

THE ROLE OF HUMOR STYLE AND EMOTIONAL INTELLIGENCE ON ACADEMIC STRESS IN ADOLESCENTS

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ABSTRACT

This research aims to examine the role of humor style and emotional intelligence on academic stress. Based on studies conducted by the research team, the phenomenon was found that academic stress in teenagers studying in high school, especially in subjects, can be overcome by factors from within the students and outside themselves. An internal factor that can overcome academic stress is the role of developing emotional intelligence in managing various emotional turmoil while studying at school. The external factor is the humor shown by the teacher while teaching in the classroom to reduce stress and make mathematics a lesson that is not scary. The sampling method used was simple random sampling, namely teenagers in high school and college. The participants obtained in this research were 250 teenagers, with the results that humor style and emotional intelligence had a negative and significant role in academic stress. A significant negative role was obtained from the self-enhancing humor style with a value of $\beta = -0.456$ and an overall value of $R^2 = 0.525$. The negative role in the results of data processing can be interpreted operationally as that when teachers or lecturers use self-enhancing humor, it will cause a decrease in academic stress experienced during mathematics subjects.

Keywords: humor styles; emotional intelligence; academic stress

Introduction

Someone who has a lot of pressure will adapt by thinking of various ways to overcome the pressure they feel (Suhadianto et al., 2021). Describes stress as an external stimulus that can cause a person to feel tired, such as stressors in the work environment. However, it is important to note that responses to such stressful stimuli can vary between two different individuals (Ekawarna, 2018). In general, experts define stress as an event that causes pressure and can cause negative impacts on a person, such as symptoms of headaches, high blood pressure, difficulty controlling emotions, difficulty focusing, increased appetite, sleep disturbances, or a tendency to smoke excessively (Bunyamin, 2021). States that stress is a person's response to situations and events that are a source of pressure (stressors), which can interfere with a person's ability to deal with them (coping) (Glazer & Liu, 2017).

One form of stressor experienced by individuals is stress in the academic field, whether

experienced by students. Proves that a study regarding academic stress is an indication of increasing psychological pressure in adolescents. A study conducted in Norway by Kroksted et al. (2022), stated that from 2006 to 2019 there was an increase of 15 to 30%, around twice as many teenagers experiencing psychological depression. Then a hypothesis reveals that indications of academic stress arise due to social pressure to achieve grades in education and activities at school that are stressful (Kristensen et al., 2023). According to (Hidayanti & Chris, 2022), someone who experiences stress will affect a person's work results and abilities so that this affects the results achieved, then because existing work is hampered, the work results get minimal value, this affects the business and costs incurred. and waste time in vain.

Stress is included in the risk category for psychosomatic symptoms experienced at school, then chronic stress symptoms are correlated with the high demands that occur at school (Tharaldsen et al., 2023). Research conducted by (Karyotaki et al., 2020), revealed several academic stress factors experienced by students, including academic pressure, economics, time management, friends and personal conflicts with teachers or professors. Apart from that, research conducted in Pakistan by Saeed et al. (2020), factors that trigger academic stress include frequent exam schedules, not being able to manage time well, economics, study pressure, long learning plans, discrimination at school, less communicative relationships between students and teachers (Francisco et al., 2022).

Students have a personal perspective on various aspects of school, so that academic stress arises as a result of learning at school and this puts pressure on students psychologically rather than events that occur in life (Wang & Degol, 2016). Revealed several internal and external factors for students regarding learning, internal factors consisting of the motivation that students have in learning, the interest they have in learning, the ability to adapt quickly and precisely, the ability to regulate emotional conditions within themselves, perceptions held of teachers who teach and external factors such as teaching methods conveyed by teachers regarding the delivery of material (Azka, 2019).

Based on this, internal and external factors need to be measured to predict the dominance of factors that have a greater influence on reducing academic stress in students. research conducted by NAASP, the characteristics of a good teacher according to students are teachers who have humor, getting a percentage of 79.2%, in contrast to that, students think that bad teachers are teachers who don't have humor and when teaching in class tends to be boring, the percentage obtained is equal to 79.6% in Dasmiyati et al., 2022).

However, each individual has a different sense of humor and each individual's way of interpreting is also different. When the teacher expresses and tells about something

funny within certain limits and the humor used does not hinder learning, then the learning situation in the classroom can be said to be enjoyable (Ramdhani, 2019). The use of humor applied by the teacher can also eliminate the tense atmosphere, so that students do not feel pressured or stressed when studying in class.

There was research conducted to see the extent of the relationship between humor and academic stress in students. Such as research conducted by (Onur et al., 2023) who conducted research on the relationship between humor and academic stress in accelerated students. This research showed that the higher the humor, the lower the academic stress experienced, and vice versa. On the other hand, there is research between the sense of humor variable and academic stress in Psychology students at the University of Surabaya which was researched by Sukoco (2014). The results of this research show that the higher the sense of humor, the lower the level of stress the individual has. Thus, an external factor that can be used to predict a decrease in academic stress is the teacher's humor style.

Humor styles are divided into four, namely affiliative humor, self-enhancing humor, aggressive humor, and self-defeating humor. Positive humor styles are affiliative humor and self-enhancing while negative humor styles are aggressive humor and self-defeating humor (Abdullah et al., 2022).

A self-enhancing humor style is humor that functions as a coping strategy and maintains a positive outlook on life. Self-enhancing is done by watching funny videos, reading funny stories, or seeing something funny. Aggressive humor is humor that uses forms of sarcasm, demeaning, criticizing and insulting other people (Abdullah et al., 2022). The aggressive humor style can be found in the Kompas TV stand-up show. In one of the segments on his YouTube channel, a comedian with the initials KS does a roasting (Stand up Kompas TV, 2021). Roasting is a technique in comedy to criticize, insult someone through jokes or jokes.

Self-defeating humor means that individuals make themselves the butt of jokes and tend to put themselves down to be able to interact with other people (Fritz et al., 2017). In the SUCRD stand-up comedy segment on the YouTube channel (Raditya Dika, 2019), RD said that he felt old and he felt tired when doing stand-up. Apart from RD, DA also performs stand-up comedy about himself having physical disabilities (Stand Up Kompas TV, 2020).

Adaptive humor is more often used to enhance identity and feelings, strengthen cohesiveness in friendly relationships. Meanwhile, maladaptive humor tends to be used towards out-groups they don't like and they consider to be a threat. Based on these various humor styles, it can be used as a factor that predicts a decrease in academic stress (Martin & Ford, 2018).

An internal factor that can be studied for its influence on reducing academic stress is the emotional intelligence within the individual. In principle, emotions are an urge to take action (Wijaya & Basaria, 2016). Someone who has high emotional intelligence tends to be able to overcome the problems they face effectively, because they can accurately understand the level of emotions they feel, know the right way and time to express the emotions they feel, and have the ability to regulate their feelings effectively (Azizah, 2022). Individuals have the ability to think clearly and remain calm and have the ability to control themselves well when solving a problem (Suardiantari & Rustika, 2019). On the other hand, for individuals who have difficulty controlling their emotions, they will find it difficult to find a clear direction to resolve an obstacle.

This is related to a person's capacity to manage emotions, control mood, motivation, and survive frustration which is called emotional intelligence. The skill of identifying emotions objectively makes a person able to overcome problems without being influenced by emotions. In addition, someone who has a high level of emotional intelligence tends to be able to adapt to stressors which makes them motivated to solve the problems they face (Suardiantari & Rustika, 2019).

Salovey and Mayer (1990) provide an understanding of emotional intelligence as a form of social intelligence which implies skills with the aim of observing both social feelings in oneself and in others, then grouping and using this information as a guide in thoughts and behavior. According to emotional intelligence includes the ability to control oneself, show resilience and overcome problems, regulate impulses, motivate oneself, manage moods, have empathy, and build relationships with other people. Apart from that, Goleman expressed the view that emotional intelligence (EQ) is more essential than intellectual intelligence (IQ) (Ghufron, 2016).

Based on the opinion of, there are several things that have an impact on emotional intelligence, namely 1) internal factors, including physical and psychological aspects of the individual, 2) external factors, including stimuli and the environment that do not originate from the individual. Meanwhile, Mayer and Salovey (1997) stated that there are several aspects of emotional intelligence, namely: 1) reflection on emotional regulation, 2) understanding and analyzing emotions, 3) emotions as a means of logical thinking, 4) perception, assessment and expression of feelings (Ghufron, 2016).

The impact of poor emotional intelligence can result in a decline in morale which has a negative impact on student learning achievement (Febiyanti & Wijaya, 2017). The ability to recognize emotions, regulate emotions, and control oneself plays a role in determining a person's coping behavior and this also influences how individuals adapt to difficult situations. A person's skills in emotional intelligence also have the ability to carry out coping (Azizah, 2022). Based on the explanation of various factors, both internal and

external, research was conducted regarding the role of the teacher's humor style compared to students' emotional intelligence factors in reducing academic stress.

Research Method

This research was carried out by taking online questionnaires from teenagers between 1 October and 1 November 2023. The characteristics of the teenagers who participated in this research were those who were taking mathematics lessons at both high school and college levels. The sample of teenagers taken came from SMA characteristics of research participants. Meanwhile, the method used in this research is linear regression. An overview of the demographic data of research participants is in table 1

Table 1. Participant Demographics

Demographics		Frequency	Percentage
Gender	Man	123	49,2
	Woman	127	50,8
	Total	250	100
Recent Education	High School / Vocational School / equivalent	120	48
	Diploma	80	32
	S1	50	20
	Total	250	100

Result and Discussion

Academic stress or academic stress is psychological pressure assessed subjectively because the stress comes from academics such as activities at school rather than events in life (Esenam, 2020). The academic stress measuring instrument is the result of adapting the validity and reliability of the academic stress instrument by Hapsyah et al., (2023). The ESSA variable or Educational Stress Scale for Adolescents is filled in on a Likert scale interval of one to five. The ESSA measuring tool consists of 16 items to measure 5 academic aspects, namely Pressure from study, Workload, Worry about grades, self-expectation, and despondency. The statement items are filled in on a Likert scale interval of one to five.

The results showed that of the 16 statement items, all statement items had a corrected item-total correlation value smaller than 0.2, so these items were discarded. So, the total valid and reliable items are 16 questions. The results of the reliability and validity tests can be seen more clearly in table 2.

Table 2 Academic Stress Reliability and Validity Test

Dimension	Item Type	Before grain elimination	After grain elimination	α Cronbach
Pressure From Study	Positive Points	4	4	0.800
	Negative Items	0	0	
Workload	Positive Points	3	3	0.732
	Negative Items	0	0	
Worry About Grade	Positive Points	3	3	0.771
	Negative Items	0	0	
Self-expectation	Positive Points	3	3	0.725
	Negative Items	0	0	
Despondency	Positive Points	3	3	0.747
	Negative Items	0	0	
Total		16	16	

Measurement of Emotional Intelligence Variables

The conceptual definition of emotional intelligence is defined as an individual's capacity to manage themselves, have resilience in facing problems, control impulsive impulses, motivate themselves, regulate mood, be empathetic, and build good interpersonal relationships (Goleman, 2000). Emotional intelligence variables have 5 dimensions, namely the dimensions of self-awareness, managing emotions (managing emotions), motivating oneself (motivation), empathy (empathy), and handling relationships (handling relationships) (Goleman, 2005).

The operational definition of emotional intelligence that will be used in this research is the score obtained from the emotional intelligence of final year students using the emotional intelligence measuring tool from the development of Goleman's theory. The measuring instrument consists of 60 items that use alternative answers provided consisting of 5 choices, namely Strongly Disagree (STS), Disagree (TS), Undecided (RR), Agree (S), and Strongly Agree (SS). However, in this study, the emotional intelligence measuring tool only used positive items consisting of 30 items. The emotional intelligence measuring tool uses a questionnaire borrowed from the Research and Measurement Section of the Faculty of Psychology, Tarumanagara University (2013). In the validity and reliability testing carried out on measuring research data, it was found that the validity and reliability values were also classified as good. Complete results can be seen in table 3.

Table 3. Emotional Intelligence Measurement

No	Dimension	Positive Points	α Cronbach
1.	Self-Awareness	1, 2, 3, 4, 5, 6	0.813
2.	Managing Emotions	7, 8, 9, 10, 11, 12	0.832
3.	Motivating Oneself	13, 14, 15, 16, 17, 18	0.783
4.	Empathy Skills	19, 20, 21, 22, 23, 24	0.754
5.	Handling Relationship	25, 26, 27, 28, 29, 30	0.821

Measurement of Humor Style Variables

This humor style measuring tool was developed by (Martin & Ford, 2018), called the Humor Style Questionnaire (HSQ). The HSQ variable uses a Likert scale consisting of one to five. The HSQ measuring tool consists of 32 statement items to measure 4 dimensions, consisting of: affiliative humor, self-enhancing humor, aggressive humor, and self-defeating humor. The results show that all 32 statement items are valid and reliable. The results of the reliability and validity tests can be seen more clearly in table 4.

Table 4 Test of Validity and Reliability of Humorous Style

Dimension	Item Type	Before grain elimination	After grain elimination	α Cronbach before elimination Grain
<i>Affiliative Humor Style</i>	Positive Points	3	3	0.723
	Negative Items	5	5	
<i>Self-Enhancing</i>	Positive Points	7	7	0.757

Dimension	Item Type	Before grain elimination	After grain elimination	α Cronbach before elimination Grain
Aggressive Humor Style	Negative Items	1	1	0.800
	Positive Points	4	4	
	Negative Items	4	4	
Self-Defeating Humor Style	Positive Points	7	7	0.810
	Negative Items	1	1	
Total		32	32	

Test the Role of Humor Style and Emotional Intelligence on Academic Stress Based on the data obtained, a partial test of the role of humor style and emotional intelligence variables on academic stress was carried out. From data analysis using linear regression (normal data) and processed simultaneously, the results obtained for the coefficient of determination $R^2 = 0.525$. This also shows that 52.5% of the dimensions of affiliative humor, self-enhancing humor, aggressive humor, self-defeating humor and emotional intelligence contribute to academic stress while the rest is contributed by other factors. Furthermore, from the regression analysis it can also be observed that the value of $F = 81.233$ and $p = 0.000 < 0.05$ means that there is a role for the dimensions of affiliative humor, self-enhancing humor, aggressive humor, self-defeating humor and emotional intelligence on academic stress. Furthermore, from the regression analysis it can also be seen which variables most influence academic stress.

The next thing is that the partial role can be seen in the standardized coefficients (Beta) value, where the role between each independent variable can be seen that the humor styles that have an influence are affiliative, self-enhancing and self-defeating humor styles. Apart from that, the role of emotional intelligence also shows a significant influence. The resulting role is negative and significant. The complete results can be seen in Table 5.

Table 5. Humor Style and Emotional Intelligence Regression Test on Academic Stress

IV	R2	F	P	β	p
Affiliative	.525	81.233	.000	-.382	.000
Self Enhancing				-.456	.000

Aggressive	-.008	.865
Self Defeating	-.200	.042
Emotional intelligence	-,212	.038

DV: Academic Stress

Conclusion

Based on data analysis that was carried out on 250 participants, the results showed that the teacher's humor style and emotional intelligence factors had the effect of reducing academic stress in students at both high school and college levels. However, partially, the teacher's humor factors, especially the self-enhancing humor style, have the highest influence and the aggressive humor style does not have a significant influence.

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