The Effect Of Emotional Intelligence On Subjective Well Being Of Nurses At Hospital X

Sarah Grace Sihombing[1], Freddy Butar-butar[2]
Fakultas Psikologi, Universitas HKBP Nommensen, Medan, Indonesia
Email: sarahgrace.sihombing@student.uhn.ac.id

Abstract

This study aims to analyze the Influence of Emotional Intelligence on Subjective Well Being in Nurses at Hospital X. Based on the research that has been conducted by the researcher, **i**t can be concluded that: It was found that emotional intelligence has a significant influence on subjective well-being in nurses at hospital x. This is indicated by the results of a simple linear regression analysis with a regression coefficient value of 0.205 with a significance level of 0.02, which is below the significance limit of 0.05. Thus, the alternative hypothesis is accepted, it can be concluded that emotional intelligence plays a role in shaping the level of subjective well-being of nurses. The higher the emotional intelligence, the higher the subjective well- being felt by nurses. Emotional intelligence significantly influences subjective well-being. However, it falls into the low category, at 11.9% (R-square = 0.119), meaning that 88.1% of the variation in subjective well-being is influenced by other factors not examined in this study. These factors can include external factors, such as work pressure, hospital management, social support, and the nurses' physical and mental health.

Keywords: Emotional Intelligence, Subjective Well-Being, Nurses

INTRODUCTION

Hospitals play a crucial role in the public health development sector. Nursing services play a significant role in determining the quality of services provided by hospitals. The quality of healthcare services is one of the factors influencing the quality and image of hospitals. The success of healthcare sector development is fundamentally influenced by the role and function of nurses, which can be achieved through education, providing additional information, and managing nursing care (Prema Swandewi, Wisna Ariawan, & Gede Erni Sulindawati, 2024). Nurses are a key component of the healthcare system. In line with the role of nurses in the healthcare development industry, their role in healthcare services within hospitals is also crucial. Like doctors, nurses have a responsibility to provide the best possible service, meeting applicable standards and demonstrating optimal performance in nursing management (Putra, Afrizal, & Zamzami, 2018).

Nurses are the most numerous healthcare professional compared to other healthcare professionals. Law Number 38 of 2014 explains that a nurse is someone who has graduated from higher education in nursing, either domestically or internationally, which is recognized by the Government in accordance with statutory provisions. The number of

nurses in the city of Medan is 7,581 nursing staff, compared to the city's population of 2,474,166 (Hajar, Sofyan, & Amalia, 2021). Based on this, nurses have quite high work pressure, which causes nurses to have significant responsibilities and roles.

The services provided by nurses must reflect the values needed and desired by patients so that patients can feel satisfied with the services provided (Ndait, Dethan, & Pau, 2022). The reason nurses are more susceptible to stress is because nurses have very high duties and roles that affect people's lives (Handriani & Subhan, 2020). A nurse's work is directly related to the lives of patients and often faces challenges in their work environment, such as negative stigma from society towards this profession, repeated patient complaints, and inappropriate task allocation, which can cause physical fatigue and potentially cause stress in nurses (Sucipto, Agung; Listiadi, 2020). This can result in reduced well-being for nurses. Assessment of life satisfaction, which includes positive and negative affect, is one indicator of subjective well-being.

Subjective well-being refers to an individual's assessment through cognitive and affective aspects. Subjective well-being also reflects the level of well-being experienced by an individual based on subjective evaluations of life, where the cognitive aspect includes life satisfaction, where the individual considers past, present, and future experiences (Sunardi, 2019). Subjective well-being is also assessed from the affective aspect, which consists of positive and negative affective aspects (Bereki & Saputra, 2020). Positive affect in subjective well-being refers to an individual experiencing positive emotions such as joy and compassion. Meanwhile, negative affect refers to someone experiencing negative emotions characterized by various forms such as anger, anxiety, stress, envy, and so on.

Subjective well-being is essential for nurses to effectively fulfill their roles and meet the demands of their work. Nurses experiencing work stress are particularly vulnerable to subjective well-being. Pavot & Diener (Milla & Prima, 2024) stated that subjective well-being can impact the quality of social relationships, work life, and mental health. Individuals with high subjective well-being find it easier to manage and maintain social relationships and marriages. Subjective well-being can lead to greater contributions, loyalty, and resilience to work.

Diener, Oishi & Lucas (Riandini, Sudatha, & Parmiti, 2020) suggest that subjective wellbeing consists of an individual's evaluation of their life, both past and present. The ability to manage stress in daily life as a nurse is crucial for survival and growth, becoming more effective in carrying out their duties. Individuals with high subjective wellbeing can control their emotional regulation, transform negative emotions into positive ones, and effectively solve problems. An individual's ability to adapt to challenges can determine their level of subjective wellbeing, whether low or high. In the workplace, subjective wellbeing is essential for employees to remain comfortable and happy in their work.

Clercq and Smet (Khozim, Arief, & Wibowo, 2021) stated that a nurse needs a way to be able to resolve and adapt to conditions to the demands that must be met so that in carrying out the profession as a professional nurse. Emotional intelligence is one way to create and improve subjective well-being. Emotional intelligence allows a nurse to communicate well and correctly and sympathetically with the patients they face. Good emotional intelligence helps a nurse in providing correct and good and effective services in the hospital. Emotional intelligence allows a nurse to communicate well and correctly and sympathetically with the patients they face defines emotional intelligence as the ability to process, motivate oneself, and solve one's own problems. Bar On emotional intelligence is a

series of personal, emotional, and social abilities that influence a person's ability to handle demands and environmental pressures. Then Salovey in Goleman (Sulastyaningrum, Martono, & Wahyono, 2019), develops emotional intelligence into five parts, namely recognizing emotions, managing emotions, motivating oneself, recognizing the emotions of others, and establishing good relationships.

Mandol (Siregar, Sari, Harahap, & Chastanti, 2019) stated that nursing facilities desperately need nurses with high emotional intelligence to meet patient needs. In this situation, emotional intelligence is needed to realize and improve subjective well-being, which will affect the nurse's psychological well-being and increase satisfaction with the results of patient care. Good emotional intelligence can help nurses provide good and effective services to the patients they encounter. The condition of feeling a good mood is a good social relationship. If an individual can adjust to the feelings of those around them or can have empathy, then that person will have a good emotional level and will be easier to adapt to their surroundings, especially the work environment. This ability is called emotional intelligence.

Goleman states that emotional intelligence can influence a person's career development and success. Zeidner, Robert, and Matthew (Ardian, Purwanto, & Alfarisi, 2019) state that emotional intelligence is the ability to identify, observe, and express emotions, and effectively manage both positive and negative emotions in oneself and others. Positive emotions are used to deal with or overcome unpleasant feelings, as well as to motivate oneself and understand the feelings of others. In the workplace, emotional intelligence is essential for a team to achieve goals and provide services to clients. In the nursing field, emotional intelligence is important because it encourages nurses to live a balanced life, which will affect the quality of care provided to patients and their families. The larger the hospital, the greater the nursing service. Someone who is unable to cope with the demands of their work is very likely to trigger a lack of well-being in their work.

According to Bar On (Hafsah, Hanum, Saragih, & Ningsih, 2022) someone with high emotional intelligence is able to cope with the demands and pressures of their work environment. Physical challenges include the presence of multiple illnesses, caring for critically ill patients, and increasing workloads. Psychosocial challenges, such as the dynamics of relationships between doctors and nurses, members of the healthcare team, or even patients and their families, require emotional skills. These skills include the ability to manage one's own emotions, motivate oneself, understand the emotions of others, and build healthy social relationships.

Through emotional intelligence, nurses can learn to manage their emotions and express them appropriately. The emotional demands of nursing require nurses to possess strong emotional intelligence. This emotional intelligence helps them remain productive, optimistic, and able to solve problems effectively. Meanwhile, according to Salovey & Mayer, emotional intelligence is a component of social intelligence that involves the ability to control oneself, one's feelings, and the emotions of others, to distinguish and respond to one's thoughts and actions. Emotional intelligence, in general, is a person's self-awareness in sensing, managing, and monitoring one's own feelings toward others, both individually and socially.

Emotional intelligence is considered a crucial factor responsible for shaping performance. Nurses, as healthcare workers who care for patients 24/7, are required to better control their emotions. Individuals with high emotional intelligence not only

understand their own emotions but are also able to manage them effectively, transforming them into positive energy to overcome various challenges and feelings. Someone with high emotional intelligence will be able to overcome unpleasant conditions. Happy feelings can stimulate thinking, meaning happy feelings can provide positive energy. This includes thinking positively about the work environment. So that if the job presents many demands and problems, but responded to as a challenge that can be achieved, then the action to adapt to the work environment makes a person comfortable and prosperous. This will create a psychological reaction that is not easily stressed, anxious, and other things (Benu & Nugroho, 2021).

Someone with low emotional intelligence is unable to control their emotions, and therefore lacks positive emotions to address unpleasant feelings. This results in negative emotional energy. Negative emotional energy can generate unpleasant feelings that can lead to negative thinking, including thoughts about the work environment. Consequently, problems or demands at work are perceived as threatening, leading to discomfort and a lack of well-being in the workplace (Fadhilah & Mukhlis, 2021).

Effective emotional management is expected to improve the quality of patient care, nurses' performance in dealing with changing workloads, and the effectiveness of their roles as healthcare providers. In addition to increasing productivity, emotional management skills also have a positive impact on nurses' social interactions. The concept of emotional intelligence has developed among nurses over the past two decades and can provide valuable input in improving a nurse's professionalism.

A previous study by Yovanca, Evanytha, and Febrayoshi (2019) on nurses at Dharmais Cancer Hospital in Jakarta showed that the nurses had a relatively high level of subjective well-being. This indicates that cancer nurses were able to manage stress and mood well. However, some nurses also had low subjective well-being, indicating that nurses with low subjective well-being experienced less satisfaction in their lives and experienced more negative effects than positive ones.

In line with research conducted by Prasetyo & Indriani (Poetri, Nugroho, & Vlorensius, 2020) on first-year students, the results of the study found a significant relationship between emotional intelligence and subjective well-being. This relationship has a positive direction, so that the higher the emotional intelligence, the higher the level of satisfaction and happiness. Research conducted by Qusyairi (2021) on 35 female students of the Tahfidz Dormitory at the Mukhtar Syafa'at Islamic Boarding School, Blokagung Tegalsari, Banyuwangi, showed that the variable of Emotional Intelligence has an influence on Subjective Well-Being. Where, seen from the two variables, there is a strong positive linear relationship, which means that the higher the students' emotional intelligence, the higher their level of subjective well-being (Qusyairi, 2021). Research conducted by Putra & Aulia (2019) conducted on single parent women in Minangkabau, in this study both variables were at a high level, there was also a significant positive relationship between emotional intelligence and subjective well-being which means the lower the emotional intelligence, the lower the subjective well-being and vice versa (Putra & Aulia, 2019).

Based on the researchers' observations, it appears that some nurses still lack emotional intelligence, as evidenced by their inability to manage their anger (Larson et al., 2021). These nurses often project their anger onto coworkers in front of patients, which makes both patients and coworkers uncomfortable, and further stresses them out, ultimately impacting their well-being at work.

Researchers have also conducted interviews with several nurses, the following are the interview results:

"Sometimes I feel scared and stressed, especially when I have a lot of work or patients, especially if there are serious ones. Sometimes I feel annoyed and dizzy, but I try to keep it bottled up, but sometimes I end up exploding. Furthermore, if I bottle up my emotions, I get tired more easily, and if I have problems at home, sometimes I feel like I want to vent them to the people around me. Then, if there are problems at work, I feel tired from carrying out activities like this, which only adds to the stress. I realize that I don't understand my emotions well, especially when it comes to managing them, which I have a bit of difficulty."

This is in line with the results of an interview conducted by researchers with one of the respondents. The respondent stated that he felt fear and stress when under high work pressure, then easily became tired and had explosive reactions. The interview also revealed that the respondent lacked emotional regulation.

The following researcher also conducted an interview with a nurse with the initials S, aged 43 years.

"As nurses, we have a big responsibility, so feeling afraid and stressed seems to be a common occurrence. Usually, in emergency situations, I try to calm down first, then think about what to do next. When I'm emotionally unstable, I try as much as possible to differentiate between my personal feelings and my professionalism at work. I try to control my emotions so that others can also feel calm and not get caught up in the atmosphere. However, there are some colleagues who still find it difficult to hide their emotions. Sometimes I feel satisfied because I can maintain my mood, but I also feel more tired than usual when I always keep everything bottled up. I always try to create a comfortable work environment so that my colleagues don't feel more stressed because we already have many problems. So I try to maintain good communication and be open with each other, so our work will be easier later."

Based on the interview above, it can be said that there is a positive influence between emotional intelligence and subjective well-being. In line with research conducted by Prasetiyo & Andriani (Pridayati & Indrawati, 2019) where the better a person is in managing their emotional intelligence, the better the subjective well-being of that person in carrying out their activities. Through this interview, it is also clear that there are subjects who must learn to manage their emotions. Therefore, the author is interested in conducting further research on the influence of emotional intelligence on subjective well-being, especially in nurses at Estomihi Hospital. This study aims to see how much a person is in managing emotional intelligence that will affect the subjective well-being of a nurse, as well as increase insight and knowledge.

METHOD

A research variable is an attribute or value of a person, object, or activity that has certain variations determined by the researcher to be studied and examined and then used as a conclusion (Hernawati, 2020). In research, there are independent variables and dependent variables, which are two types of variables that have a relationship with each other. According to Sugiyono an independent variable is a variable that influences or causes changes or the emergence of a dependent variable. Meanwhile, a dependent variable is a variable that is influenced or becomes a result, due to the presence of the independent variable.

Sugiyono (Akbar, 2022) explains that a population is a research area consisting of objects or subjects with certain characteristics that are to be studied to draw conclusions. Based on this description, the subjects in this study were nurses at Estomihi Hospital. Therefore, based on the population used, 78 nurses were selected for analysis.

A sample in a study is a subset or group that refers to the size and characteristics of a population. This study used a total sampling technique. According to Sugiyono total sampling is a method in which samples are taken from the entire research population, due to the relatively small population of less than 100 people. Therefore, this study used a total sampling method with a sample size of 78 nurses.

The data collection technique used in this study was a psychological scale. A psychological scale is a series of items used to express psychological attributes. This scale will be distributed through Google Forms. The scale used in this research data collection is a Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups towards social phenomena. The Likert scale has two statement forms, namely favorable and unfavorable, with four answer choices consisting of strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS).

After data was collected from various sources, data analysis was conducted in a quantitative study. This study used simple linear regression to determine the significant influence between two variables. The independent variable was Emotional Intelligence (X) with Subjective Wellbeing as the dependent variable (Y). SPSS Version 20.0 software for Windows was used to perform the data analysis:

1. The normality test aims to determine whether the data from the research variables are normally distributed. In this study, the normality test was conducted using the One Sample Kolmogorov-Smirnov method. If the p-value obtained is greater than 0.5, it can be concluded that the data are normally distributed. In conducting this test, the researcher used SPSS version 23.0 for Windows.
2. The Linearity Test aims to prove whether there is a linear relationship between the independent and dependent variables. This research was conducted using SPSS version 23.0 for Windows using the Test for Linearity. If the p-value obtained is greater than 0.05, it can be concluded that the two variables have a linear relationship.
3. Hypothesis testing aims to verify the hypothesis that there is an influence between the variables being studied. The Simple Linear Regression Test is conducted using SPSS version 23.0 for Windows. The purpose of this test is to determine the strength and direction of the relationship between the independent and dependent variables.

RESULTS AND DISCUSSION

Research Subject Overview

Subject In this study, the subjects were nurses at Hospital X. Through the distribution of the scale, information was obtained regarding the description of the subjects as follows.

Table The figure shows the distribution of seventy-eight (78) participants in this study. The 27-32 age group is the most dominant with 29 respondents covering 37.17% of the total respondents. Followed by the 33-38 age group with 20 respondents covering 25.64%, then from the 21-26 age group with 17 respondents covering 21.79%. Meanwhile, respondents aged 39-44 years numbered 8 respondents covering 10.25%, then from the age of 45-50 with

3 respondents covering 1.28%, and respondents from the 51-56 age range as many as 1 respondent covering 1.28% (Audina, 2022).

Hypothesis Testing

This study was conducted to determine the effect of Emotional Intelligence on *Subjective Wellbeing* in Nurses at Hospital X through simple regression. This analysis aims to test the extent of the contribution of the Emotional Intelligence variable in explaining the *Subjective Wellbeing variable* . The following are the results of the simple regression analysis.

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.346	.119	.108	5,580

The results from Table 4.13 show an R Square value of 0.119 indicating that 11.9% of the variation in the dependent variable can be explained by this regression model, while the remaining 88.1% is explained by other factors outside the model.

Table 2. Linear Regression ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	321,148	1	321,148	10,315	.002
Residual	2366.301	76	31,136		b
Total	2687.449	77			

Based on the ANOVA test results, the regression model has an F value of 10,315 with a significance level (Sig.) of 0.002. Because the significance value is less than 0.05, it can be concluded that the regression model used is statistically significant. This means that the independent variable (x) can significantly explain the variation that occurs in the dependent variable (y).

Table 3. Results of Simple Regression Analysis of Emotional Intelligence on *Subjective Wellbeing*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,374	5,577		3.110	.003
	Emotional Intelligence	.205	.064	.346	3,212	.002

Based on table 4.15, the results of a simple regression analysis were obtained to see the influence of Emotional Intelligence on *Subjective Wellbeing* in Nurses at Hospital X. The resulting regression model has the following equation:

Y = a + bX

Subjective Wellbeing = 17.374 + 0.205 x Emotional Intelligence

The results of the simple regression analysis show that each A one-unit increase in the emotional intelligence variable will increase the *subjective wellbeing score* by 0.205 units, assuming other factors remain constant. The constant value of 17.374 indicates that if the emotional intelligence value is zero, then the *subjective wellbeing value* is estimated at 17.374. In addition, the results of the analysis show that the significance value of the constant is 0.03, which is smaller than 0.05, so it can be concluded that emotional intelligence has a significant effect on *subjective wellbeing* . Then, based on the Standardized Coefficient Beta value of 0.346, it shows that emotional intelligence has a moderate effect on *subjective wellbeing* . This means that the higher a person's emotional intelligence, the higher the level of *subjective wellbeing* significantly.

Discussion

Based on the results of a simple linear regression analysis, it was found that the emotional intelligence variable has a regression coefficient value of 0.025 with a value of 0.002, which means it is smaller than 0.05. This indicates that variable (X) has a significant influence on *subjective well-being* (Y). Therefore, it can be said that there is a significant influence between emotional intelligence and *subjective well-being* in nurses at hospital x.

The R-squared value is also known to be 0.119. This means that emotional intelligence has an 11.9% effect on *subjective well-being* . This indicates that emotional intelligence has a low influence on *subjective well-being* . The remaining 89.1% is usually influenced by other factors.

Although most nurses had high emotional intelligence, their *subjective well-being* was moderate. This could be due to external factors not measured in this study, such as high workloads, irregular *shifts* , and a lack of recognition and support from hospital management. This indicates that emotional intelligence is crucial, but not sufficiently supported by a psychosocially healthy work environment.

Subjective well-being is a scientific evaluation of an individual's quality of life. This assessment encompasses both positive and negative feelings and life satisfaction. Positive social relationships are fostered through social support and emotional closeness. Relationships that foster support and closeness enable individuals to develop self-esteem, minimize psychological problems, develop adaptive problem-solving skills, and maintain physical health (Syaputra, 2021).

Diener et al. (Wakhidah, 2020) stated that someone with high *subjective well-being* experiences life satisfaction and joy more frequently, and less frequently experiences unpleasant emotions, such as sadness or anger. Conversely, someone with low *subjective well-being* is dissatisfied with their life and experiences negative emotions, such as anger or anxiety more frequently.

Based on the results of the data analysis in this study, the results of the simple linear regression test showed a regression coefficient value of 0.205 and a significance value of 0.02 with a p-value smaller than 0.05. These results indicate that the influence of emotional intelligence on *subjective well-being* has a significant influence, but the relatively small value of the regression coefficient indicates that an increase *in subjective well-being* . Therefore, it is necessary to look at various factors comprehensively.

These findings align with the theory proposed by Cooper and Sawat, which states that emotional intelligence plays a crucial role in shaping subjective well-being. The ability to recognize, understand, and manage emotions, as well as build positive relationships, is one

way to build or overcome psychological and emotional barriers, contributing to increased individual satisfaction and well-being.

This is also in line with previous research, such as the study by Prasetiyo & Indriani (2021), which showed a positive and significant relationship between emotional intelligence and *subjective well-being* . This indicates that higher emotional intelligence leads to higher levels of satisfaction and happiness. Meanwhile, the relationship between emotional intelligence and unpleasant affect is negative, meaning that lower unpleasant affect leads to higher levels of satisfaction and happiness. Furthermore, this study supports the findings of Mahmuda *et al.* (Prameswari, Chotidjah, & Wyandini, 2022) who concluded that emotional intelligence significantly and positively influences *subjective well-being* . These results indicate that higher emotional intelligence leads to an increase in an individual's *subjective well-being* , and conversely, lower emotional intelligence leads to a decrease in *subjective well-being* .

To strengthen the analysis results, grouping was carried out based on the emotional intelligence and *subjective well-being score categories* into three parts: low, medium, and high. The grouping results showed that the majority of respondents in emotional intelligence were in the high category, namely 69.2%, while in *subjective well-being,* the majority of respondents were in the medium category, namely 75.6%. This indicates that the influence of emotional intelligence is significant but not dominant, there are still other factors outside of emotional intelligence that can influence *subjective well-being* .

Descriptive statistical analysis was also used to compare theoretical and empirical data from the two main variables. Theoretical data showed that emotional intelligence had an average value of 84 with a standard deviation of 14, while *subjective wellbeing* had an average value of 39 with a standard deviation of 6.5. Meanwhile, empirical data showed that emotional intelligence had an average value of 44 with a standard deviation of 9.95, and *subjective wellbeing* had an average value of 31 with a standard deviation of 5.90. This difference indicates that the nurses' perceptions or views were less or narrower than theoretically estimated.

This study has several unique characteristics that distinguish it from previous studies. First, the focus of this study is on nurses at a private hospital, namely Hospital X Medan, by highlighting the influence between emotional intelligence and *subjective well-being* , which is a context rarely studied in depth. Second, the uniqueness of this study lies in the approach taken, namely by combining quantitative data through psychological scales and initial surveys and in-depth interviews, thus providing a real picture of the emotional challenges experienced by nurses in their daily lives. Furthermore, this study also uses a total sampling technique from the entire population of nurses at the hospital, so that the results are representative of the population studied.

There are several limitations to this research that should be considered. The research design employed a quantitative, survey-based approach, thus preventing in-depth exploration of the subjective psychological dynamics of the respondents. Furthermore, data collection utilized scales distributed both online and offline, potentially leading to variations in respondents' understanding of statements or differences in the context in which they responded. Furthermore, the relatively small sample size makes it difficult to generalize the research results to a broader population (Salsabila, 2022).

As a direction for future research, it is recommended that researchers develop models with more than one variable to obtain a more comprehensive picture of subjective well-

being. For example, these variables could include social support, job satisfaction, work-life balance, and so on. Furthermore, they should expand the model to a broader population, examining differences between work *shifts* (Kusumawati, Pratisti, & Prasetyaningrum, 2022). This would provide more varied data and increase generalizability.

CONCLUSION

Based on research conducted by researchers with the title "The Influence of Emotional Intelligence on *Subjective Wellbeing* in Nurses at Hospital X", it can be concluded that:

1. It was found that emotional intelligence has a significant influence on *subjective well-being* in nurses at hospital x. This is indicated by the results of a simple linear regression analysis with a regression coefficient value of 0.205 with a significance level of 0.02, which is below the significance limit of 0.05. Thus, the alternative hypothesis is accepted, it can be concluded that emotional intelligence plays a role in shaping the level of subjective well-being of nurses. The higher the emotional intelligence possessed, the higher *the subjective well-being* felt by nurses.

2. Emotional intelligence significantly influences *subjective well-being* . However, it falls into the low category, at 11.9% (R-square = 0.119), meaning that 88.1% of the variation in subjective well-being is influenced by other factors not examined in this study. These factors can include external factors, such as work pressure, hospital management, social support, and the nurses' physical and mental health.

3. Based on the categorization results, it can be seen that the majority of respondents, 69.2% of the total nurses participating, had high emotional intelligence. Meanwhile, 30.8% were in the moderate category, and no nurses fell into the low emotional intelligence category. This indicates that the majority of nurses have good abilities in recognizing, understanding, and managing emotions, both toward themselves and others.

4. In terms of *subjective well-being* , the majority of nurses (75.6%) were in the moderate category, followed by 20.5% in the high category, and only 3.8% in the low category. This is interesting because although most respondents had high levels of emotional intelligence, their subjective well-being levels were not yet high. This indicates that emotional intelligence plays an important role, but it is not the only factor in shaping subjective well-being. Supportive external factors, such as a positive work environment, good hospital management, and social support, are needed.

5. It can be seen that the difference between theoretical and empirical data is also important. The theoretical average of emotional intelligence is 84, but empirically it is only 44. While the theoretical average of subjective wellbeing is 39, but empirically it only reaches 31. This may indicate that the views on subjective wellbeing and emotional intelligence are not fully achieved in the daily reality of nurses, which may be caused by high work pressure and complex challenges to their work.

REFERENCES

Akbar, R. M. (2022). *Hubungan Kebersyukuran Dengan Psychological Well-Being Pada Pasien Yang Mengidap Penyakit Diabetes Mellitus Tipe 2.* Opgehaal Van

Https://Dspace.Uii.Ac.Id/Handle/123456789/6548

Ardian, A., Purwanto, S., & Alfarisi, D. S. (2019). Hubungan Prestasi Belajar Siswa Kelas Khusus Olahraga Dengan Kecerdasan Emosional. *Jurnal Keolahragaan*, 7(2), 126–134. Https://Doi.Org/10.21831/Jk.V7i2.28103

Audina, W. A. (2022). *Konseling Wellness Dengan The Transtheoretical Model Untuk Meningkatkan Student Well-Being (Penelitian Subjek Tunggal Smp Di Kota Langsa Tahun Ajaran 2021/2022)*. Universitas Pendidikan Indonesia. Opgehaal Van Http://Repository.Upi.Edu/Id/Eprint/72669

Benu, T. I. A., & Nugroho, P. I. (2021). Pengaruh Kecerdasan Emosional Dan Motivasi Belajar Terhadap Prestasi Belajar Dengan Tingkat Pemahaman Akuntansi Sebagai Variabel Intervening. *Jurnal Akuntansi Profesi*, 12(1), 224. Https://Doi.Org/10.23887/Jap.V12i1.32829

Bereki, I., & Saputra, W. M. (2020). Pengaruh Perilaku Belajar, Kecerdasan Emosional, Dan Tingkat Pemahaman Akuntansi Terhadap Stres Belajar Mahasiswa Akuntansi. *Jurnal Ekonomi, Akuntansi Dan Manajemen Multiparadigma (Jeamm)*, 1(2), 23–34. Https://Doi.Org/10.51182/Jeamm.V1i2.1838

Fadhilah, N., & Mukhlis, A. M. A. (2021). Hubungan Lingkungan Keluarga, Interaksi Teman Sebaya Dan Kecerdasan Emosional Dengan Hasil Belajar Siswa. *Jurnal Pendidikan*, 22(1), 15–31.

Hafsah, H., Hanum, Z., Saragih, F., & Ningsih, R. W. (2022). Pengaruh Kecerdasan Emosional Dan Perilaku Belajar Terhadap Tingkat Pemahaman Akuntansi Pada Mahasiswa Akuntansi Feb Umsu. *Owner*, 7(1), 312–321. Https://Doi.Org/10.33395/Owner.V7i1.1260

Hajar, S. S., Sofyan, S., & Amalia, R. (2021). Analisis Kemampuan Penalaran Matematis Siswa Dalam Menyelesaikan Soal Open-Ended Ditinjau Dari Kecerdasan Emosional. *Jurnal Ilmiah Matematika Realistik*, 2(2), 32–36. Https://Doi.Org/10.33365/Ji-Mr.V2i2.1413

Handriani, N., & Subhan, M. (2020). Hubungan Kecerdasan Intelektual Kecerdasan Emosional Dan Kecerdasan Spiritual Terhadap Prestasi Belajar Fisika. *Gravity Edu (Jurnal Pendidikan Fisika)*, 3(1), 1–4. Https://Doi.Org/10.33627/Ge.V3i1.332

Hernawati, L. (2020). The Effectiveness Of Holistic Health Counseling Based On Self Regulation In Improving Psychological Well Being Of University Students. *Journal Of Critical Reviews*, 7(12), 259–265. Https://Doi.Org/10.31838/Jcr.07.12.50

Khozim, I., Arief, Z. A., & Wibowo, S. (2021). Hubungan Antara Kecerdasan Emosional Dan Kecerdasan Intelektual Dengan Hasil Belajar Siswa Pada Mata Pelajaran Intelejen Di Spn Polda Metro Jaya. *Jurnal Teknologi Pendidikan*, 10(1), 44. Https://Doi.Org/10.32832/Tek.Pend.V10i1.3996

Kusumawati, I., Pratisti, W. D., & Prasetyaningrum, J. (2022). The Relation Of Academic Stress, Parental Social Support, Gratitude And Psychological Well-Being Of Students In Pandemic Covid-19 Era. *Proceeding Iseth (International Summit On Science, Technology, And Humanity)*, 364–372.

Larson, S., Stoeckl, N., Fachry, M. E., Mustafa, M. D., Lapong, I., Purnomo, A. H., … Paul, N. A. (2021). Women's Well-Being And Household Benefits From Seaweed Farming In Indonesia. *Aquaculture*, *530*, 735711. Https://Doi.Org/Https://Doi.Org/10.1016/J.Aquaculture.2020.735711

Milla, Z., & Prima, A. P. (2024). Pengaruh Kecerdasan Emosional, Perilaku Belajar, Efikasi Diri Dan Minat Belajar Terhadap Tingkat Pemahaman Akuntansi. … *Journal: Jurnal Ilmiah Mahasiswa*.

Ndait, T. V., Dethan, M. A., & Pau, S. P. N. (2022). Pengaruh Kecerdasan Emosional, Perilaku Belajar Dan Minat Belajar Terhadap Pemahaman Akuntansi (Studi Pada Mahasiswa Akuntansi Fakultas Ekonomi Dan Bisnis Universitas Nusa Cendana). *Jurnal Akuntansi : Transparansi Dan Akuntabilitas*, *10*(1), 49–57. Https://Doi.Org/10.35508/Jak.V10i1.8685

Poetri, D. A., Nugroho, E. D., & Vlorensius, V. (2020). Hubungan Antara Kecerdasan Emosional Dan Keterampilan Metakognitif Terhadap Hasil Belajar Siswa Kelas Vii Smp Negeri Di Kabupaten Nunukan. *Borneo Journal Of Biology Education (Bjbe)*, *2*(1), 7–15.

Prameswari, T. P., Chotidjah, S., & Wyandini, D. Z. (2022). Pengaruh Fear Of Missing Out Dan Kesepian Terhadap Psychological Well-Being Pada Remaja Akhir Pengguna Media Sosial Twitter Di Jawa Barat. *Jurnal Psikologi Insight*, *6*(1), 1–11.

Prema Swandewi, N. P., Wisna Ariawan, I. P., & Gede Erni Sulindawati, N. L. (2024). Pengaruh Kepemimpinan Instruksional, Literasi Digital, Kecerdasan Emosional, Kecerdasan Intelektual Terhadap Kinerja Guru. *Jurnal Sosial Teknologi*, *4*(1), 1–16. Https://Doi.Org/10.59188/Jurnalsostech.V4i1.1094

Pridayati, T., & Indrawati, E. (2019). Hubungan Antara Forgiveness Dan Gratitude Dengan Psychological Well-Being Pada Remaja Di Panti Asuhan X Bekasi. *Ikra-Ith Humaniora: Jurnal Sosial Dan Humaniora*, *3*(3), 197–206.

Putra, D. N., Afrizal, A., & Zamzami, Z. (2018). Pengaruh Kecerdasan Emosional, Gaya Belajar Dan Kepercayaan Diri Terhadap Hasil Belajar Mahasiswa Akuntansi (Survei Pada Mahasiswa Akuntansi Fakultas Ekonomi Dan Bisnis Universitas Jambi Angkatan 2014). *Jurnal Akuntansi & Keuangan Unja*, *3*(4), 53–63. Https://Doi.Org/Https://Doi.Org/10.22437/Jaku.V3i4.5588

Riandini, P. V. A., Sudatha, I. G. W., & Parmiti, D. P. (2020). Korelasi Antara Kecerdasan Emosional Dan Motivasi Belajar Dengan Hasil Belajar Ppkn. *Mimbar Pgsd Undiksha*, *8*(3), 468–478. Https://Doi.Org/Https://Doi.Org/10.23887/Jjpgsd.V8i3.26072

Salsabila, I. W. (2022). *Hubungan Gratitude Dengan Psychological Well-Being Guru*. Universitas Islam Negeri Sultan Syarif Kasim Riau. Opgehaal Van Http://Repository.Uin-Suska.Ac.Id/Id/Eprint/59136

Siregar, L., Sari, N. F., Harahap, R. D., & Chastanti, I. (2019). Hubungan Kecerdasan Emosional Terhadap Hasil Belajar Siswa Pada Materi Pencemaran Lingkungan. *Jurnal Pelita Pendidikan*, *7*(2). Https://Doi.Org/10.24114/Jpp.V7i2.13360

Sucipto, Agung; Listiadi, A. (2020). *Kepercayaan Diri Memoderasi Kecerdasan Emosional , Perilaku Belajar Akuntansi, Dan Hasil Belajar Akuntansi Dasar Terhadap Tingkat Pemahaman Akuntansi Siswa*. 512–519.

Sulastyaningrum, R., Martono, T., & Wahyono, B. (2019). Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional, Dan Kecerdasan Spiritual Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Pada Peserta Didik Kelas Xi Ips Di Sma Negeri 1 Bulu Tahun Ajaran 2017/2018. *Jurnal Pendidikan Bisnis Dan Ekonomi*, 4(2).

Sunardi, S. (2019). Hubungan Kecerdasan Emosional Dan Hasil Belajar Matematika Materi Persamaan Garis Lurus Pada Siswa Kelas Viii G Smpn 3 Surabaya. *Jurnal Matheducation Nusantara*, 2(1), 1–6. Https://Doi.Org/Https://Doi.Org/10.32696/Jmn.V2i1.52

Syaputra, R. A. (2021). *Hubungan Antara Religiusitas Dengan Psychological Well-Being Pada Mahasiswa Anggota Bem Universitas Islam Riau Pekanbaru*. Universitas Islam Riau. Opgehaal Van Http://Repository.Uir.Ac.Id/Id/Eprint/16931

Wakhidah, Z. (2020). Hubungan Antara Psychological Well Being Dengan Need For Achievement Pada Mahasiswa Penerima Beasiswa Bidikmisi Dan Kartu Indonesia Pintar-Kuliah (Kip-K) Fakultas Dakwah Uin Khas Jember. *Hubungan Antara Psychological Well Being Dengan Need For Achievement Pada Mahasiswa Penerima Beasiswa Bidikmisi Dan Kartu Indonesia Pintar-Kuliah (Kip-K) Fakultas Dakwah Uin Khas Jember*.