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Emotional Intelligence Roles for Successful Academic Self-Management of Distance Learning

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Abstract *The advancement of distance learning in education is significant. Professionals and workers can study remotely without having to take time off from work to attend classes. Low academic self-management, on the other hand, is a common barrier faced by students enrolled in distance education programs. Therefore, Research on academic self-management and its determinants have been carried out. Respondents in this study were 180 (19-45 years old) early childhood department program students who were also teachers and lived in urban, suburban, and rural settings conducted by accidental sampling by online questionnaire. Mezzo's self-management scale and Schutte's brief emotional scale (BEIS) were used to measure academic self-management and emotional intelligence, respectively. Regression analysis was used to process the data. There are respondents from rural, suburban, and urban locations. The study's findings indicate that emotional intelligence has a 32.1% impact on academic self-management, with utilization dimension (38%) and emotional control dimensions (39,6%) having the largest effects. The findings of this study are expected to lead to new recommendations for managing emotional intelligence in the Open University student orientation program.*

Keywords: early childhood, teacher, distance learning, regulation emotion, self-control

INTRODUCTION

Distance learning has become a great breakthrough in the world of education (Li et al., 2023; Marini & Milawati, 2020) especially in higher education (Cacault et al., 2021). The existence of the distance learning mode increases the gross educational participation rate by opening more opportunities for people to get the opportunity to obtain higher education. Distance education is a learning method where teaching activities are carried out separately, this separation can be in the form of physical distance where students live far from the campus/university location so that learning can be done anywhere without distance and time barriers (Marini and Milawati, 2020; Li, Wong and Chan, 2023).

With the distance education method, students can easily take lectures even in remote areas of the country. Apart from that, students, especially workers, can easily pursue higher education without leaving their jobs because distance education does not limit time in the learning process (Akhmad Sunhaji, 2020; Andriani et al., 2022; Studies & Bilgiler, 2019). This is one of the reasons students from early childhood education programs choose distance education as an alternative mode of education. There are still many early childhood education teachers in Indonesia who do not have a bachelor's degree education. Based on data from the Ministry of Education, of the total 552,894 early childhood education teachers in Indonesia, 52% do not have a bachelor's qualification, while the Indonesian Ministry of Education demands that they require a bachelor's degree education for children's education teachers. early age. This condition requires early childhood education teachers to take part in a bachelor's program in early childhood education.

The requirement for a bachelor's degree qualification for early childhood teachers has an impact on the need to study while working. Students who study while working have positive and negative consequences. The positive consequence is that students able to think more creatively and can have a professional spirit so that students are able to apply in real life what they get in college because of learning. All the provisions provided during the lecture period will be very useful in learning development, both now and in the future. Apart from that, having skills makes students more independent (Husna et al., 2019; Mardelina & Muhson, 2017). The negative impacts for students studying

while working include students not being able to divide their time, thoughts and energy professionally between studying and working, being late in submitting assignments, disrupting concentration in studying due to lack of rest so that interest in studying can be reduced, reduced time for studying (WENSLY, 2016). Based on a preliminary survey, it was found that there were obstacles.

Table 1. Pre-eliminary survey data

	N	%
Time management	87	20%
Internet	207	48%
Miss information	2	0.5%
Academic skill	80	18%
Reference	34	9%
Job activity	10	3%
Fasility	3	0.7%
Others	3	0.7%
Total	426	100%

Based on the results of a preliminary survey conducted (see table 1) on 426 early childhood education students at the Open University regarding the obstacles experienced during their studies, it was found that the main difficulties for students in sequence were the internet network 48% (n=207), time management 20% (n=87), academic skills 18% (n=80), looking for references 8% (n=80), Job activity 2% (n=10), facilities 0.7% (n=3) and other factors 0.7% (n=3). From this data, time management is in 3rd place, namely 20% (n=87), while respondents also experience difficulties in carrying out work activities which have an impact on the difficulty of students following the learning process as much as 3% (n=10).

Time management and work activity management are one of the constraining factors for students, therefore the competency that students who also work must have is self-management skills (Asbari et al., 2020; Zhu & Doo, 2022). Self-management is a strategy for changing behavior or habits carried out by individuals, in the form of training stages of self-monitoring, self-evaluation and giving punishment or rewards to oneself. reinforcement) (Al-

Abyadh & Abdel Azeem, 2022; Mezo, 2009). The goal in self-management is to be able to know your abilities, goals and be aware of yourself at every step in the future so that you can be responsible for yourself when making decisions that have been made (Dewi & Syukur, 2020). Previous research found that good self-management can reduce undisciplined behavior (Latifah, 2019), develop positive affect (Husna et al., 2019) and develop individual capacity to choose learning modes, materials and strategies that suit the required learning situation (Istiqomah et al., 2022).

Academic self-management is related to several factors, including motivation to learn (Baumeister, 2018; Chang & Tsai, 2022; Wilinda et al., 2023), positive affect to develop self-efficacy (Al-Abyadh & Abdel Azeem, 2022), belief in success (Zhu & Doo, 2022) and ability to manage. and regulating emotions (Fathi et al., 2021; Fathi & Derakhshan, 2019). Based on these factors, researchers assume that self-management, especially in the academic field, is related to individual emotional intelligence, but researchers have not found previous research that clearly finds a relationship between self-management and emotional intelligence. Previous research shows that there is a positive relationship between self-control with emotional intelligence(Chang & Tsai, 2022; Salovey, Peter; Sluyter, 1997), emotional maturity with decision-making orientation (Kusasi, 2013).

Emotional intelligence is an individual's ability to assess emotions in themselves and others, express emotions, regulate emotions and use emotions to solve problems (Schutte, Malouff, & Bhullar, 2009). By having good emotional intelligence, students can manage and understand their emotions towards themselves and others. 20 Golemen's research (1999) revealed that brain intelligence only contributes around 20% to the factors that determine success in life, and the other 80% is filled by other strengths, including emotional intelligence which includes the ability to motivate oneself and survive experiences. frustration, controlling impulses and not exaggerating pleasure, controlling moods, and controlling stress so that it does not paralyze the ability to think, empathize and pray. This research found that emotional intelligence has an influence on academic self-management in students taking distance education.

METHOD

The research method in this study is a quantitative method which consists of two variables, namely self-management, and emotional intelligence. The sampling technique used a Google form which was distributed through the Open University early childhood education student group. The data collection period was carried out during September 2023. The data analysis used in this research was correlation regression using statistical software. Apart from that, the researcher also carried out a mean comparison test to see the differences in each category of respondents.

A. Participants

This research was conducted with 180 students in the early childhood department of the Open University. In this study, a questionnaire was given which contained information on the demographic characteristics of respondents in the form of gender, age, length of work, study period, marital status, domicile, time zone and internet network quality.

Table 2. Descriptive Respondents

Descriptive		n	%
Sex	Male	2	2
	Female	178	98
Age	<21	12	7
	21-25	32	18
	25-35	77	43
	>35	59	32
Long Worked	1-4 years	73	40
	4-6 years	36	20
	>6 years	71	40
Study Periode	<1 years	31	17
	1-2 years	63	35
	2-3 yeras	60	33

	>4 years	26	15
Marital Status	Single	50	28
	Married (no child)	11	6
	Married (having child)	119	66
Domicile	Rural	118	65
	Sub-urban	43	24
	Urban	19	11
Time Zone	WIB	159	88
	WITA	17	10
	WIT	2	2
Network quality	Low	13	7
	Quite good	144	80
	Strong	23	13

As shown in Table 2, this research consisted of 180 respondents from early childhood education students at the Open University, consisting of 98% women. The majority of respondents are 25-35 years old (43%, n=77) and over 35 years old (32%, n=59) and only 12% of students are under 21 years old. Respondents are students who study while working for long periods of time. working 1-4 years 40%, 4-6 years 20% and more than six years 40%. Respondents also had a marital status of being married and having children of 66%. To support descriptive data, student domicile is divided into three parts, namely rural with the characteristics of living in a rural area, suburban, namely living in a city between a big city and the countryside, and urban, namely a place of residence where the government center and densely populated settlements are located. In general, respondents have quite good internet network quality (80%).

B. Instruments

The instrument used in this research is the Brief Emotional Intelligence Scale (BEIS) which was developed by Schutte et al (1998) to measure emotional intelligence. BEIS is a short version of the Emotional Intelligence Scale. BEIS consists of 5 dimensions, namely appraisal of own emotion, appraisal of others' emotion, regulation of own emotion, regulation of others' emotion and utilization of emotion with a total of ten items. To measure self-management, researchers used the self-management scale developed by Mezo (2009) and has been adapted to the research context of measuring academic self-management. The academic self-management scale consists of 3 dimensions, namely self-monitoring, self-evaluation and self-punishment or reward (self-reinforcement).

Table 3. The Scores of Cronbach's Alpha

Research variable	N of item	Cronbach's Alpha
Emotional Intelligence	10	.789
Academic self-management	16	.897

The two measuring instruments first go through a translation process into Indonesian and go through an expert judgment process with experts in the fields of psychology and education. Each instrument has been tested for reliability using Cronbach's alpha (see table 3) and obtained an alpha value of 0.789 ($p<0.5$) for the BEIS instrument and 0.897 ($p<0.5$) for the academic self-management scale.

RESULT & DISCUSSION

Before carrying out the analysis, this research presents a descriptive study of respondents on the two variables to be measured, namely self-management and emotional intelligence.

Table 4. Categorization of Academic self-management

	Range		f		%	
	H	E	H	E	H	E
Low	33	41-48	-	37	-	21%
Moderate	33-50	49-55	77	86	43%	48%
High	51-64	56-64	103	57	57%	32%

Based on Table 4, it was found that the criteria for academic self-management hypothetical categorization were 103 (57%) respondents had good academic self-management, 77 (43%) respondents had moderate self-management. moderate, based on empirical criteria, it was found that 57 (32%) respondents had good academic self-management, 86 (48%) had medium and 37 (21%) had low. Variations in hypothetical and empirical values show that there are differences in academic self-management in theory and the empirical conditions of respondents.

Table 5. Categorization of Emotional Intelligence

	Range		f		%	
	H	E	H	E	H	E
Low	10-20	28	-	22	-	12%
Moderate	21-30	29-32	53	93	30%	52%
High	31-40	32-40	127	65	70%	36%

Table 5 provides information regarding the criteria for emotional intelligence hypothetical categorization respondents who have high academic emotional intelligence are 127 (70%) respondents, moderate 53 respondents (30%) and none are in the low category. Meanwhile, when compared with categorization based on empirical values, it was found that 65 (36%) respondents were in the high category, 93 (52%) were in the medium category and 22 (12%) respondents were in the low category. The difference in hypothetical and empirical values indicates variations in respondents' theoretical and factual emotional intelligence. In theory, the majority of respondents have good emotional intelligence (70%), but when compared with

the scores between respondents, only 36% have very good emotional intelligence abilities.

A. Differences in respondents' scores in theory and practice on Academic self-management and Emotional Intelligence.

This study explores respondents' scores on Academic self-management and Emotional Intelligence, by comparing hypothetical (theoretical) and empirical (practical) criteria. We can further understand and analyse this data by presenting some key points and visualizations for easy interpretation.

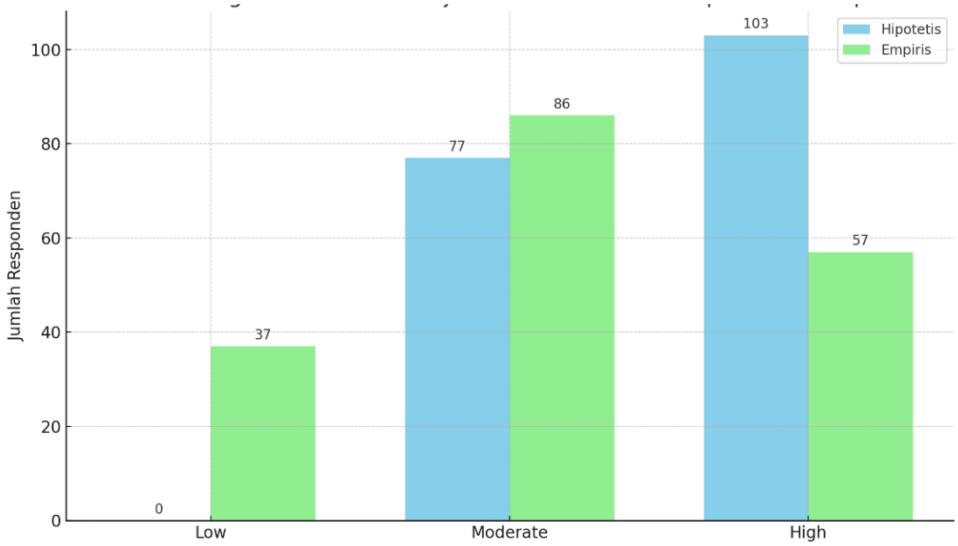

Figure 1. Comparation respondents score on Academic Self-Management

Table 6. Analysis result

	Pearson	R square	F	sig	Contribution
Emotional Intelligence X Academic self-management	.567	.321	84.196	.000	32%

Based on Table 6, it was found that emotional intelligence has a positive correlation with academic self-management with a Pearson correlation of .567 (p=.000, p<.05) which means that the better an individual's emotional intelligence, the better his academic self-management. Furthermore, it was found that the influence of emotional intelligence on academic self-management was 32% (Rsquare = .321, p<.05). From the results of the regression analysis above, to improve the academic self-management of Open University

early childhood education students, efforts are needed to increase emotional intelligence which consists of how individuals relate to their own emotions, recognize other people's emotions, regulate their own and other people's emotions and the individual's ability to manage positive emotions to help him resolve the challenges and problems he faces (utilization of emotion).

Table 7. Analysis dimension of emotional intelligence and academic self-management

	Academic self-management	R	R square	Adjust R square	Std. error estimate	R square Change
Emotional Intelligence	Appraisal own emotion	.326	.106	.101	5.144	.106
	Appraisal other emotion	.404	.163	.154	4.991	.057
	Regulation own emotion	.617	.380	.370	4.308	.217
	Regulation other emotion	.618	.381	.367	4.316	.001
	Utilization	.629	.396	.379	4.278	.015

Based on table 7, it was found that the contribution of each variable in emotional intelligence to academic self-management. It can be seen in the table (see table 7), the dimension of appraisal intelligence on Academic self-management is 10% (R=.326, P<.05), the dimensions of appraisal own emotion and appraisal of other emotions together on Academic self-management have an effect of 16 % (R=.404, p<.05). The dimensions of appraisal own emotion, appraisal other emotion and regulation own emotion together have an effect of 38% (R=.617, p<.05) on academic self-management. Meanwhile, if the four dimensions of appraisal own emotion, appraisal other emotion, regulation own emotion and regulation other emotion together contribute 38.1% to academic self-management. When the five dimensions gradually and together have a contribution of 39.6%.

B. Utilization emotion is the dimension with the greatest influence on academic self-management.

The dimension utilization emotion dimension shows the greatest influence on academic self-management, as shown by the highest R value of 0.629 and R Square of 0.396. This indicates that the ability to utilize emotions effectively plays an important role in managing students' academic activities. The use of emotions includes the ability to utilize feelings in the process of thinking, problem solving, and decision making, which can improve academic performance. Students who are able to use their emotions well tend to be more motivated, have better study strategies, and are able to deal with academic stress more effectively.

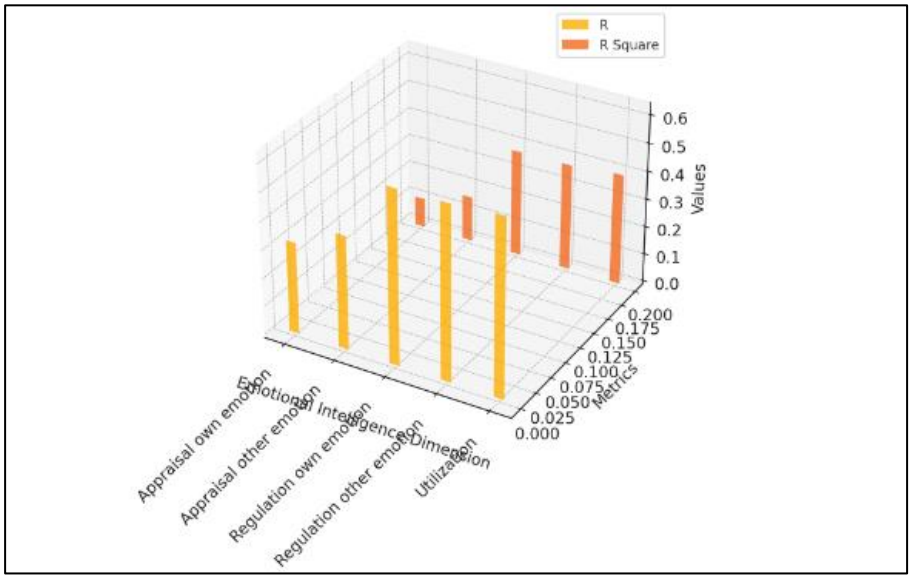

Figure 2. Effect of emotional Intelligence and Academic self-management

Utilization of emotions, both one's own emotions (Regulation own emotion) and other people's emotions (Regulation other emotion), also shows a significant influence on academic self-management. Emotional regulation includes the ability to control and regulate emotions adaptively, to maintain emotional balance in stressful academic situations. Individuals who are able to regulate their emotions tend to be more resilient, able to maintain focus, and maintain emotional stability in facing academic challenges.

On the other hand, Appraisal own emotion shows the smallest influence on academic self-management. Although it is important to recognize and

understand one's own emotions, this ability appears to have a lesser impact compared to the ability to regulate and utilize emotions.

Overall, these findings emphasize the importance of emotional skills in academic contexts. The ability to harness and regulate emotions plays a key role in supporting effective academic self-management. Therefore, emotional skills development programs can be an important part of educational strategies aimed at improving students' academic success.

Table 8. Compare means based on *Respondent's* long worked

Long worked	Academic Self-management		Emotional Intelligence		N
	Mean	Std.Dev	Mean	Std.Dev	
1-4 years	52.2740	5.46265	31.59	3.170	73
4-6 years	51.6944	4.89209	31.03	2.803	36
<6 years	51.6056	5.69079	31.06	3.359	71

Based on Table 8, it was found that respondents who worked for a period of 1-4 years (Mean= 52.2740, N=73) had a higher mean academic self-management score than the others, as well as the emotional intelligence variable, although the difference was not big. Respondents whose working age is still in the 1–4-year range may still not have many tasks or in terms of work structure they are still at the middle to lower level, so it is still possible to manage activities with more free time.

Table 9. Compare mean based on marital status

Marital Status	Academic Self-management		Emotional Intelligence		N
	Mean	Std.Dev	Mean	Std.Dev	
Single	52.36	5.009	31.60	3.071	50
Married with no child	50.27	3.003	29.73	2.533	11

Married and having child	51.85	5.757	31.27	3.246	119

Based on Table 9, it was found that unmarried respondents had the highest mean academic self-management among married respondents. An interesting thing was found in the data that respondents who were married and had children had a better average academic self-management score than married respondents who did not have children. The same thing also happens with the emotional intelligence variable. More in-depth research is needed to explore these findings. However, it is possible that this happens because of the mismatch in the proportion of respondents who are single, married with no children and married with children.

Table 10. Compared means based on domicile.

Domicile	Academic Self-management		Emotional Intelligence		N
	Mean	Std.Dev	Mean	Std.Dev	
Urban	53.26	5.772	31.42	2.293	19
Sub-urban	52.07	5.709	31.72	3.432	43
Rural	51.61	5.275	31.08	3.200	118

Based on Table 10, it is found that respondents who live in urban areas have higher academic self-management compared to respondents who live in sub-urban and rural areas. While for the emotional intelligence variable the comparison is not much different. These findings indicate that students in rural areas are the students who most need academic self-management training. Therefore, these findings are also a recommendation for the Open University to facilitate academic self-management training for students as an effort to improve academic quality and achievement.

C. Duration of work, marital status, and place of residence influence academic self-management and emotional intelligence.

Based on available data, it was found that work duration, marital status, and place of residence have a significant influence on academic self-

management and emotional intelligence. Respondents who worked for 1-4 years had the highest average academic self-management score of 52.2740. This may be due to them being relatively new to the job and having fewer responsibilities, allowing them more time to organize academic activities. Additionally, they may be in more junior positions with less work pressure compared to those who have worked longer. The emotional intelligence score was also the highest in this group, although the difference was not very significant compared to other groups

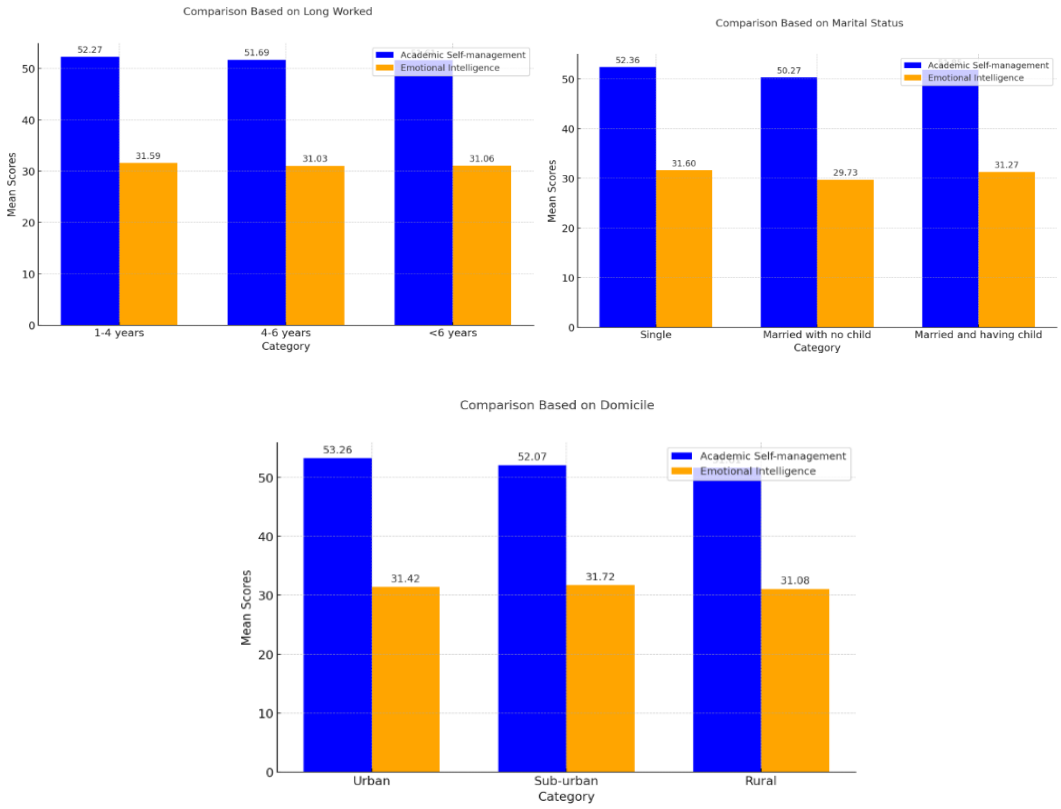

Figure 3. Comparison variable based on demographic data

Unmarried respondents had the highest average academic self-management score of 52.36. This may be because they have more time to focus on studies without family responsibilities. Interestingly, respondents who were married and had children had higher scores than those who were married but did not have children. This could be due to the clearer responsibility structure and stricter time management that comes with having children. Emotional intelligence scores were also highest in the unmarried group, perhaps because

they faced less emotional stress compared to married people, especially those with children.

Respondents who live in urban areas have the highest average academic self-management score of 53.26. Better access to educational resources, a more conducive learning environment, and more academic community support may have contributed to these outcomes. Meanwhile, emotional intelligence scores were relatively balanced across all residential categories, indicating that location factors may not have much influence on a person's ability to manage their emotions, although small differences may exist due to variations in social environment and community support.

These findings underscore the importance of considering employment duration, marital status, and residence in designing training and support programs to improve academic self-management and emotional intelligence. Educational institutions can use these insights to design more tailored training programs, such as academic self-management training for students in rural areas or special support for married students. Further research is needed to dig deeper into how these factors interact and influence an individual's academic and emotional success.

CONCLUSION

Based on the research results, it can be concluded that emotional intelligence is positively correlated with academic self-management in early childhood education students and has a contribution of 32%. It was also found that the dimensions of emotional intelligence that play a major role in academic self-management are, respectively, regulation own emotion > utilization > appraisal own emotion > appraisal other emotion > regulation other emotion. It was found that respondents who worked for a period of 1-4 years had the highest mean academic self-management score than the others. Unmarried respondents have the highest mean academic self-management and emotional intelligence among married respondents, respondents who live in rural areas have the lowest academic self-management compared to respondents who live in sub-urban and rural areas. The results of this research are intended to be a basis for conducting more in-depth research on Open University students in general, and early childhood education students in particular. Apart from that,

it is hoped that the results of these findings will be a recommendation for the need to hold training to increase emotional intelligence to improve academic self-management which is useful for improving academic quality and achievement.

Declaration of Conflicting Interests

The authors state that there is no conflict of interest in the publication of this article.

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