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Emotional Intelligence, Resilience, and Engagement in Post-COVID-19 Pandemic Learning for College Students

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ABSTRAK

This study aims to show how students' emotional intelligence affects their resilience, with an impact on engagement and subsequent academic performance. This research was conducted quantitatively and used questionnaires as the data collection method. This study used partial leasts squares structural equation modeling (PLS-SEM) method with SmartPLS v4.0 analysis tool. The population of this study were all students from various universities in Yogyakarta and the sample used was 212 students in Yogyakarta. The results showed that: emotional perception, emotional use, emotional understanding, and social emotional management did not affect resilience. Then on individual emotional management affects resilience, resilience affects engagement, and engagement affects academic performance.

INTRODUCTION

With the outbreak of the COVID-19 pandemic around the world, Indonesia has also been affected, with the education sector undergoing dramatic changes. Educational institutions, including universities, have been forced to make major adjustments in their learning systems. One significant impact of the pandemic is the shift from face-to-face (offline) learning to distance learning (online). This change puts additional pressure on students, who have to adapt to a new learning environment and face challenges they have never experienced before.

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Digital transformation is a solution in post-pandemic education recovery. The habit of using technology for learning must also be followed by a transformation in the learning patterns of both teachers and students. Gaps in digital teaching methods that create new habits of learning anytime, anywhere in new ways that are more effective and efficient. Digital transformation in the context of education is an unavoidable challenge that causes gaps in its application. Among them are communication networks, electricity availability, internet availability, laptops, cellphones, television and geographical inequality where Indonesia faces various obstacles in deploying the infrastructure (Siswanto, 2022).

Yogyakarta has been one of the areas affected by the COVID-19 pandemic since March 2020 (Alfana *et al.*, 2023) which then affects many sectors in Yogyakarta, one of which is the education sector. Yogyakarta is one of the provinces in Indonesia with a good quality of education. The quality of education can be seen from the Human Development Index (HDI), Expected Years of Schooling and Average Years of Schooling, which if these three things are higher, the HDI will also increase. These presents the TOP-3 HDI in Indonesia according to data from BPS (Badan Pusat Statistik RI, 2023b):

Table 1. Human Development Index Data (Highest)

Province	2021	2022	2023
DKI Jakarta	81,11	81,65	82,46
DI Yogyakarta	80,22	80,64	81,07
Kalimantan Timur	76,24	77,44	78,20

Source: Badan Pusat Statistik RI (2023b)

Yogyakarta is also the province with the highest Gross Participation Rate (APK) of Higher Education (PT) in Indonesia, this is known from Badan Pusat Statistik RI (2023a) that, Yogyakarta has a Higher Education APK of 74,08 in 2023 which is the largest number in Indonesia. APK is the percentage of the population attending school at a certain level. The importance of education in Yogyakarta, which is also affected by the COVID-19 pandemic, then requires the government to make policies to handle it. Various policies were then carried out by the Yogyakarta Government in the education sector, one of which was to make a policy of Learning from Home/Distance Learning (SE DIY Education, Youth and Sports Department Number: 421 / 002280), based on the SE, all forms of learning activities at school were replaced with learning at home starting on March 23, 2020 (Dikpora Daerah Istimewa Yogyakarta, 2020).

Emotional intelligence, resilience and engagement in the learning process are key factors that influence the quality of student learning. Emotional intelligence plays an important role in students' ability to manage their own emotions, understand the emotions of others, and establish healthy relationships in the learning environment. Goleman (1995) defines emotional intelligence as the ability to recognize and regulate emotions in oneself and others to achieve successful work performance. Whereas Mayer and Salovey (1997) assume that the components of emotional intelligence are: (A) Adequate perception of emotional states; (B) understanding of their nature; (C) their regulation; and (D) all of these in one's own emotions as well as the emotions of others.

Resilience is also needed to deal with post-pandemic conditions because with resilience students can recover from pressure and difficulties, and to remain adaptive in the midst of post-pandemic educational challenges. According to Garmezy (1974) resilience is the ability of individuals or groups to cope with and recover from stress, pressure, or difficult situations without experiencing serious disturbances in their normal development. Garmezy (1991) sees resilience as a form of positive adaptation to risk or uncertainty in the environment. Resilience

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is also the capacity for recovery and maintaining adaptive behavior that may follow an initial setback or incapacity after initiating a stressful event.

Engagement in the learning process is also very important for students in participating in learning and achieving their academic goals. Schaufeli and Bakker (2004) define engagement as a positive and satisfying work-related disposition characterized by passion, dedication, and absorption. Student engagement in the learning process is a major factor that supports academic achievement (Fredricks, Filsecker and Lawson, 2016).

The post-COVID-19 pandemic affects students' emotional intelligence, resilience, and engagement in the learning process. Social isolation, anxiety about personal and family health, and economic uncertainty can affect students' emotional well-being. In addition, the shift to online learning can pose new challenges, such as a lack of social interaction and difficulties in building connections with lecturers and fellow students.

Therefore, research investigating the relationship between emotional intelligence, resilience and engagement in learning after the COVID-19 pandemic is crucial. Understanding how these factors are interconnected and how they influence students' learning experiences can assist educational institutions in developing strategies to support student well-being and improve the quality of learning in these challenging times.

LITERATURE REVIEW & HYPOTHESIS

Emotional Intelligence

Mayer and Salovey (1997) assume that the components of emotional intelligence are: (A) Adequate perception of emotional states; (B) understanding of their nature; (C) regulation of them; and (D) all of these in one's own emotions as well as the emotions of others. Emotional intelligence, that is the ability to understand the emotions of others and regulate and control one's own emotions (Wong and Law, 2002). While intelligence from the perspective of Goleman (1995) defines it as the ability to recognize and regulate emotions in oneself and others to achieve successful work performance. In addition, emotional intelligence is defined as a system of system orientation, future orientation, personal involvement, and action taking that can be integrated in the academic curriculum (Roorda, 2002).

H_1: *Emotional perception has a positive and significant effect on student resilience.*

H_2: *Emotional use has a positive and significant effect on student resilience.*

H_3: *Emotional understanding has a positive and significant effect on student resilience.*

H_4: *Individual emotional management has a positive and significant effect on student resilience.*

H_5: *Social emotional management has a positive and significant effect on student resilience.*

Resilience

According to Garmezy (1974) resilience is the ability of individuals or groups to cope with and recover from stress, pressure, or difficult situations without experiencing serious disruption in their normal development. Garmezy (1974) sees resilience as a form of positive adaptation to risk or uncertainty in the environment. Resilience is also the capacity to recover and maintain adaptive behaviors that may occur after setbacks or incapacitation after experiencing stressful events (Garmezy, 1991). Gobbi *et al.* (2020) note that identifying specific risk and resilience factors is critical in developing effective tactics to reduce the negative psychological impact of

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COVID-19. Whereas Fletcher and Sarkar (2013) point out that resilience influences how an event is assessed, whereas coping refers to the strategies used after assessing a stressful encounter. In addition, academic resilience describes the psychological characteristics needed to overcome academic crises and achieve high academic performance by using internal and external support in stressful situations (Martin and Marsh, 2009). Then resilience is broadly defined as the process, capacity, or outcome of successful adaptation despite challenging circumstances (Ahmed *et al.*, 2018). Finally, according to Hobfoll *et al.* (2003) resilience is a psychological condition that includes a person's ability to handle stress, adversity, and hardship.

H₆: *Academic resilience has a positive and significant effect on student engagement.*

Engagement

Schaufeli and Bakker (2004) define work engagement as a positive and satisfying work-related disposition characterized by passion, dedication, and absorption. Student engagement describes the mode of interaction with the social and physical environment. It includes motivational elements such as activity, goal orientation, flexibility, concentration, and perseverance (Carini, Kuh and Klein, 2006). Meanwhile, according to Christenson, Reschly and Wylie (2012) student engagement in academic aspects refers to student activeness in education, shows students' effective attitude and commitment to educational and learning goals, and is an important aspect of achieving high learning outcomes such as academic performance. Empirical studies have described engagement as a psychological state of mind that helps a person to work with high energy, enthusiasm, and dedication, and high dedication (Schaufeli *et al.*, 2002).

H₇: *Student engagement has a positive and significant effect on academic performance.*

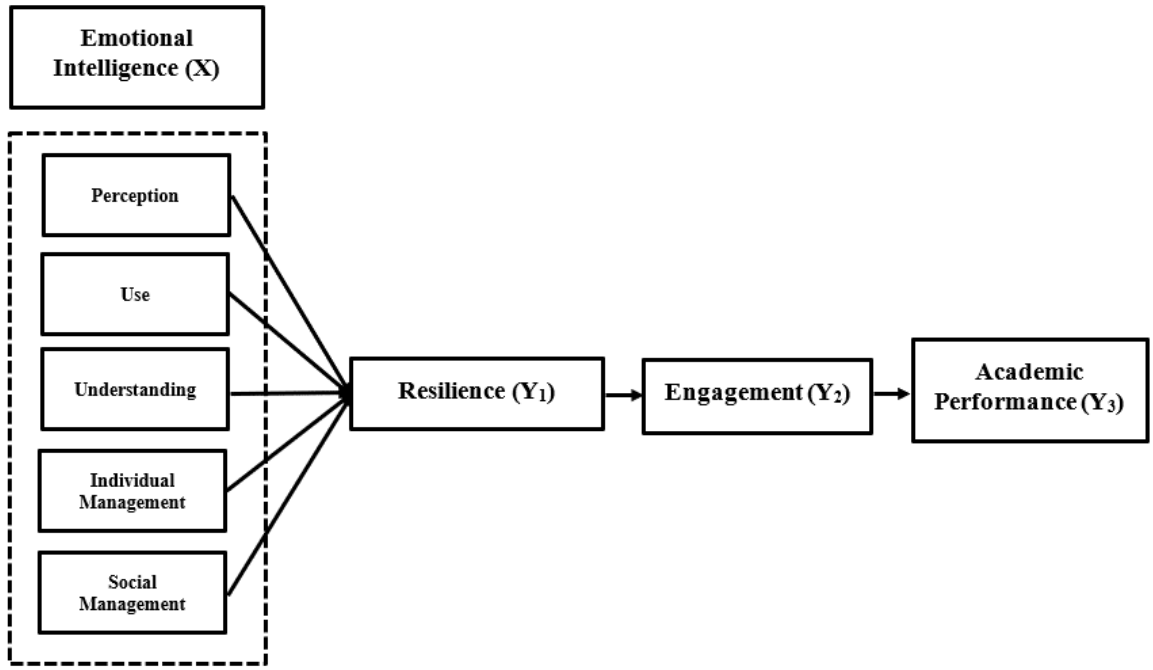

Figure 1. Research Framework

Source: Processed by Author (2023)

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RESEARCH METHODS

Population & Sample

Population according to Sugiyono (2016) is a generalization area consisting of subjects or objects with certain characters and qualities that are determined by a researcher to study and then draw a conclusion. The population that researchers use as the object of research is students at various universities in Yogyakarta with purposive sampling technique. The sample according to Sugiyono (2016) is a part of the whole and the characteristics possessed by a population. The sample used in this study is students in Yogyakarta who attended online classes during the Covid-19 pandemic with a sample size of 212 students.

Types of Data, Data Collection Techniques, & Data Analysis Technique

In this study, the primary data used comes from respondents who are students at various universities in Yogyakarta relating to the identity of respondents, as well as respondents' perceptions of student personality. In addition, there are secondary data obtained from books, journals, or literature both online and physical which are used as supporting material for research in accordance with the variables studied. Data collection in this study was carried out through a distributed questionnaire, where the measurement of each answer was determined by a Likert scale ranging from value 1 (Strongly Disagree) to value 4 (Strongly Agree). The data analysis technique in this research is partial least squares structural equation model (PLS-SEM) which is processed using Smart-PLS.

Operational Definition

Emotional Intelligence (X)

Mayer and Salovey (1997) define emotional intelligence as a set of interrelated skills to identify, use, understand, and manage our own and others' emotions. The indicators include:
1. Understanding, appraising, and expressing emotions
2. Using emotions to facilitate thinking
3. Understanding and analyzing emotions
4. Managing emotions reflexively

Resilience (Y_1)

According to Garmezy (1991) defines resilience as the capacity for recovery and maintaining adaptive behavior that may follow an initial setback or incapacitation after initiating a stressful event. Indicators include:
1. Social and emotional
2. Self-reliance
3. Self-confidence and positive sense of self
4. Social support
5. Environmental factors

Engagement (Y_2)

According to Schaufeli and Bakker (2004) define academic engagement as a positive and affective cognitive state of mind characterized by passion, dedication, and absorption. Its indicators include:
1. Vigor
2. Dedication

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3. Absorption

Academic Performance (Y_3)

According to Suryabrata (2018) achievement is a form of final formulation given by the teacher related to the ability or learning achievement of students at a certain time. Meanwhile, according to Albert Bandura, the indicators include:
1. Self-efficacy
2. Self-expectation
3. Task value

ANALYSIS RESULT

Descriptive Analysis of Respondents

Table 1. Descriptive Analysis of Respondents

Characteristics of Respondents	N	%
Gender		
Male	98	46,2
Female	114	53,8
Age		
< 20 years	31	14,6
20-25 years	181	84,9
> 25 years	1	0,5
Class of		
2019	15	7
2020	108	51
2021	52	24,5
2022	37	17,5
University		
Universitas Negeri Yogyakarta	32	15
Universitas Islam Indonesia	20	9,4
Bina Sarana Informatika	15	7
Universitas Ahmad Dahlan	14	6,6
Universitas Muhammadiyah Yogyakarta	12	6
Universitas Lain-lain	119	56
Total	200	100

Source: Primary Data Processed (2024)

Based on the data from the table, it is known that the characteristics of respondents are predominantly female as many as 114 people with ages dominated between 20-25 years as many as 181 people, and the majority are in the Class of 2020 as many as 108 people and most respondents come from Yogyakarta State University as many as 32 people.

Descriptive Analysis of Variables

Table 2. Descriptive Analysis of Variables

Variable	Mean	Category
Emotional Perception	2,89	High

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Variable	Mean	Category
Emotional Use	3,19	High
Emotional Understanding	2,19	High
Individual Emotional Management	3,24	High
Social Emotional Management	3,10	High
Resilience	3,36	Very High
Engagement	3,23	High
Academic Performance	3,25	High

Source: Primary Data Processed (2024)

Based on the data from the table, it is known that emotional perception, emotional use, emotional understanding, individual emotional management, social emotional management, engagement, and academic performance are categorized as high; while resilience is categorized as very high.

Data Analysis

Outer Model

Convergent Validity

Table 3. Summary of Loading Factor Value

Latent Variable	Indicator	Code	Loading Factor
Emotional Intelligence	Emotional Perception	EP1	0,876
		EP2	0,922
		EP3	0,89
	Emotional Use	EUS1	0,803
		EUS2	0,829
		EUS3	0,852
	Emotional Understanding	EUN1	0,851
		EUN2	0,831
		EUN3	0,842
	Individual Emotional Management	EIM1	0,812
		EIM2	0,807
		EIM3	0,809
	Social Emotional Management	ESM1	0,883
		ESM2	0,851
		ESM3	0,838
Resilience	Social and Emotional	R1	0,75
	Coping and Adjustment	R2	0,7
	Independence	R3	0,75
	Self-confidence and positive sense of self	R4	0,738
	Coping and adjustment	R5	0,739
Engagement	Vigor	K1	0,791
		K2	0,803
		K3	0,815
	Dedication	K4	0,781
		K5	0,723
		K6	0,717

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Latent Variable	Indicator	Code	Loading Factor
Academic Performance	Absorption	K7	0,778
		K8	0,785
		K9	0,814
	Self-efficacy	PA1	0,815
	Self-expectation	*Deleted*	
	Task value	PA3	0,905

Source: Primary Data Processed (2024)

All loading factor values in this study ≥ 0,7; so it can be said that all variables are valid.

Discriminant Validity

Table 4. Cross Loading Value

Code	EIM	EP	ESM	EUN	EUS	K	PA
EIM 1	0,812	0,376	0,509	0,58	0,509	0,502	0,419
EIM 2	0,807	0,316	0,411	0,551	0,419	0,46	0,364
EIM 3	0,809	0,315	0,407	0,623	0,458	0,475	0,381
EP 1	0,293	0,876	0,483	0,263	0,418	0,225	0,246
EP 2	0,418	0,922	0,532	0,41	0,515	0,384	0,354
EP 3	0,367	0,89	0,474	0,399	0,516	0,335	0,313
ESM 1	0,486	0,462	0,883	0,515	0,504	0,459	0,333
ESM 2	0,454	0,492	0,851	0,46	0,548	0,404	0,403
ESM 3	0,47	0,484	0,838	0,397	0,49	0,376	0,271
EUN 1	0,66	0,416	0,498	0,851	0,546	0,506	0,413
EUN 2	0,605	0,305	0,397	0,831	0,581	0,485	0,389
EUN 3	0,553	0,323	0,459	0,842	0612	0,478	0,326
EUS 1	0,388	0,436	0,537	0,496	0,803	0,34	0,312
EUS 2	0,519	0,448	0,49	0,62	0,829	0,436	0,41
EUS 3	0,497	0,482	0,467	0,578	0,852	0,41	0,37
K 1	0,444	0,319	0,441	0,434	0,419	0,791	0,551
K 2	0,474	0,256	0,419	0,504	0,393	0,803	0,558
K 3	0,499	0,289	0,437	0,494	0,433	0,815	0,567
K 4	0,477	0,248	0,389	0,486	0,368	0,781	0,568
K 5	0,475	0,299	0,366	0,396	0,373	0,723	0,603
K 6	0,392	0,24	0,233	0,362	0,313	0,717	0,614
K 7	0,493	0,325	0,366	0,512	0,36	0,778	0,553
K 8	0,451	0,283	0,359	0,505	0,359	0,785	0,531
K 9	0,441	0,339	0,396	0,401	0,358	0,814	0,607
PA 1	0,373	0,267	0,239	0,274	0,304	0,528	0,815
PA 3	0,447	0,334	0,414	0,471	0,444	0,721	0,905
R 1	0,411	0,199	0,233	0,324	0,261	0,532	0,527
R 2	0,431	0,108	0,321	0,375	0,298	0,457	0,469
R 3	0,42	0,234	0,303	0,406	0,262	0,589	0,5
R 4	0,504	0,237	0,334	0,382	0,268	0,524	0,465
R 5	0,388	0,244	0,277	0,363	0,301	0,534	0,381
EIM 1	0,812	0,376	0,509	0,58	0,509	0,502	0,419
EIM 2	0,807	0,316	0,411	0,551	0,419	0,46	0,364
EIM 3	0,809	0,315	0,407	0,623	0,458	0,475	0,381

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Code	EIM	EP	ESM	EUN	EUS	K	PA
EP 1	0,293	0,876	0,483	0,263	0,418	0,225	0,246
EP 2	0,418	0,922	0,532	0,41	0,515	0,384	0,354

Source: Primary Data Processed (2024)

The cross loading value on each item has the highest value when compared to other variables. This shows that the discriminant validity of all items is valid.

Composite Reliability

Table 5. Construct Reliability and Validity

Variable	*Cronbach's Alpha*	*Composite Reliability* (rho_c)
Individual Emotional Management	0,737	0,851
Emotional Perception	0,884	0,924
Social Emotional Management	0,821	0,893
Emotional Understanding	0,794	0,879
Emotional Use	0,773	0,868
Resilience	0,919	0,933
Academic Performance	0,659	0,851
Resilience	0,788	0,855

Source: Primary Data Processed (2024)

All variables have Cronbach's Alpha and Composite Reliability (rho_c) values of more than 0,6. This means that the results of this test are accepted and it can be said that all variables tested are valid and reliable.

Inner Model

Collinearity Test

Table 6. Collinearity Test Result

	EIM	EP	ESM	EUN	EUS	K	PA	R
EIM								2,268
EP								1,627
ESM								1,924
EUN								2,738
EUS								2,395
K							1,000	
PA								
R						1,000		

Source: Primary Data Processed (2024)

The results of the collinearity test in this study do not indicate a critical multicollinearity problem. This is because the variance inflation factor (VIF) value on all variables is not more than 5 (VIF < 5). Thus, this result states that there is no problematic multicollinearity between the research variables.

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Determination Coefficient Test

Table 7. Determination Coefficient Test Results (R-Square)

Variable	*R-Square*
Engagement	0,516
Academic Performance	0,544
Resilience	0,364

Source: Primary Data Processed (2024)

The results of the coefficient of determination test using R-Square show that all endogenous variables in this study can be explained well by the exogenous variables. This is indicated by the R-Square value of the two endogenous variables exceeding 0,33 and being in the moderate category ($0,33 < R^2 < 0,67$).

Q-Square Test Result

Table 8. Q-Square Test Result

Variable	Q^2 *Predict*
Engagement	0,329
Academic Performance	0,200
Resilience	0,307

Source: Primary Data Processed (2024)

The Q-square test results show that both endogenous variables, including motivation and academic performance have a Q^2 value of more than zero ($Q^2 \geq 0$). This means that both endogenous variables are predictive.

Path Coefficient Test

Table 9. Research Hypothesis Testing Results

Hypothesis	β	*T-statistics*	*P-values*	Conclusion
EP -> R	0,000	0,004	0,997	H1 rejected and not significant
EUS -> R	-0,047	0,498	0,619	H2 rejected and not significant
EUN -> R	0,165	1,504	0,133	H3 rejected and not significant
EIM -> R	0,441	3,864	0,000	H4 accepted and significant
ESM -> R	0,097	1,165	0,244	H5 rejected and not significant
R -> K	0,719	12,750	0,000	H6 accepted and significant
K -> PA	0,738	17,950	0,000	H7 accepted and significant

Source: Primary Data Processed (2024)

The explanation of the results of variable relationship hypothesis testing is explained as follows:

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1. The hypothesis regarding the relationship between individual emotional management and resilience (H4) was accepted and stated to have a significant influence (T-statistic = 3,864 > 1,96; P-value = 0,000 < 0,05). This indicates that individual emotional management can positively and significantly affect resilience.
2. The hypothesis regarding the relationship between emotional perception and resilience (H1) was rejected and not significant (T-statistic = 0,004 < 1,96; P-value = 0,997 > 0,05). This indicates that emotional perception does not affect resilience.
3. The hypothesis regarding the relationship between social emotional management and resilience (H5) was rejected and not significant (T-statistic = 1,165 < 1,96; P-value = 0,244 > 0,05). This indicates that social emotional management does not affect resilience.
4. The results of the hypothesis regarding the relationship between emotional understanding and resilience (H3) were rejected and insignificant (T-statistic = 1,504 < 1,96; P-value = 0,133 > 0,05). This result states that emotional understanding does not affect resilience.
5. The relationship between emotional use and resilience (H2) was rejected and not significant (T-statistic = 0,498 < 1,96; P-value = 0,619 > 0,05). This result states that emotional use does not affect resilience.
6. The test results show that the hypothesis between engagement and academic performance (H7) is accepted and significant (T-statistic = 17,950 > 1,96; P-value = 0,000 < 0,05). This indicates that engagement can affect academic performance positively and significantly.
7. The test results show that the hypothesis between resilience and engagement (H6) is accepted and significant (T-statistic = 12,750 > 1,96; P-value = 0,000 < 0,05). This indicates that resilience can influence engagement positively and significantly.

Discussion

The Effect of Emotional Perception on Resilience

Based on the T-test results, the original sample value for the emotional perception variable is 0,000 and the t-statistic value is 0,004. Meanwhile, the t-statistic value is smaller than the t-table value, that is 0,004 < 1,96; this indicates that emotional perception does not have a significant effect on resilience. So it can be concluded that emotional perception has no influence and is not significant on resilience.

Resilience is influenced by other factors. The factors that influence resilience include individual factors, family factors, and social environmental factors (Zuhdi, 2019). The factors that influence resilience include individual factors, family factors, and social environmental factors. Individual factors require a character, learning strength, emotional self-concept, way of thinking, adaptive skills, and social skills. The combination of each individual's traits and learning experiences gained through interactions and opportunities provided by family, school, and society help shape individual resilience. In addition, individual resilience can also be formed through the successful transition of each developmental phase. Family factors are the strengths possessed by each family and the challenges it faces will always change over time.

Family factors are linked to individual factors and influenced by environmental factors, which will affect the resilience of each family member and the family as a whole. Family factors include affection, communication, parental relationships, parenting, and support outside the family. Social environmental factors influence individual and family resilience factors. Social environmental factors include ideas of fairness regarding opportunity, social justice, and respect for throughout practices, policies, and laws. Social environmental factors require social conditions and individual involvement in their social environment. Thus, based on this analysis, it can be concluded there is a negative and insignificant influence between emotional perception on resilience, rejected.

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The Effect of Emotional Use on Resilience

Based on the T-test results, the original sample value for the emotional perception variable is -0,047 and the t-statistic value is 0,498. The original sample value obtained means that the relationship between variables has a negative influence. Meanwhile, the t-statistic value is smaller than the t-table value, that is 0,498 < 1,96; this indicates that emotional use does not have a significant effect on resilience. So it can be concluded that emotional use has no influence and is not significant on resilience.

Resilience is influenced by other factors. The factors that influence resilience include individual factors, family factors, and social environmental factors (Zuhdi, 2019). In addition, excessive or unbalanced emotional use can have no effect or even be detrimental in terms of resilience. According to Goleman, there are several reasons why this happens. First, over-reliance on emotions. If a person relies too heavily on emotions to deal with challenges, they may not learn or develop the practical skills needed to overcome adversity. Resilience involves developing concrete strategies and skills to overcome obstacles, not just reacting emotionally to them.

Second, emotional instability as uncontrolled or excessive emotions can lead to emotional instability, which in turn can interfere with one's ability to remain calm and focused in the face of adversity. Resilience often involves the ability to remain calm and clear-headed in challenging situations. Finally, there is the risk of emotional burnout, where the continued or excessive use of emotions in dealing with stress can increase the risk of emotional burnout, where a person becomes emotionally exhausted and loses the ability to cope with stress. Resilience involves a balance between emotion and rationality to avoid emotional burnout. So, based on this analysis, it can be concluded there is a negative and insignificant influence between emotional use on resilience, rejected.

The Effect of Emotional Understanding on Resilience

Based on the T-test results, the original sample value for the emotional perception variable is 0,165 and the t-statistic value is 1,504. The original sample value obtained means that the relationship between variables has a positive influence. Meanwhile, the t-statistic value is smaller than the t-table value, that is 1,504 < 1,96; this indicates that emotional understanding does not have a significant effect on resilience. So it can be concluded that emotional understanding has no influence and is not significant on resilience.

Resilience is influenced by other factors. The factors that influence resilience include individual factors, family factors, and social environmental factors (Zuhdi, 2019). Good emotional understanding does not always guarantee a high level of resilience. Good emotional understanding without the ability to act effectively in the face of stress or adversity may not help a person build resilience. Resilience involves the ability to act productively and adaptively in the face of challenges, not just understanding or feeling emotions.

Although a person has a good emotional understanding of themselves and their feelings, but sometimes external factors such as environmental conditions or difficult situations can test their resilience. Resilience requires the ability to adapt and survive even in situations that cannot be predicted or controlled. In addition, if a person understands their emotions well, they may not have the strategies or practical skills to cope with stress or manage their emotions effectively. Resilience involves developing strong coping skills to overcome life’s challenges in a healthy and productive way. So, based on this analysis, it can be concluded there is a negative and insignificant influence between emotional understanding on resilience, rejected.

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The Effect of Individual Emotional Management on Resilience

Based on the results of the t test, the original sample value for the individual emotional management variable is 0,441 and the t-statistic value is 3,864. The original sample value obtained means that the relationship between variables has a positive influence. Meanwhile, the t-statistic value is greater than the t-table value, that is 3,864 > 1,96; this shows that individual emotional management has a significant influence on resilience. So it can be concluded that individual emotional management has a significant influence on resilience.

The results of this study support previous research. The higher the level of individual emotional management, the higher the level of resilience (Cao *et al.*, 2022). The results of this study indicate that individuals who have better emotional management skills tend to have higher levels of resilience. This observation holds true in both the short and long term, suggesting that individuals' emotional management can play an important role in building and maintaining high levels of resilience over time. Thus, based on this analysis, it can be concluded there is a positive and significant influence between individual emotional management on resilience, accepted.

The Effect of Social Emotional Management on Resilience

Based on the T-test results, the original sample value for the social emotional management variable is 0,097 and the t-statistic value is 1,165. The original sample value obtained means that the relationship between variables has a positive influence. Meanwhile, the t-statistic value is greater than the t-table value, that is 1,165 < 1,96; it shows that social emotional management does not have a significant influence on resilience. So it can be concluded that social emotional management has no influence and is not significant on resilience.

Resilience is influenced by other factors. The factors that influence resilience include individual factors, family factors, and social environmental factors (Zuhdi, 2019). Social emotional management, although important in social interaction and emotional well-being, does not always directly affect a person's level of resilience. Social emotional management often focuses more on interactions with others than on an individual's ability to cope with adversity internally. A person may be able to interact well with others and manage their emotions in a given social context, but that does not necessarily reflect their level of resilience in the face of greater life challenges.

While a person may have the ability to manage their emotions in social relationships, they may not have enough skills or strategies to cope with stress or difficulties internally. Resilience requires strong internal coping skills to face challenges and overcome obstacles, not just the ability to interact with others. Social emotional management may not be enough to maintain one's level of resilience if they rely too much on external social support. One may feel comfortable sharing emotions and getting support from others, but true resilience involves the ability to overcome adversity without relying too much on others. So, based on this analysis, it can be concluded there is a negative and insignificant influence between social emotional management on resilience, rejected.

The Effect of Resilience on Student Engagement

Based on the T-test results, the original sample value for the resilience variable is 0,719 and the t-statistic value is 12,750. The original sample value obtained means that the relationship between variables has a positive influence. Meanwhile, the t-statistic value is smaller than the t-table value, that is 12,750> 1,96; this shows that resilience has a significant influence on engagement. So it can be concluded that resilience has a significant influence on engagement.

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The results of this study support previous research. Resilience has a positive effect on engagement and is statistically significant. In research Amalia and Hendriani (2017), explained that the higher the academic resilience, the higher the student involvement in lectures and vice versa. So, based on this analysis it can be concluded there is a positive and significant influence between resilience on engagement, accepted.

The Effect of Engagement on Academic Performance

Based on the T-test results, the original sample value for the involvement variable is 0,738 and the t-statistic value is 17,950. The original sample value obtained means that the relationship between variables has a positive influence. Meanwhile, the t-statistic value is greater than the t-table value, that is 17,950 > 1,96; this shows that involvement has a significant influence on academic performance. So it can be concluded that engagement has a significant influence on academic performance.

The results of this study support previous research. Engagement has a positive effect on academic performance and is statistically significant. These results support previous research which states that engagement has a significant positive effect on academic performance (Ayala and Manzano, 2018). This happens seen from the t-statistic which has a significant value. Mustika and Kusdiyati (2015) also stated that students with high student engagement have the behavior to always try hard and diligently in participating in teaching and learning activities carried out both inside and outside the classroom. So, based on this analysis, it can be concluded there is a positive and significant influence between engagement on academic performance, accepted.

CONCLUSIONS

Based on the results of research on emotional intelligence, resilience, and engagement in the Post-COVID-19 Pandemic Learning Process for College Students in Yogyakarta, several things can be concluded:

1. Emotional perception has no effect and is not significant on student resilience. This shows there are other factors that influence resilience including individual factors, family factors, and social environmental factors.
2. Emotional use has no effect and is not significant on student resilience. This is supported by Goleman's theory where there are several reasons why this happens such as excessive reliance on emotions, emotional instability, and the risk of emotional burnout.
3. Emotional understanding has no effect and is not significant on student resilience. Indicates there are other factors that affect resilience. Resilience involves the ability to act productively and adaptively in the face of challenges, not just understanding or feeling emotions.
4. Individual emotional management has a significant effect on student resilience. This shows that individuals who have better emotional management skills tend to have higher levels of resilience.
5. Social emotional management has no effect and is not significant on student resilience. Social emotional management does not always directly affect a person's level of resilience. Resilience requires strong internal handling skills to face challenges and overcome obstacles, not just the ability to interact with others.
6. Resilience has a significant effect on student resilience. Students with the ability to overcome challenges, have mental and emotional well-being, have good social

relationships, there will be an increase in student involvement. That is, the higher the resilience, the higher the student involvement.

7. Engagement has a significant effect on academic performance. Students who are actively involved in academic activities tend to have higher motivation to achieve academic success. They have clear goals and feel connected to their learning process, which can increase their concentration and learning efforts, thus affecting academic performance.

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