

The Contribution of Emotional Intelligence to Shyness on Papuan Overseas Students in Makassar City

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ABSTRACT

Universities are higher education institutions that are in demand by most students, so students who are registered as students at a university tend to have different regional backgrounds. Students who study outside their hometowns are called overseas students. Facing different environmental situations, overseas students experience unfavorable psychological conditions, one of which is shyness. Based on several research results, Papuan students are a handful of overseas students who feel "shy" because they consider themselves minorities and have many shortcomings. Overseas students who experience shyness will evaluate themselves negatively, feel unaccepted, and eventually be isolated from the surrounding environment. One of the things that play a role in eliminating the adverse effects of shyness is optimizing emotional intelligence, an ability that can facilitate individuals to build interpersonal relationships, empathy, and intimacy with others. This study aims to determine the contribution of emotional intelligence to shyness in Papuan overseas students in Makassar City. This research conducted a quantitative study with a survey design involving 200 overseas students from Papua. Data were collected using the emotional intelligence scale and shyness scale, then analyzed using simple linear regression analysis. The results show that emotional intelligence contributes negatively by 18% to shyness, with a significance of 0.00 ($p < 0.05$). Therefore, increasing the emotional intelligence level will decrease the shyness level. Based on the results of this study, overseas students need to develop their emotional intelligence skills to build positive relationships with their new environment and minimize the negative impact of shyness.

Keywords: emotional intelligence, papuan overseas student, shyness

Introduction

University is a form of higher education that organizes education in various scientific disciplines and aims to develop the community. Universities also provide diverse facilities for the development process and the development of human resources (Kemendikbud, 2019). The existence of a university as a higher education institution that aims to support human resource development also has a significant role in building student character (Nurpratiwi, 2021). In general, students who study at a university didn't only come from their birthplace but also from other provinces or countries. In this case, students need to adapt to a new environment with a different cultural background. People who decide to leave their hometowns to pursue a better education are called overseas students (McNamara & Harris, 1997).

Overseas students leave their home areas to get a more quality education. Overseas students make an effort on this so they can achieve better success in the future. In addition, overseas students also aim to be able to have a positive impact on themselves like having a proper adjustment, being able to develop the potential within themselves, being able to become more independent, being responsible for making decisions, and becoming human resource that is beneficial to their family, community or country (McNamara & Harris, 1997). Not all overseas



students experience positive impacts on themselves because several studies state that overseas students experience loneliness, shame, and severe stress. That will hinder the development process and education of overseas students exploring their respective goals (Halim & Dariyo, 2016; Pratiwi & Asih, 2019; Handayani & Nirmalasari, 2020).

Shyness in overseas students is of particular concern. Several studies explain that overseas students tend to experience shyness when making adjustments or adaptations in an environment that is different from their area of origin (Wang et al., 2014; Husen et al., 2017; Pratiwi & Asih, 2019). Shyness is a feeling of shame that arises from an unpleasant experience in a social environment and is manifested in a negative self-evaluation (Zimbardo, 1977). Shyness is also a thought that assumes that other individuals have a negative impression of him (Crozier & Alden, 2009).

Zimbardo (1977) explains that four aspects can describe individuals experiencing shyness, namely; cognitive, affective, behavioral, and psychological. On the cognitive aspect, individuals will have negative thoughts about themselves and the surrounding situation. Then, in the affective aspect, an individual will have feelings or emotions that arise from situations that make him embarrassed, such as sadness, heartbreak, anxiety, and others. Furthermore, in the behavioral aspect, individuals will display behavior as a result of a perceived situation such as being passive, avoiding something that is feared, and showing excessive behavior. On the psychological aspect, individuals will experience physiological reactions in the form of accelerated heart, dry mouth, trembling, sweating, and feeling like fainting.

One of the ethnic overseas students who is indicated to experience shyness is a student from Papua. This can be seen from Cauna research, et al (2019) entitled "The Behavior of Students from Papua in the Learning Process in the Sam Ratulangi University Manado Campus Environment" that during the process of adaptation or self-adjustment of Papuan overseas students, there are obstacles experienced by Papuan overseas students in the form of difficult to make friends, difficult to adjust to a new culture, difficult to communicate with others, not confident, feel ashamed, less independent, and others. These obstacles make Papuan overseas students choose not to continue their studies. Similar to research conducted by Wijanarko and Syafiq (2013) it was found that Papuan overseas students in Surabaya experienced obstacles when carrying out the lecture process. This is because they experience cultural differences in language when interacting and they also experience barriers to starting social relationships because of physical differences and skin color. These obstacles make Papuan overseas students tend to associate more with fellow ethnic Papuans.

According to the explanation above, it follows indications of shyness in Zimbardo's theory (1977) that the existence of a condition of shyness experienced by individuals will have an impact on individuals who will experience difficulties in establishing relationships with other people. Furthermore, it turns out that the problem of shyness among Papuan overseas students is also closely related to the theory of stages of psychosocial development regarding intimacy vs. isolation in early adulthood put forward by Erik Erikson. It was explained that when individuals are unable to build relationships with other people or do feel not accepted in a relationship, then the individual will experience isolation (Papalia, et al., 2009; Santrock, 2011).

Papuan overseas students who experience shyness, it is certain that they experience obstacles in building relationships with other people and in communication. As a solution for this condition, Watson (2016) explains that one effective way that individuals can do in building social relationships or intimate and empathetic communication is to use emotional intelligence abilities. Goleman (2018) defines emotional intelligence as the ability that makes individuals can understand the emotions of themselves and others. Bradberry & Greaves (2009) explained that emotional intelligence is an individual's ability to understand the wants and needs of other people so that individuals have skills in social relations with other people.

Goleman (2018) suggests that five aspects can affect the level of individual emotional intelligence, namely; self-awareness, managing emotions, motivating self, empathy, and handling relationships. In the self-awareness aspect, an individual will have the ability to recognize the emotions that exist in him, thus helping the individual in making a decision. In the aspect of managing emotions, individuals will have the ability to manage emotions appropriately so that they can relieve the emotions they experience. In the self-motivating aspect, individuals will have the ability to direct their emotions in a more appropriate direction so that they can be more productive and effective in doing various things. In the aspect of empathy, individuals will have the ability to recognize other people's emotions so that they can know what other people feel and need. Finally, in handling relationships, individuals will have the ability to build or maintain good or positive relationships with other individuals.

Papuan overseas students who are in the early adult age should have good emotional intelligence skills because they have gained various kinds of life experiences that they felt from previous times. This experience will certainly make them more responsive in dealing with problems during the overseas process. This is in line with the opinion of Mayer and Salovey (1997) in their book entitled "What is emotional intelligence" that the more age an individual has, the more emotional intelligence he has. This means that when they experience psychological problems while in the university environment, emotional intelligence skills can help them minimize the negative effect of the problems.

It was found that there was a tendency for Papuan overseas students or early adulthood to have low emotional intelligence abilities within the scope of the university which could lead to shyness problems. Not only is it a matter of shyness, but it is also found that the lack of emotional intelligence abilities possessed by the age of overseas students can raise various kinds of psychological problems such as depression, anxiety, and stress in the university environment (Monacis, 2012; Castillo et al, 2018). Conversely, it was also found that the high emotional intelligence abilities of overseas students play a role in the process of self-adjustment and also the adaptation of overseas students in dealing with significant cultural differences (Khan et al., 2020; Widharsari & Susilawati, 2018). Judging from this explanation, it can be seen that high or low emotional intelligence abilities have an impact on the process of self-development of overseas students when they are within the scope of the University.

Specifically, on how emotional intelligence has the opportunity to minimize the emergence of shyness problems, it was found that emotional intelligence skills actually play an important role in interpersonal communication and also in the process of building or maintaining a peer relationship (Maharani & Rusmawati, 2020; Yusri & Herawati 2021). Referring to this explanation, it turns out that in line with the opinion of Zimbardo (1977) that individuals who experience shyness, the impact on individuals will experience difficulties in establishing relationships with other people, having difficulty communicating with others, and limiting other people's opinions about themselves. This means that having emotional intelligence abilities can help overseas students not to experience shyness when communicating with other people and not to experience shyness when they feel rejected by peers or other social relationships.

Several studies directly explain the relationship between emotional intelligence and shyness. Monacis et al. (2012) explained that the existence of emotional intelligence abilities in individuals is believed to be able to minimize the chances of shyness occurring in academic contexts at all levels of education. This is proven in the scope of junior high and high school that emotional intelligence plays an important role in students who experience shyness (Hajloo, 2013; Gowda et al., 2020). It is also proven within the scope of the University that emotional intelligence is an important predictor in minimizing the opportunities for shyness behavior to occur in students (Arslan et al., 2017; Castillo et al., 2018). However, in contrast to the research conducted by Zhao et al. (2019) low emotional intelligence in students does not directly influence the emergence of

shyness problems, however, the low emotional intelligence of students has a large impact on the search for social relationships.

Based on the explanation above, this study aims to examine the effect of emotional intelligence on shyness in Papuan overseas students. This is based on the view that emotional intelligence is a personal ability that can dispel the negative effects of shyness felt by Papuan overseas students while trying to adapt to a new environment that is completely different from their hometown. The following hypotheses are set out in this study;

H_0 = There is no effect of emotional intelligence on shyness in Papuan overseas students.

H_1 = There is an effect of emotional intelligence on shyness in Papuan overseas students.

Method

This research is a quantitative approach, intending to find out whether there is a contribution of emotional intelligence to the shyness of Papuan overseas students. This research is a survey design that uses two psychological scales to collect data from subjects, the emotional intelligence scale and the shyness scale. The population in this study included Papuan overseas students in Makassar City. The sample was selected using a purposive sampling technique, with the criteria of overseas students from Papua, 18-26 years old, and studying at a university in Makassar. The number of samples involved in the study is 200 people, which met the minimum sample standard of 89 people based on the results of the analysis using G Power tools with a power of 0,95, an error of 0,05, and an effect size of 0,15.

The emotional intelligence scale used in this study is adapted from Widihapsari and Susilawati (2018), which refers to the Goleman scale. The emotional intelligence scale is a Likert scale with four responses, consists of 20 items, and five aspects of measurement; self-awareness, managing emotions, motivating self, empathy, and handling relationships. On the other hand, the shyness scale used in this study is adapted from Ridfah and Murdiana (2018), which refers to the Zimbardo scale. The shyness scale is a Likert scale with five responses, consists of 24 items, and four aspects of measurement; cognitive, affective, behavior, and psychological.

Statistical properties of the research scale include validity testing using the CFA test, and reliability testing using Cronbach Alpha reliability estimation. The CFA test results for the emotional intelligence scale showed an RMSEA value of 0.045 (< 0.08), while the CFA test results for the shyness scale showed an RMSEA value of 0.074 (< 0.08). In addition, the Cronbach Alpha reliability value for the emotional intelligence scale was 0.884 (> 0.75), and the Cronbach Alpha reliability value for the shyness scale was 0.873 (> 0.75). Based on these results, the scales used in this study were classified as valid and reliable scales.

The data collected from filling out the scale was then analyzed using a simple linear regression analysis for hypothesis testing. Before testing the hypothesis, the assumptions of normality and linearity need to be tested first. The normality test aims to test whether the data is distributed normally, while the linearity test aims to test whether there is a linear relationship between the variables.

Results

The results from collecting research data on 200 subjects show different demographic variations. The differences in demographic variability include subject gender, age, and semester level. The summary of demographic data from a total of 200 research subjects can be seen in Table 1.

Table 1.
Subject Demographic Data

Demographic Data	Quantity	Percentage
Gender		
Male	105	52,5%
Female	95	47,5%
Age		
18-20 Years Old	60	30%
21-23 Years Old	93	46,5%
24-26 Years Old	47	23,5%
Semester Level		
Early Semester (1-4)	49	24,5%
Middle Semester (5-8)	103	51,5%
Last Semester (>8)	48	24%

Table 1 shows that out of a total of 200 subjects involved in the study, there was 105 male (52,5%) and 95 female (47,5%). Subjects aged 18-20 years amounted to 60 people (30%), aged 21-23 years 93 people (46,5%), and subjects aged 24-26 years amounted to 47 people (23,5%). Overseas students in the early semester area amounted to 49 people (24,5%), from the middle semester amounted to 103 people (51,5%), and from the last semester amounted to 48 people (24%).

Testing the research hypothesis is carried out by testing the assumptions first, in the form of a normality test and a linearity test. The results of the normality test can be seen in Table 2, while the results of the linearity test can be seen in Table 3.

Table 2.
The Normality Test Results

Kolmogorov-Smirnov	
Assymp. Sig (2-Tailed)	N of items
0,200	200

Table 2 shows the results of the normality test. The test results showed a significance value of 0.200 ($p > 0.05$). Based on these results, it can be concluded that the research data distributed normally.

Table 3.
The Linearity Test Results

Variable	N	Sig. Deviation from Linearity
Emotional Intelligence-Shyness	200	0,27

Table 3 shows the results of the linearity test. The test results showed a significance value of 0.27 ($p > 0.05$). Based on these results, it can be concluded that the research variables are linear.

The fulfillment of the two assumptions above makes it possible to test the hypothesis with a simple linear regression analysis. The results of hypothesis testing with simple linear regression analysis can be seen in Table 4.

Table 4.
The Simple Linear Regression Analysis Results

Independent Variable	R	R ²	B	Sig.
Emotional Intelligence	0,434	0,189	-0,532	0,00

Table 4 shows the results of hypothesis testing with simple linear regression analysis. The coefficient of relation (R) shows a value of 0,434, indicating that the correlation between emotional intelligence and shyness is fairly strong. The value of unstandardized beta (B) of emotional intelligence shows a value of -0.532, which means that the correlation is negative. The negative correlation value indicates that the higher the emotional intelligence of the Papuan overseas students, the lower the shyness level of the Papuan overseas students, and vice versa.

On the other hand, the value of the coefficient of determination (R^2) is 0.189, indicating the influence of emotional intelligence on shyness in Papuan overseas students is 18%. The P value shows a significance value of 0.00 ($p < 0.01$), so it can be concluded that H_0 which states "There is no effect of emotional intelligence on shyness in overseas Papuan students" is rejected, and H_1 which states "There is an effect of emotional intelligence on shyness in overseas Papuan students" is accepted. Based on the results above, it can be concluded that there is a negative and significant contribution between emotional intelligence and shyness in Papuan migrant students in Makassar City.

Researchers also conducted a descriptive analysis of the measurement results. The results were then categorized into five categories to see the characteristics of emotional intelligence and shyness of subjects. The results of the descriptive analysis can be seen in Table 5, and the results of the categorization can be seen in Table 6.

Table 5.
Descriptive Analysis Results

Variable	Minimal	Maximal	Mean	Deviation Standard
Emotional Intelligence	38	112	83.76	12.887
Shyness	30	108	67.77	15.787

Table 5 shows the results of the descriptive analysis of the research data obtained by filling in the emotional intelligence and the shyness scale. Descriptive statistics for the emotional intelligence measurement show a minimum value of 38 and a maximum value of 112, with a mean value of 83.76 and a standard deviation of 12.887. On the other hand, descriptive statistics for the shyness measurement results show a minimum value of 30 and a maximum value of 108, with a mean value of 67.77 and a standard deviation of 15.787.

Table 6.
The Categorization based on The Scale Measurement Results

Variable	Score	Categorization	Quantity	Percentage
Emotional Intelligence	$103 < X$	Very-High	13	6.5%
	$90 < X \leq 103$	High	40	20%
	$77 < X \leq 90$	Moderate	96	48%
	$64 < X \leq 77$	Low	36	18%
	$X \leq 64$	Very-Low	15	7.5%
Shyness	$91 < X$	Very-High	15	7.5%
	$76 < X \leq 91$	High	40	20%
	$60 < X \leq 76$	Moderate	82	41%
	$44 < X \leq 60$	Low	48	24%
	$X \leq 44$	Very-Low	15	7.5%

Table 6 shows the emotional intelligence and the shyness measurement score categorization. The results for the emotional intelligence categorization show that 15 people belong to the very-low category (7.5%), 36 people belong to the low category (18%), 96 people belong to the moderate category (48%), 40 people belong to the high category (20%), and 13 people

belong to the very high category (6.5%). The results for the shyness categorization results showed that 15 people belonged to the very-low category (7,5%), 48 people belonged to the low category (24%), 82 people belonged to the moderate category (41%), 40 people belong to the high category (20%), and 15 people belong to the very high category (7.5%).

The researcher also grouped the subject's emotional intelligence and shyness characteristics based on demographics. It aims to see the data distribution on the results of measurements of emotional intelligence and shyness based on gender, age, and semester level. The results of this grouping can be seen in Table 7.

Table 7.
The Categorization based on The Scale Measurement Results

Variable	Demographic	Categorization				
		Very-High	High	Moderate	Low	Very-Low
Emotional Intelligence	Gender					
	Male	8	22	45	22	13
	Female	5	18	51	19	2
	Age					
	18-20 Years Old	8	20	23	13	8
	21-23 Years Old	6	16	52	15	4
	24-26 Years Old	4	11	49	19	3
	Semester Level					
	Early Semester (1-4)	-	8	26	11	4
	Middle Semester (5-8)	9	19	53	16	6
	Last Semester (>8)	4	13	17	9	5
Shyness	Gender					
	Male	11	19	41	28	6
	Female	2	21	41	20	9
	Age					
	18-20 Years Old	7	17	22	10	4
	21-23 Years Old	5	15	44	24	5
	24-26 Years Old	3	8	16	14	6
	Semester Level					
	Early Semester (1-4)	4	12	22	8	3
	Middle Semester (5-8)	7	20	42	26	6
	Last Semester (>8)	4	8	18	12	6

Table 7 shows the results of the subject's emotional intelligence and shyness characteristics categorization based on demographics. The result has shown that most of the male and female subjects are at a moderate to a high level of emotional intelligence, and a moderate level of shyness. Subjects of different ages were generally at a moderate to high level of emotional intelligence, and a moderate level of shyness. On the other hand, most of the subjects from various semester levels were at the medium to a high level of emotional intelligence, and a moderate level of shyness.

Discussion

Based on the results of the analysis, a significance value of 0.00 (<0.05) is indicating that there is a contribution of emotional intelligence to shyness in Papuan overseas students in Makassar City. The contribution value obtained in this study is in a fairly strong category because

it has a value of 0.434. This study also shows that this contribution has a negative correlation of -0.532, which means that the higher the emotional intelligence, the lower the shyness experienced by Papuan overseas students in Makassar City, and vice versa. Based on the results of this study, it was found that emotional intelligence contributed 18% to shyness in Papuan overseas students. The contribution value obtained in this study is not much different from previous studies which found that emotional intelligence contributes 19% to shyness among students in Turkey (Arslan et al., 2017).

This research also shows that the majority of Papuan overseas students have emotional intelligence levels which are in the moderate category (48% or 96 people) and high category (20% or 40 people). Meanwhile, it was also found that the shyness level of the majority of Papuan overseas students was in the moderate category (41% or 82 people) and low category (24% or 48 people). These results can occur due to the process of early adult social development stages regarding intimacy vs isolation, as stated by Erik Erikson. It was explained that the age of the Papuan overseas students should have entered the developmental stage of early adulthood which is marked by individuals have been able to build relationships with other people, experiencing a sense of closeness, warmth, and communication that exists within them so that they can experience intimacy and not feel isolated. When early adulthood can experience intimacy, then Papuan overseas students will automatically acquire emotional intelligence so they can avoid psychological problems such as shyness (Papalia, Old, & Feldman, 2009; Santrock, 2011).

The emotional intelligence quality of Papuan overseas students that is in the moderate category tends to be high, meaning that there is a tendency for Papuan overseas students to have high-quality emotional intelligence. This is in line with Goleman's opinion (2018) that each individual's emotional intelligence can change and be unstable, depending on the environment or situation experienced. More specifically, Mayer & Salovey (1997) explains that every individual has the same opportunity to acquire a good quality of emotional intelligence, depending on how the life processes or experiences faced by each individual in carrying out their duties and responsibilities. The more experiences or problems faced, the greater the individual should be to obtain high emotional intelligence and vice versa. However, it should be underlined that emotional intelligence can be formed in individuals because of the learning process experienced when facing a problem.

Papuan overseas students who have emotional intelligence abilities that tend to be high in this study, can be characterized by individuals who can control their feelings, are aware of their feelings and those of others, have a positive self-concept, easily establish relationships with others, are proficient at communicating, and able to make decisions wisely (Goleman, 2018). As was found in the research of Khan et.al (2020) that emotional intelligence which tends to be high can help overseas students deal with the cultural differences they experience so that they can adapt to a new environment and also improve their academic performance.

The explanation above can describe the level of shyness in Papuan overseas students is in the moderate category and tends to be low. It can happen because shyness can generally appear in individuals due to social situations, such as having barriers when communicating with others, having unpleasant relationships with other people, and disturbing their privacy (Zimbardo, 1977). Therefore, it can be seen that emotional intelligence is important for Papuan overseas students to avoid the emergence of shyness problems when conducted in social situations or when facing perceived cultural differences.

The low tendency of shyness experienced by Papuan overseas students in this study is thought to occur because Papuan overseas students tend to study with their group of ethnicity and also have a tendency to live together in a hostel with the excuse of avoiding social and cultural conflict (Wijinarko & Syafiq, 2013). In a line with the result of Hadawiah's research (2019) that overseas students from Papua who study in Makassar City choose to make peace with the

conditions experienced while adapting to an environment that has a different cultural background, so it is likely for Papuan overseas students to avoid shyness problem. The tendency carried out by Papuan overseas students is in line with the opinion of Crozier & Alden (2009) that to avoid shyness problems, individuals only need to reduce interaction with new environments or strangers. Another way that can also be done by individuals avoid shyness is to control the negative emotions that arise and make peace with the circumstances experienced.

Papalia, et al. (2009) provides a more specific explanation that to fulfill developmental tasks in early adulthood as students, individuals are often faced with several social problems so individuals will be prone to experiencing psychological problems. However, the existence of internal factors in the form of individuals learning from experience can help individuals to overcome the problems they face. Papuan overseas students may be faced with psychological problems such as shyness in the overseas environment. However, the process of learning from the shyness problem experienced can help Papuan overseas students to better adapt to their social environment. This is in line with Watson's opinion (2016) that the form of problems or experiences that individuals learn can help individuals to adapt to certain situations to form an emotional intelligence quality. Following this study, the high quality of emotional intelligence has a direct influence on the tendency for low shyness experienced by Papuan overseas students.

Research conducted by Monacis et.al (2012) also supports the results obtained in this study. The research explains that emotional intelligence is important for students because it can help students adapt from high school to university. Adaptation means that students are often faced with new problems when they are in the University environment, so students have a very high chance of generating negative emotions such as shyness. The same is true of Arnett's early adult characteristic development theory regarding "feeling in between". It was explained that when individuals have entered early adulthood, individuals will experience a feeling in between or think of themselves as mature individuals, but on the other hand also consider themselves as teenagers when facing a problem in fulfilling their duties and responsibilities (Arnett, 2015). Therefore, students will be faced with two possibilities, namely optimistic about their future in the sense of increasing emotional intelligence or pessimistic about their future in the sense of being trapped in a shyness problem.

The contributions of this study were also supported by Castillo et al. (2018) research, that students who are studying in majors directly related to humans have the potential to experience shyness because they have heavy duties and responsibilities in dealing with humans. However, the role of emotional intelligence that is developed in students can help them understand the emotions of themselves and others so that they are skilled in dealing with other people and also avoid shyness problems. This research is in line with Carl Jung's theory of personality development which explains that early adulthood or college students should already be at a stage that focuses on their development, not focusing on their deficiencies (Alwisol, 2014).

Based on the results of the research and the overall explanation above, it can be seen that there is a contribution of emotional intelligence to shyness in Papuan overseas students in Makassar City. This means that the higher the emotional intelligence, the lower the shyness experienced by Papuan overseas students in Makassar City. The results of this study can be taken into consideration by the University as well as overseas students to be able to improve emotional intelligence because it can help them adapt or adjust to the university environment.

The limitation of this research lies in the implementation of data collection which is carried out online due to Covid-19. Filling out the online questionnaire closes the possibility of direct supervision by researchers, which opens up opportunities for bias in filling out the questionnaire. This bias can occur due to the interference of other parties, lack of exploration of the subject's spontaneous responses, and the involvement of thought processes to answer the research questionnaire which allows the subject to answer not under the actual conditions. Future research

also needs to pay attention to other variables that may have an influence such as the involvement of Papuan overseas students in specific educational programs or scholarships that enable them to receive training in adapting before taking education in their destination area.

Conclusions

Based on the description above, it can be concluded that there is a significant negative effect of emotional intelligence on shyness. This result is accompanied by a negative correlation value, which means that the higher the emotional intelligence, the lower the shyness of the Papuan migrant students in Makassar City. The contribution value of emotional intelligence to shyness is 18%, and the remaining 82% is influenced by other factors not examined in this research. These results indicate that the emotional intelligence abilities possessed by Papuan overseas students can minimize the chances of shyness occurring when adjusting to a new environment. Therefore, Papuan overseas students need to develop their emotional intelligence skills to build positive relationships with their new environment and minimize the negative impact of shyness.

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