

A RASCH MODEL ANALYSIS: VALIDITY OF THE COLLEGE STUDENT'S EMOTIONAL INTELLIGENCE INSTRUMENT

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Abstract: Emotional intelligence is an essential aspect because it can influence individual success or success. Therefore, a valid and reliable emotional intelligence instrument is needed. This research was conducted to analyze the validity and reliability of the emotional intelligence instrument for students. This research was conducted using a quantitative approach and a cross-sectional study design with random sample selection and analysis using the RASCH Model. The RASCH model analysis has the advantage of creating evenly spaced measurement scales to provide accurate information about participants and the quality of the items produced. The results of the analysis show that items from the Emotional Intelligence instrument are well received by college students with Cronbach alphas values that include special categories. This is because it represents the interaction between the respondent and the instrument item. Person reliability score results are included in a special category as a measure of the consistency of responses of respondents. Item Reliability scores are included in a special category as an indicator of the quality of the items in the instrument.

Keywords: Emotional intelligence, college student, RASCH model

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INTRODUCTION

Today, individual success is not only influenced by the level of intellectual intelligence but also accompanied by other factors, one of which is emotional intelligence (Fadhilah & Mukhlis, 2021). According to Yarin (Ananto & Vinayastri, 2021), emotional intelligence has quite a large effect on individual success and success in the future (Daud, 2012; Fazari et al., 2017; Kurnia & Wahono, 2021; Luan & Blegur, 2019; Mantu et al., 2018; Pratama,

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2016). Emotional intelligence influences the person's success during the next stage (Monica et al., 2021). With emotional intelligence, individuals will be more socially competent as they are able to build better relationships and be more sensitive interpersonally (Ananto & Vinayastri, 2021). In addition, emotional intelligence can also help in building more accurate relationships, and success at work and in everyday personal life (M. Y. Ahmad et al., 2018; Sulistianingsih, 2016). Therefore, emotional intelligence is important for everyone to have.

As someone who is in the early adult phase and is preparing for his career through his studies, students need to have good emotional intelligence. Emotional intelligence in students is positively related to communication skills so that it can assist them in dealing with employment and assist in making plans that are more diverse and flexible and help to succeed in acting and solving problems (Azhar & Aprilia, 2018; Coetzee et al., 2014; Fabio et al., 2013; Sa'diyah, 2018).

For college students of the Guidance and Counseling program who are prospective Guidance and Counseling teachers, emotional intelligence is very important as it relates to the ability to manage own and others' emotions, provide self-motivation when facing difficulties and when achieving success in life, empathize, give affection, and be able to communicate effectively with others (Mangkunegara & Puspitasari, 2015). In addition, emotional intelligence can also help individuals manage their emotions well so they can be free from academic stress (A. A. B. Ahmad & Ambotang, 2020).

The theory of emotional intelligence refers to the results of a theoretical study by (Salovey & Mayer, 1990) which describe that emotional intelligence is a person's ability to examine and differentiate among emotions, both in oneself and in others, where this ability is used in directing mindsets and behavior. Based on further studies by (Goleman, 2009), emotional intelligence is defined as an individual ability that includes several other abilities such as the ability to motivated their self, to deal with frustration, control impulsive needs, not exaggerate when experiencing pleasure or difficulty, being able to regulate reactive needs, managing stress, the ability to empathize with others, and the principle of trying with prayer.

Emotional intelligence affects several psychological aspects of the individual. As is the case with aggressive behavior, which was shown in research by (Aziz & Mangestuti, 2006), (A'yunnisa & Indriana, 2018), and (Dhuha, 2022) that aggressive behavior can be influenced by low emotional

intelligence because low emotional intelligence individuals are not will be able to control emotions, respect others, and empathize with others. Several other aspects that are influenced by emotional intelligence have been shown by several studies, including research by (Julika & Setiyawati, 2019), showing that emotional intelligence can be able to predict students' subjective well-being. In addition, another study by (Natasia et al., 2022) indicates that emotional intelligence is significantly negative for stress levels, or higher emotional intelligence is suggest lower stress levels in college students.

Seeing that emotional intelligence is an essential role in the success and success of person, especially students, emotional intelligence needs to be considered and identified more deeply in everyone. An understanding of emotional intelligence is needed, both in terms of the level of individual understanding of emotional intelligence and the provision of appropriate interventions (Utami, 2019). Therefore, we need an instrument that can reveal the level of emotional intelligence for individual developmental tasks and aspects of emotional intelligence. Not only that, but the instrument used to measure emotional intelligence must also be analyzed beforehand until it is declared valid.

One way that can be done to test an instrument so that it can be declared valid is by analysis using the Rasch Model. The Rasch model analysis provides a detailed description of the instrument's scale structure. Not only that, the Rasch Model can also be used for computational analysis, repeated experiments, and rating scales (Nur et al., 2022). Some of the advantages of the Rasch Model are that it provides equal intervals for linear scales, can predict missing data, can predict more accurately, can find model inaccuracies, and provides a measure that can be replicated (Taufiq et al., 2021).

Therefore, this study tested the emotional intelligence instrument for students by using the Rasch Model to analyze. The information generated through analysis using the Rasch Model will provide an overview of the scale structure of the instrument so that student emotional intelligence instruments can be classified as valid or invalid instruments.

METHOD

This study uses a quantitative approach with a cross-sectional research design. In this study there are 47 respondents of Guidance and Counseling's student in semester 5 as research subjects. The sample selection uses a random sampling technique in which every member of the population has the same

opportunity to become a participant in the study. Information that needs to be known to determine the quality of an instrument is presented in the Rasch Model, such as unidimensionality, item analysis, and instrument analysis (Yusuf et al., 2021).

In this study, the Rasch Model was used to analyze the results of the instrument being developed and to analyze the validity of the instrument (Muslihin et al., 2022). Some of the advantages of the Rasch Model are that it can provide a measurement scale with the same intervals so that the information provided about the participants and the quality of the items made is accurate. In this study, the classical model was not used because classical model was inconsistent or often changed depending on the abilities of the participants. So the use of the Rasch Model is done to overcome the weaknesses or limitations of the classical model (Yusuf et al., 2021). Respondents in this study are described in the following table.

Table 1
Research Respondents

Gender	Amount
Woman	41
Man	6
Total	47

FINDINGS AND DISCUSSIONS

The theory of emotional intelligence refers to the results of a theoretical study by (Salovey & Mayer, 1990) which describe that emotional intelligence is an individual's ability to review and differentiate emotions, both in oneself and in others, where this ability is used in directing mindsets and behavior.

Glen Cummings describes emotional intelligence as something that related to the ability to recognize emotions in oneself and others, ability to distinguish accurately and consistently between different emotions, and ability to use emotional understanding to guide one's choices and actions (Cunning, 2019). Edward J. Watson describes emotional intelligence as an individual's ability to determine and manage the emotions of oneself and those around them through skills in realizing emotions, managing and controlling emotions, and utilizing emotions to achieve positive goals or results, both for oneself and others people around them (Watson, 2016).

The definition of emotional intelligence explained earlier is that emotional intelligence is an individual's ability to recognize and understand

emotions in oneself and others and control emotions to direct thoughts, behaviors, and make decisions such as in terms of motivating oneself, enduring frustration, controlling impulses, keeping stress free, and the ability to empathize with others.

The construct of developing emotional intelligence refers to the results of the study of the theory of Salovey and Mayer formulating individual emotional intelligence should fulfill the basic aspects of emotional intelligence, namely aspects of self-awareness, aspects of self-management, aspects of motivation, aspects of social awareness, and aspects of relationship management (Goleman, 2009).

According to Plomp, instrument development is carried out through 5 phases, namely the initial investigation phase, design, construction/realization, trial phase, and implementation phase (Adib, 2015). The initial investigation stage was carried out by identifying problems found in the field, formulating objectives, and analyzing the needs of the instrument. The construction phase is carried out by formulating an operational definition of the variable which in this study is emotional intelligence, elaborating theories related to emotional intelligence variables including grand theory, aspects, and indicators. Then prepare the lattice and item statement of the instrument. As for this study, instrument development only reached stage 4 using the RASCH Model analysis.

Table 2
Emotional Intelligence Instrument

Aspect	Indicator	Statement Points
<i>Self-awareness: the ability to recognize feelings that occur in oneself.</i>	<i>Emotional Awareness:</i> a. Able to recognize own emotions b. Able to understand own emotions	1. Saya mampu menjelaskan perasaan yang dirasakan ketika bahagia atau sedih selama perkuliahan di jurusan yang saya tempuh 2. Saya tidak dapat membedakan perasaan saat sedang marah atau sedih 3. Saya mampu memilah teman perkuliahan yang cocok untuk berdiskusi 4. Saya mampu memilih kegiatan yang saya senangi.

	<i>Self confidence:</i> a. Have confidence b. Know yourself and your abilities	5. Saya mampu mencari referensi yang mendukung untuk menyelesaikan tugas. 6. Saya dapat menjelaskan kembali materi perkuliahan di depan kelas. 7. Saya tidak yakin untuk menjawab pertanyaan saat diskusi di kelas. 8. Saya mengikuti teman ketika memilih jurusan.
<i>Self-management:</i> the ability to handle feelings so that they can be expressed appropriately and in harmony.	<i>trustworthiness:</i> Maintain high standards of honesty and reliability.	9. Saya melaporkan hasil pekerjaan yang dikerjakan oleh orang lain 10. Saya berusaha mengatakan kebenaran sekalipun hal tersebut dapat merugikan 11. Saya seringkali dipercaya oleh teman-teman untuk mengelola suatu bidang dalam organisasi/kepanitiaan 12. Saya seringkali menggunakan pakaian yang tidak sesuai dengan peraturan di kampus
	<i>Openness to Innovations:</i> Always think openly to new ideas and criticism	13. Saya cenderung menyalahkan kritik yang diberikan orang lain karena tidak sesuai dengan pendapat pribadi 14. Saya mampu memperbaiki kesalahan yang telah diperbuat 15. Saya tidak mendengarkan usulan dari teman saya saat berdiskusi
	<i>Adaptability:</i> Able to be adaptive and flexible when facing change	16. Saya senang menemui orang-orang baru 17. Saya lebih suka menarik diri ketika memasuki lingkungan baru 18. Saya lebih suka menyapa orang lain terlebih dahulu
	<i>Self-control:</i> Able to manage yourself in all situations	19. Saya mampu mengelola kegiatan sehari-hari saya walaupun dalam kondisi padat banyak tugas 20. Saya seringkali hilang kendali saat menghadapi situasi yang tiba-tiba 21. Saya membuat jadwal untuk seminggu atau beberapa hari ke depan
	<i>Conscientiousness:</i> Take responsibility for the actions that have been taken	22. Saya seringkali lari dari tanggung jawab dalam mengerjakan tugas 23. Saya tidak mengembalikan barang yang saya pinjam 24. Saya selalu menepati janji pada orang lain
<i>Motivation:</i> the ability to persevere and have positive motivational feelings such as	<i>Commitment:</i> able to commit to strive to achieve the goals that have been set	25. Saya bekerja keras untuk mendapatkan hasil ujian yang lebih baik daripada sebelumnya 26. Saya cenderung menunda-nunda pekerjaan karena yang terpenting bagi

enthusiasm, passion, optimism, and self- confidence.		saya adalah tugas tersebut selesai tanpa perlu mempertimbangkan hasil yang maksimal
		27. Saya berusaha melakukan apa yang sudah direncanakan sebelumnya
	<i>achievement drive:</i> Able to push yourself to achieve what you want	28. Saya tahu apa yang membuat saya bersemangat kembali setelah mengalami kegagalan 29. Saya seringkali merasa putus asa saat mengalami kegagalan 30. Saya yakin dapat meraih cita-cita, jika saya memiliki semangat juang yang tinggi
	<i>initiative:</i> initiative looking for opportunities, starting something new or finding new solutions to a problem	31. Saya seringkali mencari materi perkuliahan yang akan dipelajari pada pertemuan selanjutnya 32. Dalam suatu kegiatan, saya berdiam diri menunggu perintah dari orang lain 33. Ketika merasa kesulitan dalam memahami materi perkuliahan, saya akan bertanya pada teman
	<i>optimism:</i> optimistic, has a positive outlook on all situations	34. Saya yakin ada hikmah dan hal positif dari setiap kejadian yang terjadi 35. Saya tidak yakin dapat mencapai tujuan yang saya inginkan 36. Saya yakin bahwa tantangan adalah suatu peluang untuk maju
<i>Empathy or Social- awareness:</i> the ability to recognize the emotions of others, sensitive to the feelings of others and able to listen to others.	<i>Service Orientation:</i> Fulfilling requests or requirements from others	37. Saya berusaha mematuhi perintah dosen atau teman sekelompok ketika diberi tugas 38. Saya tidak peduli atas peraturan yang dibuat oleh orang lain 39. Saya berusaha menjalankan tugas yang diberikan dengan sebaik mungkin
	<i>Leveraging Diversity:</i> Able to identify and understand various diversity	40. Saya tidak suka bergaul dengan orang dari suku dan daerah yang berbeda 41. Saya senang bekerja dengan orang- orang yang memiliki pandangan berbeda 42. Saya mengetahui potensi dari keragaman yang dimiliki oleh kelompok
	<i>Political Awareness:</i> Understand group dynamics and have knowledge of power relations in the surrounding environment	43. Saya mengetahui batasan-batasan dalam bergaul dengan orang lain 44. Saya berbicara santai kepada dosen atau atasan karena menganggapnya sebagai teman lama 45. Saya berusaha untuk saling menghormati teman meskipun usianya lebih muda atau sebaya

	<i>Development of Team: Be able to find other people's shortcomings and other people's expertise and be able to strengthen these skills</i>	46. Saya dapat menempatkan orang lain sesuai kemampuan yang dimilikinya 47. Saya menempatkan orang lain sesuai permintaannya tanpa melihat kemampuan yang dimilikinya 48. Saya tidak akan menempatkan orang lain pada bidang yang tidak sesuai dengan kemampuan yang dimilikinya
	<i>General Understanding: Able to recognize the feelings of others</i>	49. Saya mampu mengetahui perasaan teman dari raut wajahnya 50. Saat teman banyak berdiam diri, saya tidak tahu apa yang dirasakan olehnya 51. Saya berusaha memberikan ruang dan waktu pada teman saat ia mengalami kejadian yang tidak menyenangkan 52. Saya kurang peduli ketika teman saya mengungkapkan kesusahannya pada saya
<i>Relationship Management: the ability to build relationships with others.</i>	<i>Communications: Able to communicate well with other people or groups</i>	53. Saya tidak tahu cara mengajak orang baru untuk berkenalan 54. Saya berusaha untuk berpartisipasi dalam diskusi kelompok 55. Saya cenderung menghindari kegiatan yang mengharuskan berinteraksi dengan banyak orang
	<i>influence: Able to influence others to achieve a goal</i>	56. Saya mampu membuat orang lain kembali bersemangat 57. Saya mampu membuat orang lain menyetujui argument ketika berdiskusi 58. Saya tidak dapat membuat orang lain setuju dengan ide yang diberikan ketika berdiskusi
	<i>Bonds and Relationships: Able to build and foster beneficial relationships</i>	59. Saya mampu mengorganisasikan sumber daya dalam kelompok 60. Saya mampu menjalin hubungan yang harmonis dalam suatu kelompok atau lingkungan baru 61. Saya kesulitan menjalin hubungan dengan orang lain
	<i>leadership: Able to lead, inspire, and guide a group</i>	62. Ketika menjadi pemimpin, saya cenderung membiarkan orang lain yang mendominasi 63. Saya dapat membantu orang lain menyelesaikan tugas secara bersama-sama 64. Saya dapat membantu teman untuk melakukan sesuatu sesuai arahan yang telah diberikan
	<i>Conflict Management: Able to resolve conflicts encountered</i>	65. Saya mampu menyelesaikan permasalahan yang dihadapi

	66. Saya cenderung mengabaikan masalah yang terjadi
	67. Saya berusaha berdiskusi dan menentukan kesepakatan bersama saat terjadi konflik dalam kelompok
<i>Change Catalyst: Able to position yourself to immediately achieve goals or changes</i>	68. Saya mengetahui kesalahan saya dan segera mencari cara untuk memperbaikinya
	69. Saya merasa takut saat mendapat teguran
	70. Saya mampu menempatkan diri saya pada lingkungan baru
<i>Collaboration and Cooperation: Able to work with groups to achieve common goals</i>	71. Saya mampu bekerja sama dengan orang lain dalam kelompok baru
	72. Saya senang bermain-main saat melakukan kerja kelompok
	73. Saya tidak peduli dengan teman satu kelompok
	74. Saya mampu menentukan tujuan bersama dalam suatu kelompok
	75. Saya membiarkan konflik yang ada diantara teman satu kelompok
	76. Saya berusaha membangun kepercayaan satu sama lain dengan anggota kelompok

Undimensionality

Undimensionality analysis identifies several attributes or dimensions that are measured by emotional intelligence instruments. This analysis uses the output of table 23 in the Winstep application to measure the raw variance

Table 3
Undimensionality Analysis

Information	Empirical value		modeled
<i>Total raw variance in observations</i>	104	100.00%	100.00%
<i>Raw variance explained by measures</i>	46	44.30%	44.60%
<i>Raw variance explained by persons</i>	15.5	14.90%	15.00%
<i>Raw Variance explained by items</i>	30.5	29.30%	29.60%
<i>Raw unexplained variance (total)</i>	58	55.70%	100.00% 55.40%
<i>Unexplained variance in 1st contrast</i>	5.4	5.20%	9.30%
<i>Unexplained variance in 2nd contrast</i>	4.4	4.30%	7.70%
<i>Unexplained variance in 3rd contrast</i>	4.2	4.00%	7.20%
<i>Unexplained variance in 4th contrast</i>	3.7	3.50%	6.40%
<i>Unexplained variance in 5th contrast</i>	3.2	3.10%	5.50%

explained by measure and unexplained variance in 1st Sst contrast. Unidimensionality measurements can be proven if the raw variance explained by measure is $\geq 20\%$ with the general criteria of interpretation, namely: 1) 20-40% is sufficient, 2) 40-60% is good, and 3) above 60% is very good, and if unexplained variance in 1st Sst contrast less than 15% each. The following is a unidimensionality analysis table

Based on table 3, the results of the raw variance explained by measure 44.3% are in a good category. As for the unexplained variance in 1st to 5th contrast of residual, each is unexplained variance in 1st contrast of residual of 5.2%, the unexplained variance in 2nd contrast of residual is 4.3%, the unexplained variance in 3rd contrast of residual is 4.0%, unexplained variance in 4th contrast of residual is 3.5%, and unexplained variance in 5th contrast of residual is 3.1%. This value indicates that the instrument really measures emotional intelligence in students.

Item Analysis

Item Difficulty Level Analysis

Based on the results of the analysis of the item difficulty level, it can be seen that the Standard Deviation (SD) value is 1.09, if this value is complicated with the logit average score, then the item difficulty level can be categorized into 1) very difficult if $> +1$ SD, 2) difficult if 0.0 logit $+1$ SD, 3) easy if $0.0 -1$ SD, and 4) very easy if < -1 SD. So, the value limit for the very difficult category is more than the respective SD (1.09), the difficult category is the range of 0.0 to SD each (1.09), the easy category is 0.0 to $-SD$ respectively (-1.09), and easiest category is less than $-SD$ respectively (-1.09). The difficulty level of item items sequentially based on item items from the most difficult level to the easiest categories is known as follows, a very difficult category is 11 items, including items number 52, 15, 19, 7, 23, 45, 14, 40, 41, 44, and 13. There are 14 hard-core items, such as items 6, 9, 26, 43, 34, 42, 17, 53, 16, 36, 54, 46, 49, and 21. Easy categories include 21 items, which are item numbers 2, 11, 47, 29, 1, 35, 48, 56, 10, 18, 8, 31, 57, 20, 51, 3, 4, 27, 39, and 50. The extremely easy category is 12 items, which are item numbers 22, 30, 32, 37, 38, 58, 55, 12, 28, 33, 24, and 25.

Item Conformance Lever Analysis

Analysis of the level of suitability of items, interpreting item items to function normally to measure emotional intelligence in students so that there is no misunderstanding among individuals regarding item items. The results of the analysis can be analyzed based on the MNSQ outfit column, ZSTD outfit, and

point measure correlation. The criteria for examining the suitability of item fit or item misfit (misfit), namely the MNSQ outfit score > 0.5 and < 1.5 , the closer to 1 the better. Outfit ZSTD < -2.0 and less than $+1.99$, the closer to 0 the better. Point measure correlation > 0.4 and < 0.85 . Items are reviewed fit if they meet at least one of the three items.

After conducting five tests, in the final results of criteria 1 to 3, it was found 18 it 18 items were numbers 8, 11, 12, 16, 18, 20, 23, 29, 31, 40, 41, 44, 47, 50, 53, 55, 58 and 71. Referring to the views of Booner et al. (2014) of the 76 items of student Emotional Intelligence it was found that 58 of them were fit. This means that these items function normally and can be properly understood by students and can measure the variable that must be measured, which in this case is Emotional Intelligence.

Diagnostic Rating Scale

Table 4
Diagnostic Rating Scale Results

Categories		Observed		Observed average	Sample expect	Infit	Outfits	Andrich threshold	Category measures
Label	score	Count	%						
1	1	22	1	-1.04	-1.35	1.27	1.54	None	(-3.39)
2	2	131	5	-.30	-.43	1.11	1.27	-2.68	-2.05
3	3	487	18	.63	.67	.99	1.00	-1.20	-.48
4	4	1618	59	1.84	1.87	.92	.86	.07	1.98
5	5	468	17	3.47	3.38	.97	.94	3.82	(4.93)

This diagnosis was carried out to find out whether the research participants understood the differences in the choice of answers in the variables of emotional intelligence 1, 2, 3, 4, and 5. The differences in answers were understood by respondents if the observed average and Andrich Threshold values increased according to the level, in detail the Andrich Threshold values can be seen in table 3.2 in Winstep. In table 4 it is known that the suitability and increase together are at alternative levels 1, 2, 3, 4, and 5. The results of the analysis show that the level of the instrument corresponds to the conditions of college student behavior.

Instrument Analysis

Table 5
Measured Person

	Total Score	Count	Measures	Error Models	INFIT		OUTFITS	
					MNSQ	ZSTD	MNSQ	ZSTD
Means	224.6	58.0	1.78	.23	1.03	-.1	1.00	-.2
SD	19.2	.0	1.06	.03	.52	2.4	.52	2.3
MAX.	277.0	58.0	5.37	.34	2.76	6.5	2.71	6.4
min.	167.0	58.0	-.62	.18	.43	-3.3	.40	-3.5

Real RSME	.26	True SD	1.03	Separation	3.99	Personal reliability	.94
RMSE models	.23	True SD	1.04	Separation	4.46	Personal reliability	.95
Person RAW SCORE-TO-MEASURE CORRELATION							.99
CRONBACH ALPHA (KR-20) Person RAW SCORE “TEST” RELIABILITY							.95

Table 6
Measured Items

	Total Score	Count	Measures	Error Models	INFIT		OUTFITS	
					MNSQ	ZSTD	MNSQ	ZSTD
Means	182.0	47.0	.00	.26	.99	-.1	1.00	-.1
SD	18.2	.0	1.09	.03	.35	1.4	.36	1.5
MAX.	216.0	47.0	2.88	.31	2.30	3.9	2.04	3.3
min.	121.0	47.0	-2.62	.19	.38	-3.3	.37	-3.4
Real RSME	.28	True SD	1.05	Separation	3.81		Personal reliability	.94
RMSE models	.26	True SD	1.05	Separation	4.04		Personal reliability	.94
S.E. OF MEAN Items								.14

In table 5, the results were obtained from the average score of all participants who have filled out the student emotional intelligence disclosure instrument. It is known that the average score of the person > the average item is 0.0 logit which indicates that in general, the participant's ability is > compared to the difficulties of the instrument item.

The Cronbach Alpha score represents the overall relationship between the person and the instrument items. The Cronbach Alpha value of 0.95 is classified as a special category. The person reliability score of 0.94 is an indicator of the consistency of the respondents' answers, including the special category. The item reliability value of 0.94 is an indicator of the quality of the item items in the instrument, including the special category.

Table 5 and Table 6 show the average scores of INFIT MNSQ and OUFIT MNSQ are 1.03 and 1.00, respectively. The ideal value is 1, better if it’s closer to 1. Based on this, the average person and item exceed the ideal criteria. Meanwhile, for the INFIT ZSTD and OUFIT ZSTD data, the average person values are -0.1 and 0, respectively. The ideal ZSTD score is 0, better if it's closer to 0. Therefore, it be able to be said that the quality of the person and item is good.

Table 5 and Table 6 also show data on the value of separation or grouping of persons and items. How well the items in the emotional intelligence instrument can be seen through the separation of individuals who are evenly

spread throughout the range of logical abilities. If the individual separation score is greater, it means that the instrument is arranged better. This is because the items in the instrument can reach the abilities of participants from those who have high abilities to low abilities. As for the separation of items, it can show how much the sample subject to measurement is spread along a linear interval scale. If the item separation score is higher, it means that the measurement separation is getting better. The data can also be used to define the meaningfulness of the construct being measured.

Based on tables 5 and 6, it is known that the person separation value is 3.99. While the item separation value is 3.81. The greater separation value indicates that the quality of the person's instrument is getting better. To examine the value of separation, it can be calculated using the formula $H = \{(4 \times \text{separation}) + 1\} / 3$. Using this formula, the person separation value is 5.65 which is then rounded up to 6. Meanwhile, the item separation value is 5.41 which is then rounded up to 5. These results indicate that research participants have a variety of abilities that can be categorized into 6 groups. While the level of difficulty of the items can be categorized into 5 groups starting from the easiest to the most difficult group.

CONCLUSION AND RECOMMENDATION

Based on the findings of the research results, it is known that the college student Emotional Intelligence instrument has 18 items which are inadequate because they do not meet the standard criteria for suitability of items as a measuring tool, namely numbers 8, 11, 12, 16, 18, 20, 23, 29, 31, 40, 41, 44, 47, 50, 53, 55, 58 and 71. Thus, the sufficient item items used in the student Emotional Intelligence disclosure instrument are as many as 58 items. The instrument trial was conducted on 47 respondents showing that the Cronbach Alpha value was included in the special category because it represented the respondent's interaction with the instrument items as a whole. The Person Reliability score as an indicator of the consistency of respondents' answers, is included in the special category. Reliability item score as quality of the item items in the instrument, belong to a special category. The average standard item difficulty level is below the ability level of college students of the Guidance and Counseling Program, at Indonesian University of Education. Thus, the Emotional Intelligence instrument items are easily approved by college students. Future studies are expected to be able to conduct gender-based bias detection tests and involve more respondents.

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