

THE EFFECT OF LEARNING BEHAVIOR AND EMOTIONAL INTELLIGENCE ON COLLEGE STRESS: A STUDY ON MARANATHA CHRISTIAN UNIVERSITY ACCOUNTANCY STUDENTS

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Abstract: Universities are the last education in formal education, therefore, the resulting individual is expected to have adequate skills and knowledge in preparation of living in the community. Students in their learning activities cannot be separated from the stress. Stress can come from the learning life. Stress that happens to the students needs to be managed well, because it could affect their learning activities and personal life. In addition to learning behavior, the management of emotional intelligence is also considered to overcome stress on college students. This research on college stress is a replication of a study conducted by Marita et al (2009) that examines learning behavior and emotional intelligence on college stress on students majoring in the final year of accountancy department. The research results show that learning behavior and emotional intelligence negatively affect college stress on accountancy students. The researcher uses a multiple regression test with the sample of final year students at Maranatha Christian University in 2012. The results of this research indicate that Emotional Intelligence (X1) and Student's Learning Behavior (X2) jointly have a significant effect on College Stress of the Accountancy Department Students. While partially emotional intelligence variable can be said to significantly negatively affect college stress in the degree of confidence $\alpha = 0.05$. Furthermore, partially student's learning behavior variable can be said to significantly positively affect college stress at $\alpha = 0.05$.

Keywords: Emotional Intelligence, Learning Behavior, College Stress

BACKGROUND

Universities are the last education in formal education, therefore, the resulting individual is expected to have adequate skills and knowledge in preparation of living in the community, have a positive attitude for further self-development and respect the interests of the community. This causes the high expectations of the community of individuals who have completed a college education.

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It is also in line with the statement of Suwardjono (1991) which states that students studying in colleges are required not only technical skills but also to have the power and the frame of mind and a certain mental attitude and personality so as to have insight in dealing with the problems in the real world (community).

Stress which is not able to be controlled and addressed by the individual will bring a negative impact. On students, the negative impacts of cognitive are namely, difficulty to concentrate, difficulty to remember the lessons, and difficulty to understand the lessons. The negative impacts of emotional are namely difficulty to motivate oneself, the emergence of feelings of anxiety, sadness, anger, frustration, and other negative impacts. The negative impacts of physiological are namely the health problems, decreased body resistance to disease, dizziness, the body feels lethargic, weak, and insomnia. The impacts of emergent behavior such as delaying the completion of the homework, lazy to study, drugs and alcohol abuse, involved in the exaggerated pleasure and high risk activities (Heiman & Kariv, 2005 in Rismayana, 2012).

Stress that happens to the students needs to be managed well, because it could affect their learning activities and personal life. Management of stress on the students needs to be studied more deeply by the educators, as well as to look for a solution.

Efficient learning can be achieved when using the right strategy. Students' study habits are closely related to the use of time, either for study or for other activities that support learning. The urge to familiarize the good learning needs to be given because it will lead to the formation of attitudes in the act (Afifah, 2004 in Widi 2011).

In addition to learning behavior, the management of emotional intelligence is also considered able to overcome the stress on the students. Emotional intelligence is considered able to train the student's ability, the ability to manage the feelings, ability to motivate oneself, ability to toughen up in the face of frustration, ability to control impulse and delay immediate satisfactions, manage the reactive mood, and able to empathize and cooperate with others. These capabilities support a student in achieving the goals and ideals (Melandy and Aziza, 2006).

This research on college stress is motivated by the research of Marita et al (2009) that examines learning behavior and emotional intelligence on college stress on the students majoring in Accountancy. The research results show that learning behavior and emotional intelligence negatively affect college stress on the accountancy students.

In empirical, the researches of learning behavior on college stress had been done, including by Marita et al (2009), Endang Saryati (2010), Widi (2011), and Rismayana (2012). Where the results of the researches show some inconsistencies.

The results of the research conducted by Marita et al (2009) and Endang Saryati (2010) show that learning behavior negatively affects college stress. While the results of the research conducted by Rismayana (2012) show that learning behavior do not affect college stress. The research conducted by Widi (2011) shows the opposite result with Marita et al (2009) and Endang saryati (2010), learning behavior positively affects college stress.

Based on the background that has been presented above, therefore the author is keen to re-examine learning behavior and emotional intelligence on accountancy students college stress, with the goal to generalize the results of the research because there are inconsistencies in the results of previous researches.

Problem Formulation

In accordance with the background that has been disclosed, the research problem is formulated as follows:

1. Is there a significant effect between emotional intelligence and learning behavior of the accountancy students on college stress?
2. Is there a significant effect between emotional intelligence on college stress?
3. Is there a significant effect between learning behavior of the accountancy students on college stress?

Research Objectives

In accordance with the problem formulation that has been mentioned above, the objectives of this research are:

1. To assess and analyze whether emotional intelligence and student's learning behavior significantly affect college stress.
2. To assess and analyze whether emotional intelligence significantly affects student's stress.
3. To assess and analyze whether learning behavior significantly affects student's stress.

LITERATURE REVIEW

Student's Learning Behavior

Studying in a university is a strategic choice to achieve the individual goals. The gap perception and understanding of the education providers, lecturers and students about the meaning of learning in a university can cause the learning process to be dysfunctional. A person who has undergone a formal learning process will have

particular insight, knowledge, skills, personality and behavior in accordance with what is to be addressed by the educational institutions (Endang Saryati, 2010).

Suwardjono (2004) states that learning in a university is a strategic option in achieving one's individual goals. Spirit, learning method, and student's attitudes toward the learning is strongly affected by the awareness of the individual goals and clear educational institution goals. College is an opportunity to confirm the understanding of the students in the process of self-learning. Control of the process of the learning is more important than the results or test scores. If the learning process is executed properly, the score is a logical consequence of the process.

According to Good and Boophy (1977) in Filia Rachmi (2010), learning is a process that can not be seen with the real. The process occurs in a person who is experiencing learning. So in the view of Good and Boophy (1977), learning is not a behavior that is visible, but the main thing is the process that occurs internally to the individuals in an effort to acquire new relationships. Meanwhile, according to Slavin in Catharina Tri Anni (2004), learning is the process of acquiring the ability that comes from experience. According to Gagne in Catharina Tri Anni (2004), learning is a system in which there is a variety of interrelated elements that produces changes in behavior.

From the various definitions above, it can be concluded, that learning is a process that occurs in a person to acquire the knowledge and capabilities that eventually could result in a change in behavior.

Learning behavior which is also often called as learning habit is a process of learning by the individuals repeatedly so it becomes a habit. This behavior is what will affect the achievement of learning (Hanifa and Syukriy, 2001). Furthermore Surachmad in Hanifa and Syukriy (2001) suggests five things associated with good learning behavior, namely: Habit to follow the lessons, habit to solidify the lessons, habit to read, habit to prepare the papers, and habit to face the exams.

While the study results can be realized into five skills namely intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes. In this case there are three dimensions of learning namely the cognitive dimension of learning, affective dimension and psychomotor dimension (Benjamin S. Bloom, 1956 in Suryaningsum, et al, 2005).

Emotional Intelligence

Goleman (1997) suggests that emotional intelligence is the extra ability that one has to motivate oneself, resilience in the face of failure, emotional control and delay satisfaction, and manage the state of the soul. With emotional intelligence, a person can put the emotions in the right portions, sort of satisfaction and manage the mood.

According to Harmoko (2005) emotional intelligence means the ability to recognize, manage, and express appropriately, including to motivate oneself, recognize emotions in others, and build relationships with others. Clearly if an individual has high emotional intelligence, the individual can live happier and successful because of the confidence and ability to control the emotions or to have good mental health.

Cooper (1999) states that emotional intelligence allows the individuals to be able to feel and understand correctly, then able to use the power and sensitivity of emotion as information energy and human influence. Conversely, if an individual does not have the emotional maturity, it will be difficult to properly manage one's emotions in the work. Besides, the individual will be workers who are not able to adapt to change, not able to be open and accept differences in opinion, less persistent and difficult to develop.

Gardner in Goleman (2000) says that it is not just one kind of intelligence that is monolithic important for the success in life, but there is a wide spectrum of intelligence with seven main varieties namely linguistic, mathematical / logical, spatial, kinesthetic, musical, interpersonal and intrapersonal. This intelligence named by Gardner as a personal intelligence by Daniel Goleman referred to as emotional intelligence.

Emotional intelligence is a person's ability to control and manage the emotions. Emotional intelligence, is believed to be devastating for the progress and success of one's life. In fact, some people believe, emotional intelligence has a greater effect in affecting the success of a person's life rather than merely intellectual intelligence. People who have high emotional intelligence tend to have the ability to motivate themselves, do not get frustrated easily and are able to control the stress. The ability to manage emotions make a person has the skills and proficiency in developing relationships with others. Such as, the ability to work together and be tolerant to others (Endang Saryati, 2010).

College Stress

Noi & Smith (1994) describe the psychological stress as an interaction between a person's ability to adapt to stressful situations. Gregson (2007) states that stress is defined as a state experienced by an individual when it appears a mismatch between the demands faced with the capabilities owned. Furthermore Hartono (2007) explains that stress is a non-specific reaction of humans to stimuli or stress (*stimulus stressor*), which is an adaptive reaction, highly individualized so that a person may not be stressful for the same response for others. This is affected by the level of maturity of thought, education level, and individual adaptability to the environment.

Noi & Smith (1994) state a cause of stress in general covers a wide range of traumatic events, anxiety, frustration and inability to control the situation. While Wilford in Fraser (1992) states that stress occurs when there is a deviation from the optimum conditions that can not be easily corrected, resulting in an imbalance between the demands of work and ability to work.

According to Feldman (1999), there are three main characteristics of the stressor, namely the cataclysmic event, personal stressor and background stressor. College students tend to have a background stressor, a stress which is based on routine job and pressure of homework. The results of previous researches indicate that the final year students tend to experience stress (Widi, 2011; Rismayana, 2012)

HYPOTHESIS DEVELOPMENT

Learning Behavior and College Stress

As a student, the individual is expected to have a high spirit of life, great sense of optimism, and high achievement motive. However, the reality faced by students is not as expected. Various problems are experienced by the students and not a few students who have mental disorders. Trials barrage like there is one subject that has been repeated several times but still fail may cause the student pessimistic about the future, desire to further recede, which can eventually affect the achievement motive, so it can cause college stress (Prabandari, 1989 Widi 2011).

Learning is a process that occurs in a person to acquire the knowledge and capabilities that could eventually lead to changes in behavior. Matters relating to good learning behavior can be seen from the habit of following the lessons, habit of reading books, visiting the library and habit of facing the exams (Marita et al, 2009).

Calhoun and Acocella in Suryaningsum, et al (2005) state that the impact of poor study habits may be more severe when the habits let the students get away without failure, then it can be concluded that poor study habits can lead the students to a failure in the college and resulting stress on the students.

The results of previous research conducted by Marita et al (2009), and Endang Saryati (2010) show that learning behavior significantly negatively affect the college stress. While the research results of Rismayana (2012) show that learning behavior do not affect college stress. The research conducted by widi (2011) shows the opposite result with Marita et al (2009) and Endang saryati (2010), learning behavior positively affects college stress.

Emotional Intelligence and College Stress

Emotional intelligence is the extra ability of a person to motivate oneself, resilience in the face of failure, emotional control and delay satisfaction, and manage the state of the soul (Goleman, 1997). With the emotional intelligence a person can put the emotions in the right portions, sort of satisfaction and manage the mood.

With emotional intelligence which is characterized by the ability of self-knowledge, self-control, self-motivation, empathy and social skills will affect the student's learning behavior which later will also affect how much the level of stress experienced by the students. A student that has high emotional intelligence will have a positive impact on the student's learning behavior so that it has an important role to deal with the stress that may come (Marita et al, 2009). This is consistent with the results of research conducted by Suryaningsum et al (2005), Marita et al (2009), Endang Saryati (2010), Widi (2011), and Rismayana (2012) which show that emotional intelligence significantly negatively affect college stress.

Based on the descriptions above, the research hypothesis can be stated as follows:

- H_a1: Emotional intelligence and learning behavior affect college stress.
- Ha2: Emotional intelligence (the ability of self-knowledge, self-control, self-motivation, empathy and social skills) affect college stress.
- Ha3: Accountancy students' learning behavior (the habit of following the lesson, habit of reading books, visiting the library and habit of facing the exams) affect college stress.

RESEARCH METHODS

Population and Sample

Population and samples in this research are the accountancy students who are taking classes in the Accountancy Department of Maranatha Christian University Bandung. As for this research uses the following sample criteria: Students who become the respondents in this research are the final year students, because the students on that level had undergone a long process of learning and are currently doing the thesis, and the research results show that the students on the final year tend to have stress (Widi, 2011; Rismayana, 2012).

Research Methods

Kerlinger in Jogiyanto (2004) describes a method of scientific research as a systematic investigation, controlled and empirical against a set of hypothesis

which are constructed from a theory structure. The research method is a scientific way to get the data to the goals and specific uses (Sugiyono 2004). The scientific method intended is based on the scientific, rational, empirical, and systematic characteristics.

The research method in this research uses a descriptive-verify, in which this research aims to gain an overview of the characteristics of the variables. A verify research is conducted to test the truth of a hypothesis which is carried out through data collection in the field. Therefore the research method conducted is a survey method. A survey method is data collection which are conducted on a unit of analysis to obtain clear descriptions of the problem by using the questionnaires as a data collection tool.

Variable Operational Definitions

This research uses emotional intelligence and learning behavior as the independent variables, as well as college stress as the dependent variable.

1. Independent Variables (X)

a. Emotional Intelligence (X₁)

The instruments used to assess emotional intelligence are based on the instruments used by Marita et al (2009), namely:

1. Self Knowledge, is knowing what we feel at a moment and using it to guide oneself decision-making, have a realistic benchmark of the self-ability and strong self confidence. The self knowledge is measured by 10 statement items.
2. Self Control, is controlling oneself in a way that positively affects the execution of tasks, sensitive to the conscience, and could delay the satisfaction before reaching the target, and able to recover from the emotional stress. Self control is measured by 10 statement items.
3. Self Motivation, is using our deepest desire to move and lead us toward a goal, help us to take the initiative and act very effectively and deal with failure and frustration. Self motivation is measured by 10 statement items.
4. Empathy, is sensing what is felt by others, able to understand their perspectives, foster mutual trust, and align ideas with various people. Empathy is measured by 10 statement items.
5. Social Skills, is well controlled when dealing with others and carefully read the situation and social networks, interact smoothly, using these skills to

influence and lead, to deliberate, and resolve disputes, and to cooperate and work in a team. Social skills are measured by 10 statement items.

b. Learning Behavior (X_2)

The instruments used to assess emotional intelligence are based on the instruments used by Marita et al (2009), namely:

1. The Habit of Following the Lessons, is how much attention and activity of a student in learning, which is measured by 5 statement items.
2. The Habit of Reading Books, is how long a student reads every day and the type of reading that is read, which is measured by 5 statement items.
3. Visiting the Library, is how often a student goes to the library every week, which is measured by 5 statement items.
4. The Habit of Facing the Exams, is how well a student prepares in learning before the test, which is measured by 5 statement items.

2. Dependent Variable (Y)

College stress is a state which makes the students feel depressed in the college so that the study concentration is disturbed, the cause is an error in learning behavior or other circumstances such as the environment. College stress is measured by 5 statement items.

HYPOTHESIS TEST

Multiple Linear Regression Analysis

Multiple regression analysis technique is used to find out the effect of Emotional Intelligence (X_1) and Learning Behavior (X_2) on College Stress (Y).

The regression formula used is: $Y = b_0 + b_1X_1 + b_2X_2 + e$ in this case is:

b_0 = Constant

X_1 = Emotional intelligence

X_2 = Learning behavior

Y = College stress

b_1, b_2 = Regression coefficient for X_1 and X_2

e = error term

The test tools used

1. F Test is used to test hypothesis 1.
2. T Test is used to test hypothesis 2 and 3.

RESEARCH RESULTS

Research Sample Description

The data were obtained from the results of the questionnaire dissemination to the students of Maranatha Christian University Accountancy Department who were currently studying the final semester. The spread of the data was conducted between August and October 2012. The questionnaires were distributed as many as 300 copies, and the questionnaires were collected as much as 250 copies. Of the 250 questionnaires collected, 24 of which can not be processed because it did not meet the criteria of the research subject, it was not final year students. So the total questionnaires can be used amounted to 226 copies.

Hypothesis Test Results

Test Results

F test is conducted by using SPSS program version 13.00. F test results can be seen in table 1 as follows:

Table 1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	410,164	2	205,082	25,641	,000 ^a
	Residual	1783,610	223	7,998		
	Total	2193,774	225			

a. Predictors: (Constant), KER.EMOS, PER.BLJR

b. Dependent Variable: STRES.KU

F test is done to prove the first hypothesis, namely to find out whether there is a significant effect or not between emotional intelligence and learning behavior jointly on college stress. Table 4.4 shows that with the significant level of $\alpha = 5\%$ it is stated that the F_{count} is 25.641 with a significant level of 0.000. This suggests that the significance is <0.05 , therefore, the H_0 is rejected, and H_{a1} is accepted. Thus, the variable of Emotional Intelligence (X1) and Student's Learning Behavior (X2) have

a significant effect on Accountancy Department Students College Stress. Thus, it can be said that the increased college stress of an accountancy student is affected by the emotional intelligence (which consists of self knowledge, self motivation, empathy and social skills) and also at the same time learning behavior of a student (which consists of the habit of following the lessons, the habit of reading books, visiting the library, and the habit of facing the exams).

Test Results

Multiple linear regression test is conducted with the SPSS program version 13.00, the results of multiple linear regression of the emotional intelligence and learning behavior variable on college stress can be seen in Table 2 as follows:

Table 2
The Results of the Effect of Emotional Intelligence and Learning Behavior on College Stress

	<i>Variables</i>		
	<i>Constant</i>	<i>Emotional Intelligence</i>	<i>Learning Behavior</i>
Regression Coefficient	20.173	-0.07045	0.104
Beta		-0.323	0.350
T _{count}		-5.268	5.711
Sig.		0.000	0.000

R= 0.432

R² = 0.187

Adjust R² = 0.180

Source: Processed Primary Data, 2012

In this research the multiple regression model is used as follows:

$$Y = b_0 + b_1X_1 + b_2X_2 + e$$

Having regard to the results of the multiple linear regression, therefore the multiple linear regression model obtained is as follows:

$$Y = 20,173 - 0,07045(X_1) + 0,104(X_2) + e$$

Based on the regression equation above, it can be concluded that:

1. Constant

The constant value of 20,173 indicates that if it is not affected by the independent variables namely emotional intelligence and learning behavior, college stress will have a value of 20,173.

2. Emotional Intelligence

Emotional intelligence variable (X_1) has a negative effect on college stress, as shown by the regression coefficient of -0.07045. This negative effect suggests that emotional intelligence and college stress have reverse effect. In other words, if emotional intelligence increases, it will decrease college stress, and vice versa if emotional intelligence decreases, it will increase college stress.

3. Learning Behavior

Learning behavior variable (X_2) has a positive effect on college stress, as shown by the regression coefficient of 0.104. This positive effect shows that learning behavior and college stress have unidirectional effect, in other words if learning behavior increases, it will cause college stress to increase, and vice versa if learning behavior decreases, college stress will decrease.

4. College Stress

From Table 4.5 above it can be seen that the multiple correlation coefficient (R) is 0.432, this indicates a strong effect between emotional intelligence and learning behavior on college stress. The coefficient of determination (R^2) is equal to 0.180, it means that 18.0% of college stress can be explained by the variables of emotional intelligence and learning behavior while the remaining 82.0% is affected by other variables not included in the research variables.

EXPLANATIONS

Tests of Emotional Intelligence variable (X_1) on College Stress

The results of the multiple regression calculation in table 4.5 show the value of t_{count} for emotional intelligence variable of -5.268 with a significance level of 0.000. Thus the probability is smaller than 0.05 so that H_0 is rejected and H_a2 is accepted. This means that partially the relationship of emotional intelligence variable can be said to significantly negatively affect college stress at $\alpha = 0.05$. This negative effect means that emotional intelligence and college stress show reverse effect. If emotional intelligence increases, it will cause college stress to decrease, and vice versa if emotional intelligence decreases then college stress will increase.

The results of this research are consistent with the researches conducted by Suryaningsum et al (2005), Marita et al (2009), Endang Saryati (2010), Widi (2011), and Rismayana (2012) which show that emotional intelligence significantly negatively affects college stress.

Tests of Student's Learning Behavior variable (X₂) on College Stress

The results of the multiple regression calculation in Table 4.5 show the value of t_{count} for the learning behavior variable of 5.711 with a probability of 0,000. Thus t_{count} probability is smaller than 0,05, it can be concluded that Ho is rejected and Ha3 is accepted. This means that partially the relationship of the student's learning behavior variable (which consists of the habit of following the lessons, habit of reading books, visiting the library, and habit of facing the exams) can be said to significantly positively affect college stress at $\alpha = 0.05$. This positive effect means that learning behavior and college stress show unidirectional effect, where learning behavior increases will cause college stress to increase, and vice versa if learning behavior decreases then college stress will decrease as well.

The results of this research support the research conducted by widi (2011), and contrary to the results of research conducted by Marita et al (2009), and Endang Saryati (2010).

CONCLUSION

Based on the results of hypothesis test that has been done, then the results of this research can be concluded as follows:

1. Emotional Intelligence (X1) and Student's Learning Behavior (X2) jointly have a significant effect on Accountancy Department Students College Stress. This is demonstrated by the results of F_{count} of 25.641 with a significant level of 0.000 (significance level below 5%) where H0 is rejected and Ha1 is accepted.
2. Partially emotional intelligence variable can be said to significantly negatively affect (at 0.07045) college stress with the degree of confidence $\alpha = 0.05$. This negative effect means that emotional intelligence and college stress show reverse effect.
3. Partially student's learning behavior variable (which consists of the habit of following the lessons, habit of reading books, visiting the library, and habit of facing the exams) can be said to significantly positively affect (at 0.104) college stress at $\alpha = 0.05$. This positive effect means that learning behavior and college stress show the unidirectional effect.

RECOMMENDATIONS

This research has several limitations, including the sample which only refers to one university, so it may not be able to explain the relationship among the variables when conducted on different samples. Therefore, the author gives some suggestions to the next researchers as follows:

1. the sample is not limited to one university only, but conducted at several universities in Bandung, by comparing public and private universities.
2. the next researchers can add other variables besides emotional intelligence in affecting college stress, such as Adversity Qoutient variable, namely the extent to which a person can withstand the difficulties and overcome life's challenges. Adversity Qoutient is considered could amend college stress, because the students will convince themselves to persevere in overcoming difficulties.

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