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The Influence of Emotional Intelligence on Resilience Skills in Students at the UNIMA Tadzkir Agency Experiencing a Breakup

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Abstract

Breakups often cause emotional stress in late adolescent students, although theories suggest better emotional stability and resilience. This study aims to analyze the effect of emotional intelligence on resilience in post-breakup students. Using a quantitative approach with simple linear regression analysis, the population was 123 Muslim students of the Tadzkir Agency, Manado State University, aged 18-21 years who had been in a relationship for at least 1 year; all of them were used as saturated samples. The instrument was a 5-point Likert scale questionnaire for emotional intelligence (22 items) and resilience (25 items), tested for validity and reliability via SPSS; data analysis included normality, linearity, homogeneity, regression, R square, and correlation tests. The results showed that emotional intelligence had a significant effect on resilience (sig. 0.000; R = 0.869; R^2 = 0.754), explaining 75.4% of the variance. The conclusion states that emotional intelligence strengthens resilience, recommending emotional management for post-breakup adaptation.

Keywords: Resilience, Emotional Intelligence, Breakup Resilience

INTRODUCTION

Students in late adolescence around the age of 18-21 years old, interest in the opposite sex generally has emerged and tends to be more mature, at this stage students have experienced

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more stable emotional development and are starting to be able to control and express their feelings in a more appropriate way. In late adolescence, students are faced with various developmental tasks, including accepting themselves and having confidence in their own abilities Jahja, in(Kamasi & Hartati, 2025). At this stage, interest in the opposite sex has emerged and triggered the desire to have a more mature romantic relationship. Romantic relationships are also called courtship, which involves an emotional bond between two committed individuals who have trust in their relationship. Romantic relationships have characteristics, namely intimacy, that will be achieved if both parties are open, support, understand,and speak without fear of rejection Stenberg 2022, in(Sengkey & Illahibaccus-sona, 2024). Students' hopes in the romantic relationships they experience certainly involve romantic beliefs or good expectations of the relationship, at this stage students begin to look for good quality romantic relationships because they can provide satisfaction, happiness, and contribute to positive emotional development and mental health. However, not always a relationship can run smoothly according to what is expected. Many people who date and ultimately end up in the middle of the road or what is commonly called a breakup.

Breaking up is defined as an event where a love relationship ends with a partner. Yuwanto, 2011 in(Risky Indah Aska et al., 2022)A person who still loves their partner and then experiences a breakup will usually display a loss reaction, especially at the beginning of the breakup. This happens because someone who experiences a breakup still imagines the days they spent previously with their partner, and when their relationship runs aground in the middle of the road, they must learn to get used to new circumstances and situations. There are several factors that cause a breakup that appear in every couple, namely keeping too many secrets, jealousy or loss of trust, family opposition, loving someone else, short-term love, and long-distance relationships (Lindenfield, 2005 in(Kalsum & Laksmiwati, 2023).

In this situation, good resilience skills are very important. Resilience is an individual's ability to recover and survive in difficult circumstances, in this case a breakup. Resilience according to (Connor-Davidson, 2003 in Mustika, 2021), is an individual's ability to survive, overcome, and even thrive amidst difficulties, through five key dimensions, namely: Personal competence (ability to deal with stress), Tolerance of negative effects, Positive acceptance (of difficulties and changes), Trust in instincts (trust in one's intuition and abilities), and Control including spirituality (having control in life). According to Reivich and Shatte, 2002 in(Covid-, 2021)Resilience is the ability to survive, adapt, overcome, and recover from adversity. It can also be defined as the ability to respond healthily when faced with adversity or trauma. This is where resilience plays a crucial role

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in an individual's life, enabling them to survive, recover, and return to their lives despite experiencing adverse circumstances or situations. Therefore, when individuals experience a breakup, they must recover and avoid lingering in a depressed state by adopting a positive mindset, focusing on their life goals, trying new things, managing stress effectively, finding a friend to talk to, and believing in themselves.

This can be achieved by developing good emotional intelligence. The importance of emotional control for adolescents lies in the ability to deal with frustration, maintain optimism, and develop relationships with others, often through empathy.(Wauran et al., 2021).According toGoleman in the book 'Emotional Intelligence: Why It Can Matter More Than IQ', 1995 in(Psychology et al., 2024)Emotional intelligence is a person's ability to recognize their own emotions (self-awareness), manage emotions (self-regulation), motivate themselves (motivation), recognize other people's emotions (empathy), and the ability to build good relationships with others (social skills).Emotional intelligence is considered a factor influencing post-breakup stress levels. Students with high levels of emotional intelligence tend to be better able to regulate their emotions and find healthy ways to cope.

However, the reality in the field shows a discrepancy between theoretical expectations and reality, where many students continue to experience excessive emotional stress, deep sadness, self-harm, decreased academic activity, decreased social relationships in the surrounding environment and physical health problems such as those experienced by KL, a UNIMA student who experienced a breakup which caused KL to be hospitalized for approximately 4 days. Because what KL experienced was so unacceptable that it affected his eating patterns and even lost his appetite and caused the gastric acid disease that KL had suffered from for a long time to recur and the symptoms experienced included heart palpitations, dizziness, nausea, cold sweats, weakness and can worsen gastric acid with prolonged acid contact time.(Thessalonica et al., 2012).

In theory, late adolescents should have stable emotions and strong resilience. However, real-life cases show a significant difference: they experience prolonged grief due to issues such as infidelity or conflict without healthy coping strategies. Based on these conditions, this study formulated the following problem: does emotional intelligence influence resilience in college students after experiencing a breakup?

The purpose of this study is to analyze whether emotional intelligence is related to and can influence the resilience of students who have experienced a breakup. Theoretically, the results of this study are expected to enrich the study of positive psychology regarding the role of emotions in the resilience process, while also contributing to the development of the concept of emotional

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intelligence as a protective factor in resilience theory. Practically, this study is expected to provide insight for students about the importance of managing negative feelings after a breakup and increase awareness of the importance of emotional intelligence in building resilience. The results of this study can also be used by organizations to anticipate the risk of decreased member engagement and strengthen members' psychological defenses through healthy and sporting emotional reinforcement.

RESEARCH METHODS

In this research, the quantitative research method was used. According to(Sihotang, n.d.), 2023 Quantitative research meets scientific principles, namely theoretical, empirical, retestable, open to criticism, objective, measurable, rational, consistent, and systematic. The quantitative approach is used for proof/confirmation that uses numbers in statistical analysis to solve research problems. Quantitative methodology involves researchers' efforts to gain knowledge by representing data numerically. Data obtained through questionnaires formulated by researchers serve as data sources that can be analyzed.

To test the research hypothesis, the variables involved in this study must first be identified. The variables involved in this study are:

1. Independent Variable: Emotional Intelligence
2. Dependent Variable: Resilience Ability

The operational definition of research aims to ensure that the measurement of research variables is more focused, in accordance with the objectives and measurement methods prepared. The operational definition of this research is as follows:

Resilience Ability (Y)

Resilience is the ability that a person must have to get up, adapt and overcome problems that occur in life in a positive way.

Emotional Intelligence (X)

Emotional Intelligence is a person's measurable ability to recognize, understand, manage, and use emotions both in oneself and others effectively.

Population

According to Sugiyono, 2011 in(Hermina & Huda, 2024)Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The population that will be used in this

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study is Muslim students of UNIMA's Tadzkir Agency who are in their late teens around 18-21 years old and have been in a romantic relationship for 1 year or more and then experienced a breakup, a total of 123 students.

Sample

According to Sugiyono, 2017 in(III, 2017)A sample is a portion of the population's population and its characteristics. It is used to investigate aspects of the population to more objectively describe the population's condition. In this sampling technique, the author used the "Saturated Sample" technique, which, according to Sugiyono (2017), is a sampling technique that uses all members of the population as samples. This is due to the small population size of 123 subjects in this study.

Data collection technique

The technique used by researchers to collect data was a questionnaire. According to Sugiyono (2017), a questionnaire is a data collection technique that involves providing respondents with a set of written questions or statements to answer. To measure the data, researchers used the Linkert 5-point scale, which includes: Very Appropriate (SAP), Appropriate (SAP), Neutral (NAP), Not Appropriate (TSAP), and Very Not Appropriate (STS).

Validity Test

According to(Janna & Herianto, 2021)Validity testing is a test used to determine whether a measuring instrument is valid or invalid. Validity testing is performed using the Pearson bivariate correlation formula (Pearson product-moment correlation) using SPSS software.

No	Variables		Number of Items	
		Total Items	Valid Items	Dropped Items
1	Emotional Intelligence (X)	22	21	1
2	Resilience Ability (Y)	25	23	2

Reliability Test

According to Notoatmodjo 2005, in(Janna & Herianto, 2021)Reliability is an index that indicates the extent to which a measuring instrument can be trusted or relied upon. Therefore,

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reliability tests can be used to determine the consistency of a measuring instrument, whether the measuring instrument remains consistent when the measurements are repeated.The reliability test was carried out using the Cronbach Alpha formula with the help of SPSS software.

No	Variables	Number of Items	
		Total Items	Reliable Items
1	Emotional Intelligence (X)	22	21
2	Resilience Ability (Y)	25	23

Thus, the Emotional Intelligence and Resilience Ability questionnaire is declared suitable to be used as an instrument in research.

RESULTS AND DISCUSSION

Normality Test

In this study, researchers used the Kolmogorov-Smirnov Test for normality, with the help of data analysis software SPSS version 23 IBM for Windows. In the Kolmogorov-Smirnov Test for normality, data is considered normally distributed if the significance value is greater than 0.05.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		123
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.44795185
Most Extreme Differences	Absolute	.074
	Positive	.074
	Negative	-.074
Test Statistic		.074
Asymp. Sig. (2-tailed)		.094[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the table above, a significance value of 0.094 was obtained. Therefore, the data tested was normally distributed.

Linearity Test

Linearity testispart of the regression analysis requirements to find out whether two variables have a significant linear relationship or not.The basis for decision making is that if the

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significance value on linearity is <0.05, the model is declared linear, then if the significance value on deviation from linearity is >0.05, the model is declared linear. To test linearity, the author used the data analysis software program SPSS version 23 IBM for Windows.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	26500.675	108	245.377	3.294	.007
		Linearity	10143.640	1	10143.640	136.156	.000
		Deviation from Linearity	16357.035	107	152.869	2.052	.064
	Within Groups		1043.000	14	74.500		
	Total		27543.675	122			

Referring to the table above, the significance value of the deviation from linearity is 0.064 > 0.05. The significance value for the linearity section is 0.000 < 0.05. This condition indicates that variables X and Y have a significant linear relationship.

Homogeneity Test

The homogeneity test is performed to ensure that two or more data groups have the same variance, ensuring unbiased analysis results. The basis for decision-making in this test is that if the significance value is greater than 0.05, the data are homogeneous. Conversely, if the significance value is less than 0.05, the data are not homogeneous.

Test of Homogeneity of Variances

Total

Levene Statistic	df1	df2	Sig.
.475	1	244	.491

The significance value obtained from the test conducted above is 0.491 > 0.05, so it can be stated that the data in this study is homogeneous.

Based on the assumption test, this data meets the requirements because the normality test shows a normal data distribution, the results of the linearity test show that the two data variables X and Y are linearly related, the results of the homogeneity test show that the data are homogeneous (the same variance). With the fulfillment of the classical assumption test, the hypothesis testing can be continued.

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Hypothesis Testing

The hypothesis testing process in this study was conducted using simple linear regression analysis with the help of IBM SPSS version 23 data analysis software for Windows. Through this analysis technique, the researchers aimed to determine whether emotional intelligence variables have a significant influence on resilience during a breakup.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	10.009	4.372		2.289	.024
	X	.995	.052	.869	19.273	.000

a. Dependent Variable: Y

Based on the table above, the emotional intelligence variable (X) has a significance value of 0.000. In decision-making, regression analysis can be seen from the significance value with the condition that the result must be below 0.05, if the significance value is less than 0.05, it means there is an influence between the independent variable and the dependent variable.

R Square Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869[a]	.754	.752	7.479

a. Predictors: (Constant), X

Based on the table above, the R value of 0.869 is considered strong, indicating a strong positive relationship between emotional intelligence and resilience in students experiencing breakups. The R Square value of 0.754 indicates that emotional intelligence explains 75.4% of the variation in resilience in the research model. The remaining 24.6% is influenced by factors outside the research model.

Correlation Test

Through this test, researchers can determine the extent to which changes in one variable are related to changes in other variables.

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Correlations

		X	Y
X	Pearson Correlation	1	.869**
	Sig. (2-tailed)		.000
	N	123	123
Y	Pearson Correlation	.869**	1
	Sig. (2-tailed)	.000	
	N	123	123

**. Correlation is significant at the 0.01 level (2-tailed).

The table above shows that the correlation coefficient between X and Y is 0.869, indicating a very strong relationship. The sig value is also less than 0.001, indicating a very strong positive relationship between the two variables, and the higher the level of emotional intelligence, the greater the resilience.

DISCUSSION

This study was conducted to determine whether there is an influence between emotional intelligence and resilience in Muslim students of the Tadzkir Agency of Manado State University who have experienced a breakup. This study involved 123 Muslim students of Manado State University. Respondents in this study were Muslim students who had dated for 1 year or more and then experienced a breakup based on data found by researchers, the duration of the relationship experienced by respondents varied and the most dominant duration was a relationship for 1 year, and respondents were dominated by female students with a number (78 respondents, 63.4%).

The prerequisite tests conducted by the authors in this study included the classical assumption test with a normality test using the Kolmogorov-Smirnov Test. The results of the normality test showed that the data were normally distributed, with a significance value of 0.094, which is above 0.05. This means that the data met the normality assumption, allowing statistical analysis to proceed to the next testing stage.

The next classical assumption test conducted by the author was a linearity test. The results showed a linear relationship between emotional intelligence and resilience. This was demonstrated by a significant deviation from linearity value of 0.064, which is greater than 0.05. The significance value for the linearity section was 0.000, which is less than 0.05.

Furthermore, the classical assumption test carried out by the author is a homogeneity test, the results obtained from the test carried out above are 0.491 > 0.05, so it can be stated that the

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data in this study is homogeneous.

After fulfilling all classical assumption tests, a simple linear regression analysis can be conducted to test the extent to which the independent variable (emotional intelligence) influences the dependent variable (resilience ability). The results of the simple linear regression analysis with the t-test show that the t-value is 19.273 with a significance value of 0.000, which is far below 0.05. It was found that emotional intelligence is able to predict resilience ability, individuals who have good emotional intelligence will be able to perform resilience. Specifically, the influence is positive, where an increase in emotional intelligence such as the ability to recognize, understand, manage, and use emotions is followed by an increase in resilience such as the ability to bounce back from difficulties experienced. Thus, the research hypothesis H1 which states that the better the emotional intelligence in adolescents who experience a breakup, the better their resilience ability is accepted, while the null hypothesis is rejected.

In addition to the t-test results, the analysis also shows the results of the R Square test with a correlation coefficient (R) value of 0.869 indicating a positive relationship with strong strength between emotional intelligence and resilience abilities. The R Square value of 0.754 means that emotional intelligence explains 75.4% of the variation in resilience abilities in the research model, while the remaining 24.6% is influenced by other factors outside the research model.

In this study, the researchers also conducted a correlation test because this correlation test is crucial for providing empirical evidence regarding the direction and strength of the relationship between variables, thus providing an adequate statistical basis. The test yielded a coefficient of 0.869, with a very high level of significance. This positive coefficient indicates a fairly strong relationship between emotional intelligence and resilience. In other words, the higher the emotional intelligence of students experiencing a breakup, the higher their resilience.

The discussion of the results of this study provides support for research that has been conducted by(Putu et al., 2024)which states that adolescents with emotional intelligence, able to recognize, understand, manage, and effectively use emotions in themselves and others, are better able to survive and recover from the setbacks experienced when a romantic relationship ends. The results of this study also indicate that the sample in the study possessed high levels of resilience and emotional intelligence.

The results of this study indicate that emotional intelligence has a positive and significant influence on resilience in students experiencing a breakup. Overall, these results confirm that emotional intelligence plays a crucial role in fostering resilience. These findings offer practical

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implications for Muslim students and all students at Manado State University, including the need to manage negative emotions such as sadness or anger, thereby accelerating psychological recovery. Students with high emotional intelligence tend to adapt more quickly, avoid isolation, and focus on productive activities.

CONCLUSION

This study found that emotional intelligence has a positive and significant influence on resilience in Muslim students of Manado State University after a breakup, with a correlation coefficient of 0.869 and R Square of 0.754, which explains 75.4% of the variation in resilience. This finding is supported by the classical assumption test that is met, such as normality (sig. 0.094), linearity (sig. linearity 0.000), and homogeneity (sig. 0.491), so the hypothesis is accepted. However, limitations of the study include the use of saturated samples from a limited population (123 Muslim students of the Tadzkir Agency aged 18-21 years), a cross-sectional design that does not capture time dynamics, and reliance on self-report questionnaire data that is susceptible to response bias.

Practical implications include recommendations for emotion management workshops for college students to accelerate post-breakup adaptation, prevent isolation, and improve academic focus. Suggestions for future research include expanding the sample to the general population, comparing gender or relationship duration, and integrating moderating variables such as social support through a longitudinal design for broader generalizability.

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