

*Emotional Intelligence in Adolescents with Javanese
(Study in Yogyakarta Special Region)*

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Abstract

The Indonesian country is known to have a very pluralist society. Of the many ethnic groups in Indonesia is known Java Tribe originating from Java Island is the largest ethnic group in Indonesia with a population of about 40.2 percent of the entire people of Indonesia (BPS, 2010). One of the areas with the majority population of the tribe of Java is the Special Region of Yogyakarta. Special Region of Yogyakarta is also known as a student city. Adolescence is known to be a transition period from children to adults who are known to be a period of identity searching including in it is maturity to be able to regulate emotions. Associated with the ability of emotional regulation with certain ethnic groups, from several studies known Java tribe has a better emotional regulatory ability compared with other tribes. Previous research also mentions the ability of one's emotional regulation can not be separated from the emotional intelligence factor it has. This study aims to see a description of the emotional intelligence of adolescents with ethnic Javanese living in the Special Region of Yogyakarta. This study uses quantitative research methods involving 485 adolescent respondents who are students with ages 15-19 years. The results show adolescents with ethnic Java in Special Region of Yogyakarta has a high emotional intelligence.

Keywords: javanese ethnic, special region of yogyakarta, emotional intelligence, adolescent

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Introduction

Every individual needs another individual to live his life. It creates social interaction between individuals and will continue in the process of life. In social interaction, one can have interactions between individuals and between groups (Soekanto, 1982). Every social interaction in society has a certain degree of dynamics that causes differences in behavior patterns that can not be separated from the role of culture, environment, and situations encountered (Soekanto, 1982).

As a part of the world community, Indonesia is a country that has very diverse ethnic groups. The diversity of the tribe becomes one of the aspects of the formation of cultural groups or groups of individuals who have cultural equations, languages, and ancestral traditions. Tribal diversity in Indonesia can also potentially lead to conflict. In the history of nation and state in Indonesia, there are some cases involving inter-ethnic conflicts, such as the Lampung conflict, the Sampit conflict in 2001, the Papua conflict of 2013 and the Flores conflict. The inter-ethnic conflicts have affected the damage and loss of property, caused quite a lot of casualties, and caused trauma to the victims ("Various Cases of Ethnic War in Indonesia and the Settlement", n.d.).

From some events that damage harmony between tribes and disrupt security in the environment known one of the trigger is the behavioral response of the emotions felt by the individual itself. Emotions can be divided into two types: premier emotions and secondary emotions. Premiere emotions include fear, anger, sadness, joy, surprise, disgust, and contempt. Secondary emotions are all mixed emotional variations between one culture and another that gradually evolves according to the level of individual cognitive maturity (Wade & Carol, 2008).

A study of the emotional and cultural relationships conducted by Matsomoto, Yoo, and Nakagawa (2008) found that the culture adopted and accepted by individuals from certain neighborhoods has differences in the ability to regulate emotions. Furthermore, it is known that culture is invested in a country that emphasizes the maintenance of social order will have societies with higher emotional regulatory scores than those in countries that lack the emphasis on social order, which is cultured individualism, and egalitarian. One of the main functions of culture is to maintain social tranquility, guidelines, and norms about emotional regulation. The conclusion of this study suggests that emotion is the main motivator of behavior, and has an important social function and can not be separated from the culture (Keltner, in Matsomoto et al., 2008).

The Indonesian nation is known to have diverse cultures because it has more than 1000 tribes. It makes many individuals show their cultural identity in their development as individuals, especially in the development of personality. The tribe is very well known by the people of Indonesia is the Javanese tribe with Javanese culture. In Javanese culture, there are peculiarities that are different from other ethnic groups that is in the way of speaking and displaying behavior. Individuals with the Javanese tribe are well-known to be polite in behaving and refined in speech (Mulyana, 1996). Most individuals with Javanese tribes live on the island of Java which is the most populous island in the world. Java Island has an area of only 7% of the total territory of the Republic of Indonesia and is inhabited by approximately 130 million people (60% of the population of Indonesia). Of the 583 dialects of language

in Indonesia, the commonly used national language in daily communication is Indonesian, while regional languages are more widely used in everyday social interaction is the Javanese Language ("Indonesian Overview: Herzlich Willkommen in Indonesien" 2017).

Furthermore, Javanese culture in Indonesia is a culture that is shared by most people in Java Island, including East Java, Central Java, and Yogyakarta Special Region. Broadly speaking, Java Culture is divided into three cultures namely Javanese Culture in Yogyakarta Special Region, Javanese Culture in Central Java, Javanese Culture in Banyumas, and Javanese Culture in East Java. In addition, individuals with Java tribe is known to always uphold the modesty in behavior, speech, and tend to uphold simplicity (Pusaka Budaya, 2017).

The development of adolescents in the Javanese is not different from the development of adolescents in general, which is in the period of identity search in an effort to become a mature individual adult and responsible for all behaviors and decisions made. The adolescent period is generally synonymous with periods of rebellion in which adolescents tend to engage in risky acts, including misbehavior by engaging in free sex behavior, skipping school, stealing, engaging in fighting, using illegal drugs or even engaging in conflict- conflict in the community (Papalia, Olds, & Fieldman, 2009). Associated with emotional conditions in the adolescent period, Hurlock (2002) mentions the emotional condition of adolescents tend to heightened emotionality is a state where emotional conditions appear higher or appear more intense than the normal situation. Emotions in teenagers are manifested in various forms of behavior such as confusion, emotion raging, arguing, not excited, until it is part of the form of self-defense mechanism. Teenage period is also a period to mature the ability of emotional regulation.

The ability of individuals to regulate emotion can not be separated from the role of emotional intelligence possessed by the individual itself. According Goleman (2006) emotional intelligence is the abilities that include self-control, spirit, persistence, and the ability to motivate yourself. Salovey and Mayer (in Stein & Book, 2002) define emotional intelligence as the ability to recognize feelings, reach out, arouse feelings to help the mind, understand feelings and meanings, and control feelings deeply to foster emotional and intellectual development. There are several factors that can affect the emotional intelligence of individuals such as family environment and the environment outside the family (Goleman, 2009). In relation to family environmental factors, Javanese tribal data ranks first as the largest tribe in Indonesia with a population of 95.2 million or about 40.2% of the total population in Indonesia (BPS, 2010). This data makes researchers want to know the emotional intelligence in adolescents who come from the tribe of Java. This is a preliminary study to obtain characteristics of emotional intelligence in adolescents, especially Indonesian adolescents.

Emotion and Emotional Intelligence

Emotions refers to feelings and specifically indicate thoughts, conditions both psychologically and biologically, and the tendency to react. Emotions have a variety of types with mixes, variations, mutations, and nuances of each (Goleman, 2009). Emotions may arise because they relate to the context of the occurrence of something, for example angry emotions will arise when a goal is blocked by something, happy

emotions arise when loved or loving, while emotions are afraid of appearing in the face of a threat, When individual relationships with other individuals or other objects change, then the individual's emotions toward other individuals or objects will also change. Individuals who are considered threatening to be feared, a good thing will be liked. Whether something is in reality, memories, or just a shadow, but still accompanied by emotional signals called emotion (Mayer, Salovey, Caruso, & Sitarenios, 2001).

Emotional intelligence is one aspect that represents a set of competencies to identify, process, and manage emotions. Research on emotional intelligence is growing along with the increasing importance of emotional intelligence for modern society. In addition, there have been many assertions that emotional intelligence can predict clinical, educational, and occupational criteria more than predictions based on general intelligence (Zeidner, Roberts, & Matthews, 2008).

Emotional intelligence can be interpreted as the ability to judge, express feelings appropriately, the ability to understand emotions, and the ability to manage emotions that are useful to support emotional and intellectual development (Reynolds & Miller, 2003). According to Mayer and his colleagues (in Mayer et al., 2001) emotional intelligence also points to an ability to recognize the meaning of emotions and relationships, and to use them as a basis for reasoning and problem solving. Emotional intelligence is also an individual's ability to use his emotions to enhance his cognitive activity.

The conceptual model of emotional intelligence according to Salovey and Mayer (in Pellitteri, 2002) includes three core components: (a) emotional perception, the ability to recognize emotions appropriately both to oneself and to other individuals, and to demonstrate the ability to distinguish between the expression of emotion that is honest or not; (b) emotional regulation, is the ability to monitor and change the intensity or the emotional order in the individual and against the other individual, including the ability to reduce negative emotions to eliminate negative influences and maintain positive emotions; and (c) emotional knowledge, the ability to understand emotions and the usefulness of some information, including using emotions to pay attention to important aspects of social life to build a perspective of creativity and flexibility, and to maintain motivation toward achievement of goals.

Emotional intelligence is developed into five main dimensions by Salovey (in Goleman, 2009) which includes: (a) self-awareness, (b) managing emotions, (c) motivating oneself, (d) recognizing emotions in others, and (e) handling relationships. The first dimension is self-awareness, a self-awareness in recognizing the feelings that occur. This dimension is the primary key of emotional intelligence. Self-awareness is also the ability to monitor feelings from time to time that are essential to a person's psychological and self-understanding. The second dimension is managing emotions. Managing emotions is the ability to overcome feelings with precisely which is the ability to build self-awareness. Individuals who lack this ability need to struggle constantly against the feelings of depression, while the individual who handles it will be much faster to rise from adversity or disturbing things in his life. The third dimension is motivating oneself. It is the ability to regulate emotions as a means to an end and is vital to motivating and controlling oneself. Individuals with these skills tend to be more productive and effective in everything they do. The fourth dimension

is empathy skills. Empathy skills are other abilities that build self-awareness. This is a fundamental individual skill. The more empathic individual can adapt to social signals that indicate the needs or desires of other individuals. The last fifth dimension is handling relationships. Art in relationships is largely the management of the emotions of other individuals. This ability underlies the popularity, leadership, and effectiveness of interpersonal relationships. Individuals capable of this component will be able to do everything well on every thing that relies on subtle interactions with other individuals (Goleman, 2009).

Psychosocial Development and Emotional Intelligence in Adolescents

Teen or adolescence comes from the word *adolescere* which means to grow or grow into adulthood. Adolescents are individuals who are transitioning from children to adulthood and experiencing physical and psychological development. Adolescents begin to abandon the attitudes and behaviors of children and prepare themselves into adulthood, beginning to interact with the wider environment such as school friends and play, as well as other social milieu (Hurlock, 1999).

Adolescence is a time in which a person is struggling with the problem of self-definition (Kroger, in Berman, 2011). They will explore the various options for identity formation and will gradually make commitments to specific roles, goals, and values. While Lerner and Lerner (2003) revealed that adolescence is a period in which individuals are undergoing restructuring of biological, cognitive, emotional, and social functions. In terms of biological function, adolescence is the period individuals are experiencing puberty that affect the changes in emotions and behavior due to the influence of hormones.

Adolescence is a period of development in which individuals can complete the process of identity formation effectively by using their cognitive abilities (Lloyd, 2002). According to Erikson (in Berman, 2011) suggests that the stage of adolescent psychosocial development is usually triggered by an existential crisis of adolescent struggle with the question of 'Who am I?' As youths will explore identity in various ways, they will gradually tend to make a commitment to certain roles, goals, and values that play a role in the formation of their identity

Emotional development is needed by individuals in interaction with their social environment. Since childhood emotional intelligence is needed to develop socio-emotional adjustment abilities (Brouzos, Misailidi, & Hadjimattheou, 2014). In adolescence, emotional intelligence has a role in psychological adaptability. The emotional intelligence of a teenager can be used to modify the choice and ability of the coping mechanism (Davis, Sarah & Humphrey, 2011).

Javanese ethnic

The Javanese tribe is the largest tribe in Indonesia. Individuals with Javanese tribes are the native inhabitants of central and eastern Java Island who use Javanese in everyday life (Suseno, 1985). In social relationships, Javanese society is very closely related to the word "respect". Respect (*urmat*, *aji*) is an element in every social situation. Respect can be demonstrated in various ways such as posture, hand, tone of voice, greeting terms, and grammar used (Greertz, 1983). According to Hildreb

Greetz (in Suseno, 1985) Javanese society has two principles used in the pattern of association that is the principle of harmony and the principle of respect. The principle of harmony is a principle that aims to maintain harmonization in the community. The principle of harmony means being in a state of harmony, calm, peace, without dispute, without conflict, and unity to help each other. The word harmonious can also mean eliminating tension within society or interpersonally, so that social relations remain visible in harmony and well. To achieve harmony, the people of Java create norms of behavior that are expected to prevent the occurrence of emotions that can lead to conflict in community life.

There are some behaviors learned to avoid disputes that are cautious in expressing opposing or incompatible wishes or expectations with other individuals (eg rejecting one's wish indirectly) and the ability to communicate unpleasant things to others in a good way, so as not to hurt the individual (eg, reprimand the bad behavior of people in a subtle way but with well-conveyed messages). Furthermore, Javanese people tend to avoid disappointment by pretending or known by the term "ethok-ethok" namely the ability to not show actual feelings, especially negative feelings (for example: show a friendly smile on the people who are hated, trying to smile even in a state of sadness). All three forms are expected to create mutual harmony that put aside personal interests. Furthermore, the principle of respect is the principle that every individual should behave and speak respectfully to other individuals according to their degree and position. The degrees or positions referred to as young individuals should respect to the elderly and the older must have a sense of responsibility to the younger.

Three things that the Javanese adopt in situations that demand respect are "wedi", "isin", and "sungkan". "Wedi" means fear in terms of physical threat or uncomfortable for an action. "Isin" means shyness that is shy, feeling guilty for not being proper to a respected person. "Sungkan" has a meaning similar to "isin" but has a more positive sense of polite respect towards a boss or an unknown fellow. The Javanese people developed three attitudes that are signs of moral maturity that is patient, accept, and sincere. Patience means being able to wait for something until the time comes quietly. Accept is a strong individual's attitude of receiving bad luck without showing excessive emotion and still being able to live his life in that state. Sincere means willing to give up what is valuable and realize that the desire to defend it is an immature thought. The above three attitudes help one in carrying out principles that emphasize the interests of many people and not focus on self-interest (Suseno, 1985).

Research methods

This research is a non-experimental quantitative research. Sampling technique in this research is non-probability sampling. This study aims to see the emotional intelligence of Javanese teenagers. This research uses one research variable that is emotional intelligence. Data processing technique is using descriptive statistical techniques. Respondents in the study amounted to 485 Javanese teenagers aged between 15-19 years who attend school in Yogyakarta Special Region. Of the total 485 respondents known 429 people (88.5%) were teenage boys and 56 people (11.5%) were teenage girls.

This research was conducted in March 2017 in the Special Region of Yogyakarta. The instrument used is the emotional intelligence questionnaire from Goleman (2006).

Based on Goleman's theory, there are 5 dimensions of emotional intelligence variables: (a) self-awareness, (b) managing emotions, (c) motivating oneself, (d) empathy skills, and (e) handling relationships. The emotional intelligence questionnaire has 60 items of statements consisting of 30 points of positive statements and 30 items of negative statements. The scale used in questionnaires that measure emotional intelligence is Likert scale that has five choices of answers are STS (Strongly Disagree), TS (Disagree), RR (Ragu-Ragu), S (Agree), SS (Strongly Agree).

From the filling questionnaire is known the greater score obtained by individuals on the dimensions of emotional intelligence means the higher emotional intelligence that the individual has. Conversely, the smaller score that individuals get on the dimensions of emotional intelligence means the lower level of emotional intelligence that individuals has. The results of the data show emotional intelligence consisting of five dimensions has alpha cronbach on self-awareness ($\alpha = 0.572$), managing emotions ($\alpha = 0.763$), motivating oneself ($\alpha = 0.805$), empathy skills ($\alpha = 0.734$), and handling relationship ($\alpha = 0.813$).

Conclusion

The description of data about emotional intelligence using a scale of 1 - 5 which has a hypothetic mean measuring instrument is 3. The empirical mean of emotional intelligence is 3.6383 or greater than the mean hypothetical value. The results of the data based on the dimensions of emotional intelligence known each dimension has a high average value.

The dimension of self-awareness has an empirical mean value of 3.4297 indicating that the subject has awareness to recognize feelings that occur well, and has the ability to monitor feelings from time to time to understand the psychological and other aspects of the self-understanding. The dimension of managing emotions has an empirical mean value of 3.6589 indicating that the subject has the ability to overcome feelings with the right that is useful to build self-awareness, so that subjects can more quickly rise from adversity or things that interfere in his life. The motivating oneself dimension has an empirical mean value of 4.0933. It shows that subjects have a tendency to be more productive and effective in doing things. The empathy skills dimension has an empirical mean value of 3.3347 indicating that the subject has the ability to empathize to adapt to social signals that indicate the needs or desires of other individuals. Dimension handling relationship has an empirical mean value of 3.6747 indicating that the subject has the ability to establish relationships and management of other individual emotions well. Subjects can also do everything well on every thing that relies on subtle interactions with other individuals.

Tabel 1
Emotional Intelligence Variables

Dimensi	Minimum	Maximum	Mean	Std. Deviation
<i>Self-Awareness</i>	2,50	4,75	3,4297	0,31778
<i>Managing Emotions</i>	2,17	4,92	3,6589	0,43957
<i>Motivating Oneself</i>	2,33	5,00	4,0933	0,40371
<i>Empathy Skills</i>	2,33	4,33	3,3347	0,33186
<i>Handling Relationship</i>	2,25	4,92	3,6747	0,47944
Kecerdasan Emosi	2,77	4,62	3,6383	0,26948

Based on the data classification of emotional intelligence level subjects, it appears that most subjects have a high level of emotional intelligence. Based on frequency and percentage, subjects with low emotional intelligence amounted to 10 people with a percentage of 2.1% while the number of subjects with high emotional intelligence amounted to 475 people with a percentage of 97.9%.

From all result of research about picture of emotional intelligence in juvenile of Javanese tribe can be concluded that juvenile of Javanese tribe in Daerah Istimewa Yogyakarta have high emotional intelligence. These results indicate that the Javanese culture of teenagers in this study contributes to the high emotional intelligence that teens have with the Javanese.

This research is expected to encourage other researchers to conduct research on emotional intelligence from other ethnic groups in Indonesia.

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