensive model of emotional-social intelligence, showing how self-perception, interpersonal relations, and stress management contribute to overall emotional intelligence(Bar-On & Burns, 2006). Bar-On's research suggested that self-concept, especially how individuals perceive their own abilities, can strongly influence their emotional intelligence levels. O'Connor et al. (2019) This research explored the relationship between self-concept clarity and emotional intelligence, showing that individuals with clearer, more positive self-concepts tend to exhibit higher emotional intelligence (O'Connor, 2019). This finding supports the idea that a well-developed self-concept is crucial for emotional regulation and interpersonal relationships. Sy, Tram, & O'Hara (2006) This study examined emotional intelligence as a predictor of performance in teamwork settings. It found that individuals with higher emotional intelligence tend to have better self-concepts and can handle interpersonal conflict more effectively, suggesting that self-concept plays an important role in social and emotional adaptability(Chinene & Mudadi, 2024; Gillani et al., 2024).

By integrating these studies, the current research can be placed within the broader context of emotional intelligence literature, emphasizing how self-concept acts as a foundation for emotional development in early adulthood.

The word adolescence is a term for adulthood which means to grow up (Arnett & Tanner, 2006). The early adult period is in the vulnerable age range of 18 to 25 Early adult developmental tasks include community expectations, getting a job, forming a family, learning to live with others, raising children, being responsible as a citizen and participating in society (Hurlock, 2011). However, in

reality, becoming an early adult raises questions from the community such as when to get married, when to work and so on.

In the early adult phase, individuals will explore many things, but individuals will also begin to doubt their decisions, question their lives and be confused about their life goals (Salovey & Mayer, n.d.). This makes individuals in the early adult phase tend to be more introverted and experience more emotional difficulties (Calhoun, 1990). So that the problem of individual emotional conditions arises in an uncontrollable state (Herawati & Hidayat, 2020).

Elmiyanti stated that with emotional intelligence, individuals can manage the emotions they are feeling to motivate themselves to be more resilient when facing difficult situations(Astuti & Rusmawati, 2022). According to emotional intelligence is a skill to recognize and understand one's own emotions and those around them, self-motivation, and effective emotion management for oneself and establish interpersonal relationships(Goleman, n.d.-b). Furthermore, according to (Goleman, 2001) emotional intelligence is the ability to identify one's own feelings and those of others, provide encouragement to oneself, and effectively manage emotions that exist in oneself and in interpersonal relationships(Lumbantobing, 2020). According to (Goleman, 2001) the aspects of emotional intelligence are self-recognition, managing emotions, motivation, empathy and fostering relationships. Individuals in early adulthood must have the ability to deal with difficult and stressful conditions. To survive this situation, emotional intelligence is needed When individuals have good emotional intelligence, they will be able to respond in an acceptable way so that they can help to achieve goals in various areas of life (Pekaar et al., 2020). Individuals will also become more skilled at eliminating their negative emotions, thereby being able to get out of stressful situations and solve problems (Fatchurrahmi & Urbayatun, 2022).

Stated that individuals who have high emotional intelligence will be able to manage and control their emotions so that they can think clearly and see the situation from a more optimistic perspective. Stated that the higher the emotional intelligence, the easier it will be for individuals to solve problems, especially those that require emotional control(Emirna et al., n.d.). Good interpersonal and intrapersonal skills are a sign of having high emotional intelligence. Conversely, low emotional intelligence will lead to difficulty understanding others which will lead to selfish people Behaving aggressively, acting rudely to others, being stubborn, often experiencing changes of heart, making fun of and temperament are forms of low emotional intelligence (Iftinan & Junaidin, 2021).

With regard to factors that can affect emotional intelligence, including parental attachment psychological models (Rasyid & P, 2022) parenting style and self-concept (Aryati & Utami, 2022; Aulina, 2019). From several factors that have been mentioned, the self-concept factor was selected in this study. The existence of a self-concept makes individuals able to accept every weakness and advantage they have so that they are able to manage the emotions they feel, provide motivation for themselves and be able to build good relationships with others which leads to emotional intelligence.

Reveal self-concept which is the entire perception related to oneself, formed by their interaction with the outside world and includes things such as expectations, knowledge, and self-

judgment(Damarhadi et al., 2020). Furthermore, according to there are three aspects of self-concept, namely knowledge is interpreted as an image related to oneself, expectations in the form of expectations for oneself, and judgments that lead to self-evaluation(Hastuti et al., n.d.). Self-concept usually comes from feeling valued or undervalued as the basis for forming a perception of oneself (Hermawan et al., 2018). When an individual with a negative self-concept will find it difficult to understand and accept many realities that exist in him and cannot know himself well (Maulidina et al., 2018) Individuals with negative self-concepts will cause a lack of confidence and act aggressively due to feelings of helplessness (Nursanti & R, 2022).

On the other hand, individuals with a positive self-concept will be optimistic and full of confidence when facing difficult situations Individuals who have a self-concept will be easier to predict and understand the behavior that will arise in response to the surrounding environment (Hidayah, 2023). According to Munawaroh (Salovey & Mayer, 1990) a positive self-concept will lead to positive actions that can affect his emotional intelligence. From the description of the problem above, researchers want to find out the relationship between self-concept and emotional intelligence in early adulthood.

METHOD

This study employs a quantitative approach to assess the relationship between emotional intelligence and self-concept. Data was collected using a Likert scale, which measures respondents' level of agreement with a series of statements. These statements are divided into two types: favorable (supportive) and unfavorable (contradictory). Respondents were asked to rate their agreement on a four-point scale. According to the guidelines by Azwar (2016), favorable statements were scored as follows: 4 (Strongly Agree/SS), 3 (Agree/S), 2 (Disagree/TS), and 1 (Strongly Disagree/STS). For unfavorable statements, the scoring was reversed, ranging from 1 (STS), 2 (TS), 3 (S), to 4 (SS). This Likert scale was applied to measure both variables under study, namely emotional intelligence and self-concept.

The population for this research includes [describe the population in detail, such as high school students in Palembang or employees in a specific company]. The sample was determined using [mention the sampling technique, such as purposive sampling, random sampling, or stratified sampling], aiming to ensure appropriate representation of the population.

The sample size was determined based on [explain the criteria for sample determination, such as using the Slovin formula or other relevant methods]. Data collection was conducted through the distribution of a questionnaire that had undergone prior validity and reliability testing through a pilot test with a limited sample. Once collected, the data underwent several processing stages. First, a normality test was performed to ensure the data followed a normal distribution. This test was conducted using [mention the normality test method used, such as the Kolmogorov-Smirnov test or Shapiro-Wilk test] at a 5% significance level. Following this, a linearity test was conducted to verify whether the relationship between emotional intelligence and self-concept was linear. This test is crucial to ensure the data meets the assumption of linearity before correlation analysis is performed.

Once the assumptions of normality and linearity were confirmed, data analysis was conducted using Pearson's product-moment correlation. This correlation analysis was used to measure the strength and direction of the relationship between emotional intelligence as the independent variable and self-concept as the dependent variable. The resulting correlation coefficient indicates whether a positive or negative relationship exists between the two variables and the strength of that relationship. Before testing the hypothesis, assumption tests were conducted to ensure the data was suitable for further analysis. If the data did not meet the assumptions, adjustments or data transformations were applied to ensure the validity of the analysis.

The results of the correlation analysis form the basis for drawing conclusions regarding the relationship between emotional intelligence and self-concept, which are then compared to the hypotheses established at the start of the study.

RESULT AND DISCUSSION

Descriptive Data

Descriptive data analysis aims to see the description of data that occurs (hypothetical data) and data that occurs in the field (empirical data). Descriptive data from the Emotional Intelligence Scale and Self-Concept Scale can be seen in Table 1. next:

Table 1. Description of Research Data.

Variable	N	Hypothetical Score					Empirical Score				
		Min	Max	Mean	SD	Variance	Min	Max	Mean	SD	Variance
Emotional	130	27	108	67,5	13,5	81	39	105	78,08	10,23	104,661
Self-Concept	130	22	88	55	11	66	37	88	64,03	10,386	107,875

Based on the descriptive data that has been obtained, the two variables are classified into categories. The purpose of data categorization is to place research subjects into groups in stages according to the attributes measured (Azwar, 2016). In this study, the categorization used is level categorization. The results of the categorization can be seen in the following table :

Table 2. Categorization of Emotional Intelligence

Category	Formula	Score	N	Percentage
Tall	$(\mu + 0.75\sigma) \leq X$	$78 \leq X$	72	56%
Keep	$(\mu - 0.75\sigma) \leq X < (\mu + 0.75\sigma)$	$57 \leq x < 78$	55	42%
Low	$X < (\mu - 0.75\sigma)$	$X < 57$	3	2%
	Total		130	100%
Categorization of Self-Concept				
Category	Formula	Score	N	Percentage
Tall	$(\mu + 0.75\sigma) \leq X$	$63 \leq X$	74	57%
Keep	$(\mu - 0.75\sigma) \leq X < (\mu + 0.75\sigma)$	$47 \leq x < 63$	51	39%

Low	$X < (\mu - 0.75\sigma)$	$X < 47$	5	4%
	Total		130	100%

Assumption Test

The results of the normality test using Kolmogorov – Smirnov on the emotional intelligence variable were obtained KS-Z = 0.067 with p = 0.200 (p > 0.05) and the self-concept variable obtained a value of KS-Z = 0.066 with p = 0.200 (p > 0.05). From the data, it shows that the distribution of emotional intelligence and self-concept data is distributed normally.

Furthermore, for the results of the linearity test, an F value of 369, 170 was obtained with a linearity value = 0.000 (p < 0.05). These results show that there is a linear relationship between self-concept and emotional intelligence.

Hypothesis Test

Based on the results of the analysis obtained using product moment correlation (pearson correlation) with a correlation coefficient of () = 0.854 with a significance of 0.000 (p < 0.05). This proves that there is a positive relationship between self-concept and emotional intelligence in early adulthood. rxy

The existence of this correlation proves that self-concept plays a role in influencing emotional intelligence in early adulthood. This is supported by research conducted by Ratnasari, et al. (2022) which stated that there is a positive relationship in the strong category between self- concept and emotional intelligence. Therefore, self-concept can increase emotional intelligence in individuals.

Individual behavior will be influenced by their self-concept, when the individual's positive self-concept will easily overcome their problems realistically and not contradict existing norms, and vice versa, individuals who have a negative self-concept tend to have difficulty in overcoming all their problems (Wijaya & Muslim, 2021). The solution of this problem is influenced by the emotional intelligence possessed by the individual, when the emotional intelligence possessed is good, the individual can control his emotions so that the problems that arise can be solved (Inda, et al., 2019).

Purwanto (1990) states that self-concept is an image of oneself and feelings about oneself that are conscious or unconscious. It is important to be developed to facilitate daily activities and create happiness in life (Fauziah & Agustina, 2008). Hurlock (2011) states that individuals with a positive self-concept are able to accept themselves as they are, know their life goals and are able to recognize and express their emotions appropriately so that they are easily adaptable to the surrounding environment and can give the right response. This will lead the individual to the ability to recognize and manage emotions which is the basis of emotional intelligence (Goleman, n.d.-c).

Individuals with a positive self-concept will make a good impression on themselves, adapt to their environment so that smooth and effective interactions are established (Fauziah & Agustina, 2008). This will lead to the ability to understand events, communicate effectively, and manage emotions when dealing with others (Goleman, n.d.-a). In addition, the existence of self- concept will provide self-assessment that will lead to self-evaluation(Calhoun & R, n.d.). This assessment will determine

how much the individual interacts with the surrounding environment (Burns, 1993). This assessment will also influence individuals in building relationships, where in building relationships individuals are required to be able to recognize other people's emotions and be able to empathize (Fauziah & Agustina, 2008). This will lead individuals to have emotional intelligence considering that fostering relationships, recognizing emotions and empathizing are the basis of emotional intelligence.

Self-concept determines a person's attitude and behavior, when individuals have a positive self-concept can be a driver towards success (Komsi et al., 2018). Positive self-concept is closely related to high motivation to achieve goals, while negative self-concept tends to reduce motivation and interest which ultimately affects the achievement that leads to life goals (Nursanti & Sugiarti, 2022). This is correlated with the aspect of emotional intelligence, namely motivation that leads to the ability to control desires, the power of thinking and a sense of optimism (Goleman, 2001).

On the other hand, individuals with a negative self-concept tend to feel dissatisfied with themselves, have difficulty understanding themselves thoroughly and have difficulty recognizing their feelings (Emirna, et al., 2021). This makes it difficult for individuals to express feelings of anger, sadness, happiness and even hatred, this shows that the emotional level they have is low. Low emotional intelligence will make individuals less motivated, difficult to establish relationships and difficulty controlling emotions (Wulandari & Astrella, 2020).

Aulina (2019) said that individuals who have a negative self-concept view themselves badly and will have difficulty controlling their emotions well. This will affect the individual in fostering relationships due to the individual's inability to recognize other people's emotions and difficulty in empathizing. Given that recognizing emotions and empathizing are part of emotional intelligence, the low emotional intelligence possessed will cause individuals to become selfish people (Wulandari & Astrella, 2020). This is supported by the research of Yani, et al. (2020) which states that there is a positive and significant relationship between self-concept and emotional intelligence.

CONCLUSION

Based on the results of the research and discussion that has been carried out, the hypothesis proposed is accepted, namely that there is a significant positive relationship between self-concept and emotional intelligence in early adulthood. This shows that the more positive the self-concept, the higher the emotional intelligence in early adulthood. Likewise, the more negative the self-concept, the lower the emotional intelligence in early adulthood. Furthermore, based on the results of the determination coefficient value) of 0.729. This means that self-concept effectively affects emotional intelligence by 72.9% and the remaining 27.1% is influenced by ($R2$other factors that were not studied in this study.

For individuals in early adulthood who already have a high level of emotional intelligence, it is expected to be able to maintain this. Meanwhile, for early adults who have a medium or low level of emotional intelligence, they are expected to develop through self-concept, namely by starting to accept every weakness or advantage they have. In addition, researchers are further expected to choose to use a larger research subject and population, so that the research obtained is broader or

comprehensive. There is a conceptual contribution to emotional intelligence of 72.9%, so that researchers can further deepen about other factors that have not been researched by researcher.

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