

The Influence of Humour Shows on The Level of Emotional Intelligence in College Students

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ABSTRACT

This study aims to determine the effect of humor shows on emotional intelligence in students at Raden Fatah State Islamic University Palembang. The research method used is experimental method using two group design nonequivalent post-test only. The results of the study are expected to provide information about the relationship between humor shows and students' emotional intelligence. This study uses an emotional intelligence research scale that has been adapted by Dr. Natris Indriyani, M. Si. The researcher modified the Assessing Emotional Scale (AES) measuring instrument developed by Schutee, et.al. The process of modifying the measuring instrument was carried out by changing the answer choices to be very appropriate, appropriate, inappropriate, very inappropriate. Researchers conducted an experimental study with 16 students who were divided into experimental groups who were given treatment in the form of humor shows and control groups who were not given treatment. The results showed that humor shows had a significant effect on students' emotional intelligence. Emotional intelligence is very important in the learning process to understand the lessons delivered by the lecturer. Humor can help relieve tension and increase positive emotions.

Introduction

In the learning process, emotional intelligence is needed by students to understand the lessons conveyed by lecturers, because intellectual intelligence alone cannot function properly without the emotional intelligence of students in facing each course (Sulastris, 2021). The learning achievements achieved by students are obtained through diligent hard work in learning. They learn with good emotional control so that they show high emotional intelligence. According to Goleman, a person's success is not only determined by his technical knowledge and skills (hard skills), but by his ability to deal with himself and others (soft skills). This is more closely related to the emotional intelligence factor (Anglein, 2022). Emotional intelligence here is defined by Peter Salovey and John Mayer as "the ability to control one's own emotions and the emotions of others". This intelligence is aimed at distinguishing between different emotions and labeling them appropriately, as well as using

emotional information to regulate thoughts and behavior. This definition is divided into different parts: ability, understanding, use, and management of emotions (Silen, 2014). By having high emotional intelligence, students are able to overcome life's problems and challenges (Fransiska Ginting, 2021). According to Salovey and Mayer, emotional intelligence is strongly influenced by the environment, is not sedentary, it can change at any time. For this reason, the role of the environment, especially parents in childhood, greatly influences the formation of emotional intelligence.

Emotional intelligence is a person's intelligence to accept, evaluate, manage, and control his own emotions and those around him. Processing emotions means understanding the emotional state that must be associated with each situation to achieve positive effects. (Goleman, 2015) factors that affect emotional intelligence according to Goleman (2009) in Nurita (2012; 16) factors that affect emotional intelligence include: 1. Factors that are innate genetic factors that are genetically innate factors such as temperament. There are 4 temperaments, namely shy, brave, cheerful and moody. Shy and moody children have more energetic emotional circuits than brave and cheerful children. Temperament and other innate emotional patterns can be modified to some extent through experience, especially in childhood. 2. Factors derived from the environment. Family life is the first school for learning emotions. In this familiar environment, we feel our own emotions and learn how others respond to our emotions. Numerous studies have been conducted on emotional intelligence and found to emerge as an important factor in the prediction of personal, academic and career success (Labhane & Baviskar, 2015). For example, individuals who have high emotional intelligence have high learning achievement (Andriani, 2014; Eva & Kusrini, 2015).

Indicators that affect emotional intelligence can be measured from several aspects, Goleman (2015: 16) suggests five basic skills in emotional intelligence, namely: a) Self-awareness is knowing inner emotions and their effects, using them to make decisions for oneself, having realistic standards, having a strong belief in one's own abilities, and being aware of one's ability to use them to connect the roots of emotions. b) Self-control is the ability to control emotions, express and control them, be sensitive to conscience and apply them in everyday relationships and behavior. c) Motivation is the ability used by the will to generate enthusiasm and energy at any time, to act with initiative and effectiveness, and to achieve better circumstances. d) Empathy is the ability to feel what others feel, understand other people's points of view, build mutual trust, and be able to harmonize with various types of people. e) Social competence is the ability to manage emotions successfully when dealing with other people, build and maintain relationships with others, influence, lead, advise, resolve conflicts, and work in teams, namely the ability to collaborate.

According to Goleman (2007), in research (Nurdiansyah, 2017), emotional intelligence is a person's ability to manage emotional intelligence with intellect (managing high emotions with intelligence). Self-awareness, self-control, spiritual self-intelligence, empathy, social skills, the ability to recognize emotions, and the ability to build relationships

with others (cooperation). Students who are afraid to adapt to the learning process tend to have negative emotions that can trigger the hormone cortisol. This hormone makes it difficult for the hippocampus to activate and inhibits the storage and retrieval process. The ventral tegmental area activated by humor is responsible for producing dopamine compounds that make people feel good and evoke positive emotions (Matthews, 2011). Positive emotions generate arousal and provide stimulation to the brain that signals the presence of important information, which can then be encoded and recalled when needed. In this case, humor can neurologically activate parts of the brain such as the ventral tegmentum, ventral striatum, and several other parts related to emotions.

Humor comes from the English language meaning humor or mischief. The Oxford English Dictionary defines humor as the evocative quality of behavior, language, or writing. Humor is an emotional, cognitive, or aesthetic aspect of a person, a stimulus or event that evokes amusement, delight, or laughter, smiles, etc. (Wasylovich, 2011). From a psychological perspective, theoretically and operationally, humor is defined in a variety of ways, including cognitive, affective, behavioral, psychophysiological, and social aspects. The term humor is sometimes used to refer to a stimulus (such as a comedy film), a mental process (such as the recognition or creation of humorous peculiarities). Laughter is the most common behavioral expression of humorous experience, and laughter is also often associated with pleasant emotions (Martin, 2001). Humor in a broad sense can be defined as an approach to self and others characterized by a flexible attitude that allows one to find, express, and appreciate something funny (Hood, 2009). Emotionally, humor is a way to eliminate hidden or distressing conflicts (as cited in Rosenheim and Golan, 1986). From the various definitions above we can conclude that humor is anything (behavior, language, text, events, or other stimuli) that elicits feelings of joy.

According to Nilsen (cited in Hasanat, 2002) the functions of humour can be divided into: physiological function, psychological function, educational function, and social function. Mindes (Hartanti, 2002) argues that the most important function of humour is its ability to free oneself from various obstacles and limitations in everyday life. Humour frees people from the demands of experience and frees them from feelings of inferiority.

According to Driver, humour is something in a situation that evokes the desire to laugh (Hartanti, 2008). Simply put, humour is defined as something that is funny. Eysenck quotes Utomo (2009) as saying that humour is something that can make you laugh. Hasanat and Subandi (1998) state that humour is considered capable of evoking positive emotions because it makes people smile and laugh and evokes positive emotions. Humour can make a person more relaxed and relieve tension, so that the mind can focus more on problem solving. Although there has not been much research on the psychological aspects of humour, some preliminary research on the topic of humour has been conducted, including research conducted by Sitanggang (2009) that attempted to measure the effectiveness of humour programs. Regarding memory improvement through the experimental method of watching humour shows with 30 respondents, the study concluded that humour shows had a significant

impact on memory improvement. Sutedjo and Komolohadi (2009) investigated the relationship between humour and stress. The study involved 30 people and the researchers found no significant relationship between sense of humour and stress. Humour as therapy has also been studied to reduce anxiety. Goleman (1995) states that the ability to express humour is one of the characteristics of people who have good emotional intelligence. Goleman (1995) further states that humour is associated with pleasant emotions and complete self-acceptance. Humour is not always focused on the outside of the individual, but also on the self. People not only laugh at things outside themselves, but can also laugh when doing something funny.

Based on the description above, this study aims to determine the level of influence of humour impressions on emotional intelligence in students at Raden Fatah State Islamic University Palembang.

Method

The research method used in this study is the experimental research method. The experimental research method is one of the forms of quantitative research methods as well. Experimental research methods must use treatment/treatments. The experimental research method can be interpreted as a research method used to seek the effect of certain treatments on others under controlled conditions. The form of experimental design uses quasi experimental design two groups of nonequivalent post-test only. The research was conducted on 16 students of UIN Raden Fatah Palembang consisting of experimental and control groups, each group consisting of 8 students.

The data collection method was carried out online using treatment in the experimental group in the form of watching Khong-Guan Ads Parody Humour shows, and Rina Nose's Criticism Girl on the 13-year Mata Najwa stage, in the form of gdrive and no treatment was given to the control group before filling out the emotional intelligence research scale using the AES (Emotional Assesing Scale), in the form of a questionnaire questionnaire in the form of gform. AES (Emotional Assesing Scale) emotional intelligence scale, which has been adapted by Dr.Natris Indriyani, M. Si, Faculty of Psychology UIN Syarif Hidayatullah Jakarta modifies the Assesing Emotional Scale (AES) measuring instrument developed by Schutee, et.al.in 1998 and made based on the theory of Salovey & Mayer in 1990. The process of modifying the measuring instrument is done by changing the answer choices, namely very suitable (SS), suitable (S), not suitable (TS), very unsuitable (STS) containing 33 question items. On this occasion, the researcher adapted the modification of the number of scale items to 31 items only. Which consists of 27 favourable items and 4 unfavourable items. The data analysis method uses descriptive analysis and independent sample t-test with the software used is JASP.

Results and Discussion

In conducting this experimental research, researchers asked for the willingness of 16 students who were divided into 2 groups, namely the Experiment group and the control group, each consisting of 8 students. In accordance with the research design used by researchers, namely equivalent post-test only, participants only get a post-test (test after being given treatment or not before). That is, in the experimental group, researchers gave treatment in the form of humour shows 1) Khong-Guan Ad Parody, and 2) Rina Nose's Critic Girl on the 13 Years of Mata Najwa stage, which had previously been given instructions to watch the humour show before participants filled out an online questionnaire questionnaire on the emotional intelligence scale distributed online in the form of a google form. Whereas in the control group, participants were not given treatment in the form of watching humour shows, but participants were directly asked for their willingness to fill out an emotional intelligence questionnaire questionnaire via google form. Emotional intelligence is defined by Peter Salovey and John Mayer as "the ability to control one's own emotions and the emotions of others". This intelligence is aimed at distinguishing between different emotions and labelling them appropriately, as well as using emotional information to regulate thoughts and behaviour.

Table 1

Group Descriptives

	Group	N	Mean	SD	SE	Coefficient of variation
Kecerdasan Emosional	Eksperimen	8	102.500	9.457	3.343	0.092
	Kontrol	8	93.625	5.605	1.981	0.060

Based on the results in table 1, the mean value of the experimental group, 102.500, is greater than the mean value in the control group, 93.62. This shows that emotional intelligence in the experimental group is higher than the control group.

Table 2

Independent Samples T-Test

	t	df	p	Cohen's d	SE Cohen's d
Kecerdasan Emosional	2.284	14	0.039 ^a	1.142	0.576

Note. Student's t-test.

^a Levene's test is significant ($p < .05$), suggesting a violation of the equal variance assumption

Based on table 2 output of Independent sample t-test results, the p value = 0.039 is less than 0.05. these results indicate that H0 is rejected and Ha is accepted, which means that there is a significant relationship related to the effect of humour shows on emotional intelligence in students. Based on these results in the learning process, emotional intelligence

is needed by students to understand the lessons conveyed by lecturers, because intellectual intelligence alone cannot function properly without the emotional intelligence of students in facing each course (Sulastri, 2021). The learning achievements achieved by students are obtained through diligent hard work in learning. They learn with good emotional control so that they show high emotional intelligence. According to Goleman (2007), in research (Nurdiansyah, 2017), emotional intelligence is a person's ability to manage emotional intelligence with intellect (managing high emotions with intelligence). Self-awareness, self-control, spiritual self-intelligence, empathy, social skills, the ability to recognise emotions, and the ability to build relationships with others (cooperation). Emotional intelligence is a person's intelligence to accept, evaluate, manage, and control their own emotions and those around them. Processing emotions means understanding the emotional state that must be associated with each situation to achieve positive effects (Goleman, 2015).

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for producing dopamine compounds that make people feel good and evoke positive emotions (Matthews, 2011).

Conclusion

The results of this study indicate a positive and significant relationship between the effect of humour shows on emotional intelligence in students. Based on the results in this study there are 2 groups, namely the experimental group and the control group. In the experimental group the level of emotional intelligence was higher than in the control group. The effect of humorous impressions on emotional intelligence can increase emotional intelligence in students because humorous impressions can make a person able to arouse positive emotions, humorous impressions make people smile and laugh and arouse positive emotions. According to Goleman (1995), the ability to express humour is one of the characteristics of people who have good emotional intelligence.

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