

EMOTIONAL INTELLIGENCE IN NATURAL LOVING STUDENTS

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ABSTRACT

All nature-loving activities do require and foster good emotional intelligence for nature lovers. This is because when carrying out its activities, nature lovers will experience a lot of obstacles or problems that require nature lovers to be able to overcome all obstacles or problems that exist in order to be able to achieve the objectives of the activities carried out, such as when climbing a mountain the goal of nature lovers is to reach the top. The purpose of this study was to examine emotional intelligence in Nature Lover Students. This research uses descriptive quantitative method. The respondents of this study were 87 respondents. The data obtained in this study were statistically analyzed using SPSS for Windows version 21. Obtained an empirical mean of 50.38, greater than the hypothetical mean value of 40. This shows that nature-loving students have high emotional intelligence where they are able to have the fifth aspect of emotional intelligence. All nature-loving activities do require and foster good emotional intelligence for nature lovers.

Keywords: Emotional Intelligence, Nature Lovers Student.

INTRODUCTION

Students are dynamic, educated young people who study at tertiary level schools to prepare themselves for graduate level skills (Budiman, 2006). In between their learning activities, students have other activities outside of class known as Student Activity Units (UKM). The Student Activity Unit (UKM) is a student organization where students come together who have similar interests, hobbies, creativity and activity orientation in the distribution of extracurricular activities on campus. UKM aims to accommodate and develop students' talents and interests with the hope of becoming outstanding students. There are various UKMs, one of which is the Nature Lovers UKM.

Nature lovers are people who love the universe and its contents, including themselves. In Europe and America there is a clear terminology for people who are involved in the world of nature lovers, for example environmentalists (environmentalists: Green Peace), naturalists (lovers of nature as it is), adventure (adventures/explorers), mountaineers (mountain climbers), outdoor sports/ activities (free nature sports: camping, hang gliding, exploring caves, entering the forest, exploring caves and so on). In Indonesia, nature lovers climb mountains, explore caves, wade in rivers, climb cliffs and are also environmental lovers. Therefore, perhaps it would be more accurate to say that Nature Lovers are people who love nature and everything in it, and who love outdoor adventures. The term "Nature Lovers" was first introduced by a student organization at the University of Indonesia in 1975 by Soe Hok Gie. After repeatedly changing names, Gie and his friends finally named their group Mapala UI (Warsan, 2013).

The objectives of the Nature Lovers organization include three things, namely first to foster healthy patriotism among its members; secondly, to educate the members, both mentally and

physically, because a good cadre is a cadre who is physically and spiritually healthy; thirdly, to achieve a spirit of mutual cooperation and social awareness (Badil, 2009). Nature lovers organizations not only teach natural environmental theory but can also form physical resilience to face different environmental situations, so that apart from sharpening mental abilities, physical abilities are also tested in order to produce members who have a sense of responsibility, a disciplined spirit and good manners. in relationships (Sunday, 2009).

Various nature lover activities are currently very popular with many people, including students, so many students are interested in joining UKM Nature Lovers. Even though it can be said that the activity is not easy, many people are still interested in doing it. The popularity of nature-loving activities, such as mountain climbing, has increased significantly over the last 15-20 years throughout the world, representing the fastest increase in sports activities (Monasterio, Alamri & Mei-Dan, 2014).

Mr. Mapala Indonesia, Soe Hok Gie, stated the reason he became a nature lover, namely because he and his colleagues were people with goals, who did not believe in the slogan of patriotism which grew from hypocrisy and slogans. Gie also said that someone can only love something healthily if they know the object, and love the Indonesian homeland by getting to know Indonesia and its people closely. Healthy mental growth of young people must also mean healthy physical growth (Badil, 2009).

When carrying out nature-loving activities, members must not only be physically strong but also mentally healthy, as Gie quoted above, "The healthy mental growth of young people must also mean healthy physical growth, that's why we climb mountains." Apart from that, Soe Hok Gie's friend, who is the founder of Mapala Indonesia, gave a message to nature lovers, namely that they must be able to guard their thoughts and control their emotions (Khoiri, 2017). Therefore, all activities carried out by nature lovers aim to not only form strong physical bodies but also healthy mental health, especially the emotions of the members. According to Banyuista (in Rahayu, 2012), men and women can climb mountains, but with the caveat that they must be fit, both physically and mentally, because women also face the same challenges and threats as men. From the results of short interviews conducted by researchers with several Mapala members, the obstacles that the members experienced while traveling included, firstly, the lack of clean water supplies, because members had to minimize their luggage, so the stock of water they brought was minimal. Second, the difficult and long climbing terrain causes members' physical strength to decrease, resulting in fatigue, making it difficult for members to control their emotions. The obstacles faced by members of nature lovers have an impact on the emotional intelligence of climbers, especially how climbers must control their emotions and how to deal with these obstacles well.

Mountain climbing is an activity for nature lovers that requires and will foster good emotional intelligence, because in general what drives a person to climb a mountain is psychological factors, inner satisfaction when reaching the top with a team, after facing various obstacles and feeling more deeply God's creation of nature (Badil, 2009). This is because by having good emotional intelligence, members can face the various obstacles they face (Bar-On, 2011). The nature lover members carry out training and all activities, such as climbing mountains, to train the members themselves to become accustomed to and be able to manage their emotions so that they can face any obstacles and situations, including when they are under pressure. According to Goleman, a person's success or failure in managing their emotions is said to depend on emotional intelligence (in Sarwono, 2011).

Apart from that, in Lintang's (2016) research, it was also explained that the conditions between everyday life and those in the field were so different that each member had the assumption that nature-loving members would know each member's true nature when they were in the mountains. Members of nature lovers are of the opinion that when conditions are minimal, people are no longer able to pretend to face the situation. These original characteristics are then slowly changed to the values that exist in the organization, especially those that are considered important such as selfishness, discipline, and not wanting to bother. It is not justified if when climbing a mountain, the members of each trail prioritize their own interests and do not pay attention to their group friends. This kind of situation trains members who are nature lovers, so that they have good emotional intelligence where members are faced with conditions that are very different from their daily lives so that members learn how to control their own emotions and how to deal with other people well in life. his daily life.

Emotional intelligence is a personal process that continues to strive to achieve healthy intraphysical and intrapersonal emotional levels. Emotional intelligence can condition individuals to feel free to express emotions appropriately, act straightforwardly, spontaneously, have a sense of humor and be able to deal with stress (Garlow, Logo, and Haryono, in Jannah, 2013). The higher a person's emotional intelligence, the more able the individual is to overcome various problems, especially those that require strong emotional control. Emotional intelligence is also the ability to understand other people's feelings, build and maintain interpersonal relationships and the ability to recognize and be aware of one's own motivations and emotions. Factors that influence emotional intelligence include; first, congenital or genetic factors (temperament); second, factors originating from the family environment (parents' parenting style) and third, emotional education factors that students receive at school (Goleman, 2006).

Based on the research results of Nurlitasari & Rohmatun (2017), a sense of empathy can be instilled through various things, one of which is through mountain climbing activities. Through activities in the open air, bonds of brotherhood are established, regardless of differences in race, religion and between groups, which is the most important part of activities in the open air. This can create a high level of sympathy and empathy among climbers. As is known, empathy is one aspect of emotional intelligence proposed by Goleman (1999) which is known as recognizing other people's emotions.

Based on the research results of Sunarto (2015), the processes that occur within organizations support the development of a person's emotional intelligence. With emotional intelligence, individuals are able to know and respond to their own feelings well and are able to read and deal with other people's feelings effectively. Individuals who have a better level of emotional intelligence can become more skilled at calming themselves down quickly. Basic emotional skills cannot be acquired quickly, but require a process in learning them and the environment that forms emotional intelligence has a big influence. Positive things will be obtained if someone is taught the basic skills of emotional intelligence, emotionally they will be more intelligent, full of understanding, easier to accept feelings and have more experience in solving their own problems.

Apart from that, in research by Vindy & Nugraha (2013) it was said that there was a significant difference in emotional intelligence between students who joined organizations and students who did not join organizations. The emotional intelligence of students who join organizations has a higher level than the emotional intelligence of students who do not join organizations.

RESEARCH METHODS

In this research, emotional intelligence is measured using a scale based on the aspects of emotional intelligence proposed by Goleman (1999) which are divided into five aspects, namely recognizing one's emotions, managing emotions, motivating oneself, recognizing other people's emotions, and building relationships. The emotional intelligence scale consists of 37 items with answer choices; Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

The sample of respondents in this research were students who attended UKM Mapala. The number of samples used in this research was 87 respondents. The sampling technique in this research was carried out using purposive sampling. To collect the data needed in the research, a questionnaire method was used, where in the questionnaire there was an identity sheet, an emotional intelligence scale.

The validity of the measuring instrument in research in this study uses content validity, which is the validity estimated through testing the suitability of the test content through expert judgment (Azwar, 2016). To test the reliability of the scale in the questionnaire, the Alpha Cronbach technique was used. The reliability value is said to be good if it has a reliability coefficient above 0.70 (Sarwono, 2006). Testing the discrimination power of items is carried out by calculating the correlation coefficient between the item score distribution and the scale score distribution itself. The data analysis technique used in this research is descriptive statistics which reveal the values of frequency, mean, category, standard deviation, as a support for discussion regarding emotional intelligence variables.

RESULTS AND DISCUSSION

This research aims to describe the emotional intelligence of nature-loving students. Based on the data obtained from this research, the emotional intelligence of nature-loving students is in the high category. This can be seen based on the empirical mean of 63.49, greater than the hypothetical mean, which is 52.5 and the standard deviation is 10.5. This means that nature-loving students have good emotional intelligence which is able to fulfill the five aspects of emotional intelligence, namely recognizing one's own emotions, managing emotions, motivating oneself, recognizing other people's emotions and building relationships.

Behind the outdoor activities of nature lovers are embedded values such as caring more about nature and its surroundings. These values are embedded and instilled through training and basic education to become a nature lover. Training activities and all nature lovers' activities in the field make them trained to be ready to face all conditions, good or bad, in the wild. These natural conditions then naturally 'galvanize' nature lovers, such as limited facilities in mountains, caves or rivers. Not being able to sleep comfortably, not being able to change clothes easily, drinking water supplies, lighting not being available all the time, and other limitations. Conditions that can be said to be very different from everyday life make it easy for nature lovers to adapt to various environmental and personal conditions within the team.

Nature lover activities also train how to behave in accordance with the values that exist within the organization, such as human values, not being selfish, being disciplined, and caring about the environment. When in the field, the true nature of nature lovers will be seen, and if it does not conform to existing values, they will be taught to adopt characteristics in accordance with the values existing in the organization. Apart from that, activities carried out in hard-to-reach areas allow nature lovers to interact with the surrounding community and encourage activities to help these communities as a sense of empathy (Lintang, 2016).

These nature lovers' activities ultimately have an impact on their emotional intelligence. Where nature lovers are trained in such a way as to be able to survive in any natural conditions, how they interact with the team and with the surrounding community, and are also sensitive to their surroundings. The field that nature lovers face has many obstacles and limitations which make them required and trained to regulate their emotions in dealing with all these obstacles and limitations. Emotional intelligence is needed by a person so that he can adapt to all the demands of different attitudes, values and roles, can establish good relationships with other people and have good mental health. With emotional intelligence, individuals have a greater opportunity to be able to deal with problems, stress, frustration and conflict effectively (Respati, Arifin & Emawati, 2007).

Based on the results of the analysis of aspects of emotional intelligence, the aspect of recognizing one's emotions is in the medium category with an empirical mean of 8.16. This illustrates that nature lovers can recognize their own emotions even though they need to improve further. Recognizing one's own emotions is the ability to recognize feelings when they occur and is often called self-awareness. Self-awareness or recognizing one's emotions is an important prerequisite for controlling emotions so that individuals can easily control emotions (Hastuti, 2014). Individuals who can recognize their own emotions are able to explore these emotions objectively, so that they do not get lost in their emotions. This makes it easy for him to relieve stress and resolve conflicts well (Saptoto, 2010). Nature lovers who can recognize their own emotions well can easily know what they are feeling so they can express their emotions appropriately and not overdo it when carrying out their activities.

Furthermore, the aspect of managing emotions is in the high category with an empirical mean of 12.01. This illustrates that nature lovers can manage their emotions well. Controlling emotions or managing one's own emotions is an individual's ability to handle feelings so that they can be expressed appropriately or in harmony, so that balance is achieved within the individual (Hastuti, 2014). Expressing or suppressing emotions will be done appropriately without having to do it in a way that could cause damage or loss to oneself or others. Whatever pressure the individual feels, he is able to comfort himself, free himself from anxiety due to the conflict he is experiencing, and can immediately get up when he experiences a downfall in his life (Saptoto, 2010). Nature lovers who can manage their emotions can handle the pressure that exists when carrying out their activities and resolve problems or conflicts well, and are able to handle stress well when they experience obstacles.

Then, the self-motivating aspect is in the high category with an empirical mean of 12.02. This illustrates that nature lovers can motivate themselves well. The level of emotions that inhibit or enhance an individual's ability to think and plan, to solve problems and the like are the emotions that determine the limits of a person's ability to utilize innate mental abilities and thereby determine our success in life.

How someone is motivated by feelings of enthusiasm and satisfaction with what he does, these emotions encourage us to achieve. In this sense, emotional intelligence is a key skill, an ability that deeply influences all other abilities, both facilitating and hindering those abilities (Goleman, 2015). An individual's self-motivating ability will ensure that the individual does not lose enthusiasm to achieve their goals, even though they are in conflict. The conflict experienced does not make individuals despair and become pessimistic. Individuals will remain enthusiastic, passionate and have high fighting power to achieve success (Saptoto, 2010). Apart from that, an individual with inner motivation means having the perseverance to resist satisfaction and control impulses, as well as having positive feelings, namely enthusiasm,

passion, optimism and self-confidence (Goleman, in Mulati, 2017). Nature lovers who can motivate themselves will easily achieve their goals, such as climbing a mountain, nature lovers will easily motivate themselves to get to the top. All feelings of tiredness, pessimism that he will not be able to reach the top will easily disappear and he will again be enthusiastic about continuing his journey.

The aspect of recognizing other people's emotions or what is often called empathy is in the high category with an empirical mean of 6.26. This illustrates that nature lovers can recognize other people's emotions or empathize well. Empathy is built on self-awareness; The more open we are to our own emotions, the more skilled we are at reading feelings. The ability to empathize plays a role in struggles in the arena of life. The key to understanding other people's feelings is being able to read nonverbal messages; tone of voice, movements, facial expressions, and so on (Goleman, 2015). The results of research by (Nurlitasari & Rohmatun, 2017) show that one of the activities that can foster empathy is mountain climbing. Activities in the wild are able to develop the character of the perpetrator, such as the feeling of love for the country will increase after exploring various regions to remote corners of the country. Fraternal bonds are established regardless of race, religion, culture and class. This ultimately creates a high sense of empathy among nature lovers. Individuals who have the ability to recognize other people's emotions are able to share feelings and accept other people's points of view, so they are not in a hurry to blame others when they face conflict (Saptoto, 2010).

In addition, individuals who have empathetic abilities are better able to perceive hidden social signals that indicate what other people need, so they are more sensitive to other people's feelings and are better able to listen to other people (Hastuti, 2014). Nature-loving activities do require a sense of empathy so that we can help each other during the activity and be sensitive to other people's feelings. Frequently facing such fields of activity and meeting many types of people's personalities will make nature lovers' sense of empathy trained, in how they understand the feelings of other individuals and are sensitive to the people around them.

Then the aspect of building relationships is in the high category with an empirical mean of 24.94. This illustrates that students who love nature can build good relationships. Social skills enable a person to build relationships, to move and inspire others, to foster close relationships, to convince and influence, to make others feel comfortable. One of the keys to social skills is how well or poorly a person expresses his or her own feelings. The more socially skilled we are, the better we are at controlling the signals we send. Emotional intelligence includes mastery in handling social relationships; "popular" and "likable" are terms used for people we like because their emotional abilities make us feel good. People who are able to help others, calm their feelings, have very valuable social skills; they are the ones sought when the most urgent emotional needs arise (Goleman, 2015). The ability to build relationships makes individuals careful in making decisions to resolve conflicts involving other people (Saptoto, 2010). Nature lovers who can recognize their emotions, manage their emotions, motivate themselves, and recognize the emotions of other people are able to build relationships with other people easily, because it can be seen from the description above that these five aspects are mutually sustainable. This is because individuals who are able to recognize the emotions they are feeling can show or express their emotions appropriately, after that they are able to manage their emotions so they can deal with negative emotions well, they can also motivate themselves when they fall so they can get back up. Then the individual can also recognize other people's emotions because they are able to position themselves in other people's positions. That's why these individuals can build good relationships with other people because they are able to understand their own emotions and also those of others so they can build good communication between each other. Based on the data obtained, women are taller than men.

This is in accordance with what Leslie Brody and Judith Hall (in Nurita, 2012) stated that because women are more skilled at language than men, they are more experienced in expressing their feelings and more skilled than men in using words. to explore and to replace emotional reactions such as physical fighting. This is in accordance with Burret's opinion (in Khasanah, 2018) who says that there are differences in emotional intelligence between men and women. The results of tests conducted in the laboratory prove that women tend to be more influenced and show emotional attitudes than men. Meanwhile, according to (Santrock, 2003), society generally says that women are more mature and more emotionally mature than men.

Ages 18-27 are highest compared to ages 28-37 and ages 48-57. In Mulati's (2017) research, it is stated that 18 years of age is considered adulthood. The theory states that adulthood will cause a person to have the ability to recognize their emotions better so that their emotional intelligence will also be good. As stated by Goleman (2002), emotionally intelligent people are in whatever situation comes their way and know how to calm themselves under the power of emotions. They will quickly become enthusiastic again.

Based on how long you have been a nature lover, 6-10 years of being a nature lover is the highest compared to 1-5 years and 11-15 years. Apart from that, based on joining nature lovers, it is highest on campus compared to outside campus and not joining organizations. This is because at each university there are Student Activity Units (UKM) that students can take part in, one of which is the Nature Lovers UKM. Easy access to join the Nature Lovers UKM on campus means that students take part in more nature lover activities on campus rather than joining communities outside campus or doing it independently without joining any community. Apart from that, in UKM Nature Lovers there is basic education for prospective new members where this education is carried out to train prospective new members to have characteristics in accordance with the values that exist in the organization, such as humanity, not being selfish, disciplined and caring about those around them (Latitude, 2016).

Based on activities that are often participated in, rock climbing is the highest compared to mountain climbing, exploring caves, exploring forests, and others. The differences in emotional intelligence based on the type of activity participated in can be caused by several things. Gibson (in Dazeva & Tarmidi, 2012) revealed that in an organization there are various kinds of processes, including communication processes, decision making processes, achievement evaluation processes, and socialization and career processes. All of these processes are closely related to relationships between people and their interactions.

Based on the obstacles experienced, the fields faced are the highest compared to permits, managing time and finances, physical and mental; and others. This is in line with the results of the researcher's interviews with several members of nature lovers, that one of the obstacles often experienced, namely difficult and long climbing terrain, causes the physical strength of nature lovers to decrease, resulting in fatigue making it difficult to control emotions. These obstacles have an impact on the emotional intelligence of nature lovers because when facing these obstacles, nature lovers need emotional intelligence, one of which is the aspect of managing emotions so they can control their emotions well. Frequently facing obstacles like this will further train the emotional intelligence of nature lovers to be better.

Based on the perceived benefits, getting to know yourself and other people better is higher than appreciating nature more, getting new lessons and experiences; physically, mentally become strong; forming a better person; and others. All these perceived benefits are the result of the emotional intelligence possessed by nature lovers. Being able to know yourself and other

people is the result of how nature lovers are able to recognize their own emotions as well as the emotions of other people.

Based on what one feels while being a nature lover, the feeling of kinship is highest compared to joy and happiness; calm, peaceful, and refreshing; give thanks; and others. All these feelings are also the result of the emotional intelligence possessed by nature lovers. They are aware or know that they are happy, calm, peaceful when carrying out nature-loving activities. They feel a sense of kinship because they can recognize other people's emotions or empathize, and also build good relationships with other people, such as helping each other when climbing mountains, looking after each other and so on.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it can be concluded that the emotional intelligence of nature-loving students is high. From the research results, an empirical mean of 50.38 was obtained, greater than the hypothetical mean value of 40. This shows that nature-loving students have high emotional intelligence where they are able to have all five aspects of emotional intelligence. All nature lover activities require and foster good emotional intelligence in nature lovers.

This is because when carrying out their activities, nature lovers will experience many obstacles or problems which require nature lovers to be able to overcome all existing obstacles or problems in order to be able to achieve the goals of the activities carried out, such as when climbing a mountain, the goal of nature lovers is to reach the top. . So, how do nature lovers face all obstacles when climbing so they can reach the top? Nature lovers need good emotional intelligence. Apart from that, the more often you carry out activities, the more emotional intelligence nature lovers will be trained to become.

Based on the research results, the suggestions that can be given are as follows:

1. For students who love nature

It is hoped that nature lovers will be able to understand what emotional intelligence is and can apply it by carrying out outdoor activities or regular training within the organization and outside the organization to train how to recognize emotions in themselves and others so that they can regulate emotions appropriately and be able to build relationships. good at carrying out nature-loving activities.

2. For the Community

For the public, it is hoped that this research can provide information not only about emotional intelligence but also about nature lovers and their activities. For those who want to become nature lovers, they can also use this research as a source of information before becoming a nature lover, about the field of activities that a nature lover undertakes and how a nature lover must have good emotional intelligence to deal with field conditions.

3. For further research

For further research, it is hoped that we will be able to research and describe all aspects of emotional intelligence better because there is still a lack of information related to research that describes aspects of emotional intelligence. Apart from that, from demographic data it is hoped that researchers can produce a better and more detailed explanation of a person's emotional intelligence based on the length of time they have participated in an activity.

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