



## Soft Skill Analysis: Rasch Model on Generation Z in Greater Jakarta Maria Grace Herlina<sup>1\*</sup>, Dicky Hida Syahchari<sup>1</sup>

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### Abstract

Emotional Intelligence (EI) has been identified as a good predictor of academic success. A multigenerational study says that Gen Z is inclusive because they place a high value on human interactions, which indicates EI. Rasch Model Analysis was used to explore Gen Zers' emotional intelligence based on their academic success. Gen Z students with high GPAs may have more emotional intelligence (EI) than those with low GPAs. A personal survey questionnaire and convenience sampling collected data from Gen Z students in Greater Jakarta higher education institutions. A Rasch Model analysis shows disparities in EI levels across students with high and low GPAs, yet the students with high GPAs do not have direct EI since the difference in EI level based on GPA is statistically insignificant. According to the Rasch Model Analysis, gen Z's EI is primarily high. EI. In terms of EI dimensions, Self-Awareness dimensions show Gen Z is open to feedback. In contrast, Self-Management believes that Generation Z students will see their flaws. According to the Social Awareness findings, Gen Z students would become friends with anyone. Meanwhile, the Relationship Management component demonstrates that Generation Z students seek mutually beneficial solutions.

### Abstrak

*Kecerdasan Emosional (EI) telah diidentifikasi sebagai prediktor yang baik untuk keberhasilan akademik. Studi multigenerasi mengatakan bahwa Gen Z adalah generasi inklusif karena mereka menempatkan nilai tinggi pada interaksi manusia, hal ini merupakan indikator EI. Analisis Model Rasch digunakan untuk mengeksplorasi kecerdasan emosional Gen Z berdasarkan prestasi akademik mereka. karena ada kemungkinan siswa Gen Z dengan IPK tinggi memiliki EI lebih tinggi daripada siswa dengan IPK rendah. Kuesioner survei pribadi dan convenience sampling digunakan untuk mengumpulkan data dari mahasiswa Gen Z di perguruan tinggi Jabodetabek. Meskipun analisis Model Rasch menunjukkan perbedaan tingkat EI di antara siswa dengan IPK tinggi dan rendah, namun siswa dengan IPK tinggi tidak memiliki EI secara langsung karena perbedaan tingkat EI berdasarkan IPK secara statistik tidak signifikan. Menurut Analisis Model Rasch, EI gen Z sebagian besar tinggi. EI. Dalam hal dimensi, mulai dari dimensi Self Awareness menunjukkan Gen Z terbuka untuk umpan balik. Sedangkan Self-Management menunjukkan bahwa siswa Generasi Z akan menyadari kekurangannya. Sedangkan menurut temuan Social Awareness, siswa Gen Z akan berteman dengan siapa saja, dan Relationship Management menunjukkan bahwa, siswa Generasi Z cenderung mencari solusi yang saling menguntungkan.*

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## INTRODUCTION

A group of people known as Generation Z will be a big part of the world's future economy. In 2020, Generation Z, also known as Gen-Z, will make up 2.7 million people, or 25.65% of the Capital City's total population. Generation Z is born between 1997 and 2012 or between the ages of 8 and 23. There are 2.49 million people in the city, 23.64 percent of all people. It shows that most people in Greater Jakarta are of working and productive age (15-64 years) (Jayani & Ridhoi, 2021).

According to a study published in the article "True Gen: Gen Z and its Implications for Businesses," Generation Z (1995-2010) spends more time with gadgets than millennials (born 1980-1994), Generation X (born 1960-2010), and baby boomers (born 1940-1959). Generation Z, which accounts for 33% of the world's population, are less likely to be racists, sectarians, and the like. In the eyes of Generation Z, the conversation can be a powerful tool for preventing conflict. They also make decisions that are both analytical and pragmatic. Generation Z is more expressive and eager to try new things (Kompas, 2021). Several studies on Gen Z revealed some major Gen Z characteristics. One of the most distinguishing features of Generation Z is their keen understanding of all things digital. These "digital natives" consume media on three to five devices for approximately nine hours every day.

Gen Zs have a global mindset and a local reality. It means they know more about far-off places in the world, but they are likely to be less adventurous when it comes to geography. They are very connected to a world that does not have borders on the internet. Gen Zs are also known as an infinite number of different things. It implies that Generation Z has a whole new way of thinking about differences. They are less likely to fit into predefined groups and more likely to mix and match different parts of their identities and views that they like. They are constantly making their montage of different ways to be themselves. For them, the future is in social media. Gen Zs have never known a world in which one could not discuss with anyone at any time. Their ability to use this digital connectivity is very astonishing. Therefore, Gen Z value human connections are more important than ever. As a result, Gen Z has learned to accept people for who they are, regardless of race, gender, ethnicity, physical type, or sexual orientation (Deloitte, 2019; Forging, 2014; Kompas, 2021; Tulgan, 2013).

Generation Z is regarded for being financially responsible and entrepreneurial. They recognize that they must work harder under challenging times, and they cannot always rely on others to do the work for themselves. Their self-education and common-sense character is driven by their experiences and passion for participating and making the world a better place (Deloitte, 2019; Forging, 2014; Kompas, 2021; Tulgan, 2013). The management of Generation Z's soft skills demands a great deal of remedial training in areas like work habits and interpersonal communication, emotional intelligence and ability, and a major development in technical training (Deloitte, 2019; Forging, 2014; Kompas, 2021; Tulgan, 2013).

A report from the World Economic Forum in 2016 states that emotional intelligence is a crucial competency and character trait for 21st-century students entering the global workforce. EI has also been found to be a reliable predictor of academic success (Ahmed et al., 2019). Emotional Intelligence (EI) has been identified as a core ability that predicts success at work, in school, and in personal-social interactions (Ahmed et al., 2019). It is still difficult to be substituted by AI (Crummenerl et al., 2019) to understand and respond to human emotions. The technology is still far from understanding and responding accurately to emotions (Crummenerl et al., 2019). When it comes to academic performance, students who have better emotional balance outperform those who are more easily frustrated, according to the study conducted by Majid and Shaista (Ahmed et al., 2019; MacCann et al., 2019). Accomplished academic performance at the university level is a significant predictor of academic success and career and employment prospects (Ahmed et al., 2019; MacCann et al., 2019).

Many studies have long been concerned about the elements contributing to academic success among students in educational institutions. Many current and ongoing research shows that IQ alone is not a good predictor of students' academic achievement; IQ accounts for only 20% of a person's achievement (Mohzan et al., 2013). EI and coping strategies are two characteristics predicted to

influence academic achievement through these social and motivational paths. Self-regulated learning methods, sustained effort, managing time demands and academic stress, and successfully navigating the social landscape are required for academic achievement. Barchard's initial attention in this area was on the link between EI and academic achievement in 2003 (MacCann et al., 2019). EI used to be viewed as a subset of general cognitive intelligence (GI). According to new research, EI can predict a person's academic achievement, work conduct, and overall well-being irrespective of their IQ. EI has also been linked to academic performance in numerous studies (Goh & Kim, 2021).

Referring to the World Economic Forum's New Visions for Education report (2016), emotional intelligence highlights numerous abilities and character attributes that are needed for 21st-century students who will enter the global labor force (Ahmed et al., 2019). The analysis found that students who received EI training increased their academic achievement by 11%; therefore, EI has been shown to be a predictor of academic achievement at various grade levels, including pre-adolescence, high school, and college (Ahmed et al., 2019). Several studies have looked at the relationship between emotional intelligence and academic achievement in higher education (Ahmed et al., 2019; Costa & Faria, 2015; Goh & Kim, 2021; Lanciano & Curci, 2014; MacCann et al., 2019; Maraichelvi & Rajan, 2013; Perera & DiGiacomo, 2013). Ahmed (2019) conducted a study to look into the relationship between EI, academic accomplishment, and gender inequalities among Pakistani management students. His findings established EI as a predictor of academic achievement. Goh and Kim (2020) examined the relationship between emotional intelligence (EI) and academic performance among hospitality Master's students at Australian University. They found the ability of hospitality Master students to sense and express emotions and use them to create and maintain relationships is an essential predictor of GPA.

Another study conducted by Costa and Faria (2015) who examined the predictive validity of Emotional Intelligence (EI), as measured by a self-report and a performance ability-based assessment, on students' academic progress in secondary school in Portugal. The results of the path analysis revealed that EI could predict students' academic progress. There are still many more studies that examine the relationship between EI and academic achievement. However, only a few have used Rasch Model Analysis to explore emotional intelligence among Gen Z and their academic achievement. This study will use Rasch Model to explore Gen Zers' emotional intelligence based on their academic achievement to have a better understanding of Gen Zers' emotional intelligence and academic success,

The researcher Daniel Goleman, who published his first book titled "Emotional Intelligence" in 1995, deserves the most credit for popularizing the notion of Emotional Intelligence and its culture. Why should it be essential than IQ? The work became well-known and popular in academic circles and elsewhere. This book broadened horizons and sparked a revolution in education and business. In 1998, he published his second book, "Working with Emotional Intelligence," aimed at the corporate market and broadened his definition of emotional intelligence to encompass 25 talents and abilities (Crummenerl et al., 2019; Kurdi & Hamdy, 2020).

The literature on emotional, social, and cognitive intelligence has recognized three primary theoretical streams and corresponding assessment techniques. Mayer's first stream (Akduman, 2015; Bonesso et al., 2020) defines emotional intelligence as a mental capacity that includes four dimensions: the ability to perceive emotions, use emotions to aid thought, the ability to comprehend emotions, and the ability to control emotions. The second stream considers emotional intelligence as a personality trait, and the significant contributions have been provided by the Bar-model On's in 1997 (Akduman, 2015; Bonesso et al., 2020). He considers five dimensions (intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood). The third stream, developed by Goleman in 1998 (Akduman, 2015; Bonesso et al., 2020; Crummenerl et al., 2019), focuses on competencies as behavioral manifestations of emotional intelligence.

Goleman defined emotional intelligence as a set of skills and competencies. They enable an individual to detect their own and other people's feelings and motivate themselves, manage their emotions, and effectively manage their relationships with others (Crummenerl et al., 2019; Goleman, 2001; Kurdi & Hamdy, 2020). These competencies and talents are specific behavioral

competencies are divided into four primary dimensions: (1) self-awareness, which refers to knowing one's internal states, preferences, resources, and intuitions, including emotional self-awareness; (2) self-management, which enables the management of one's internal states, impulses, and resources; (3) social awareness, which refers to how people are aware of others' feelings, needs, and concerns; and (4) relationship management (Akduman, 2015; Bonesso et al., 2020; Crummenerl et al., 2019); Nurjanah et al., 2021).

Based on prior research and academic viewpoints, it is evident that EI is a predictive factor for academic accomplishment. Another previous study found that Gen Z is an inclusive generation because they value human relationships and it is a part of EI indicators. As a result, this study wants to enrich the prior findings by exploring EI among Generation Z based on their academic accomplishment. There are various studies on EI and multiple generations or EI and academic achievement (Akduman, 2015; Caroline Ngoyo Njoroge, 2014; Machová et al., 2020; Nurjanah et al., 2021; Ordun & Akun, 2016), but only a few studies explore Gen Zs' emotional intelligence based on their academic achievement mainly using Rasch Model Analysis. This research aims to identify EI differences between gen Z students with high GPA (above 3.00) and low GPA (below 3.00) as prior studies explained that EI is a predictive indicator for academic achievement. Therefore, this study hypothesizes that Gen Z students with high GPA might have higher EI compared to those with lower GPA. After conducting a thorough literature search, the researchers arrive at the hypotheses: there is a significant difference in emotional intelligence between gen Z students with high GPA and low GPA.

**METHOD**

The study evaluates gen Z's Emotional Intelligence (EI) potential as a crucial soft skill or ability. It is a one-dimensional study that is also a quantitative study without any experimental design. The research instrument was a questionnaire based on Daniel Goleman's (2001) work that included four dimensions of EI (Crummenerl et al., 2019; Goleman, 2001). All items were graded on a five-point Likert scale, with one indicating strongly agree and five indicating strongly disagree. The study successfully collected the primary data from 562 gen Z students in higher education institutions by distributing closed-ended questionnaires with a 5-point Likert scale, but only 404 responses can be examined further. As the data was collected through personal references or self-report questionnaires, Rasch Model Analysis, specifically Person Measure Analysis used to filter for the responses' bias. The test found that 404 responses are bias-free because the MNSQ value is higher than 0.5 and lower than 1.5 (Boone et al., 2014; Miftahuddin et al., 2020; Sumintono, 2014).

EI dimensions are self-awareness, self-management, social awareness, and social management, as mentioned below:

Table 1. The EI Dimensions and Indicators

| Emotional Intelligence                                      |  |  |  |
|---|--|--|--|
| Self Awareness  | Self Management                                      | Social Awareness   | Relationship Management                                |
| I am aware of the feelings and their causes (SA1).          | I build trust in reliable behavior (SM1).            | I assist others by comprehending their emotions (SOCA1).                   | I prioritize mutual understanding (SOM1).              |
| I am aware of my strengths and weaknesses (SA2).            | I admit my fault (SM2).                              | I am looking for different ways to boost satisfaction and loyalty (SOCA2). | I set a good example in many ways (SOM2).              |
| I learn from experiences through personal reflection (SA3). | I am steadfast in my moral and legal position (SM3). | I give guidance to others with pleasure (SOCA3).                           | I realize the importance of change for renewal (SOM3). |

| Emotional Intelligence  |  |   |   |
|---|--|---|---|
| Self Awareness  | Self Management  | Social Awareness  | Relationship Management   |
| I'm open to feedback (SA4).                                   | I keep my promise (SM4).                                 | I recognize and appreciate other people's success (SOCA4).      | I advocate for open dialogue to reach an agreement (SOM4).            |
| I am confident when making quick decisions (SA5).             | I am conscientious and organized (SM5).                  | I provide helpful feedback for others (SOCA1).                  | I prioritize solutions that benefit both parties (SOM5).              |
| I am confident under uncertainty (SA6).                       | I can adapt to fast changes (SM6).                       | I make friends with various people (SOCA2).                     | I strike a balance between work and friendship (SOM6).                |
| I can give a different new idea (SA7).                        | I take a risk on new ideas (SM7).                        | I have a good understanding of the situation (SOCA3).           | I encourage everyone to work together and respect one another (SOM7). |
| I control emotions that trigger anxiety and anger (SA8).      | I pay attention to other people's emotional signs (SM8). | I speak pleasantly to draw the listener's attention (SOCA4).    | I uphold the institution's good name (SOM8).                          |
| I am calm and stay positive in difficult situations (SA9).    | I listen to other people attentively (SM9).              | I gathered important facts to convey my point properly (SOCA5). | I prioritize a cooperative work climate (SOM9).                       |
| I focus and keep thinking clearly when under pressure (SA10). | I understand other people's points of view (SM10).       | I properly deal with complex issues.                            | I maintain a wide range of friendly relationships (SOM10).            |

The Rasch Model will be used to examine the research hypotheses and the validity and reliability of the questionnaire items, using Winstep software version 5.1.7.0. The validity and reliability results of the research instrument are shown in table 2. Rasch Model Analysis is a technique for converting ordinal data from Likert Scale questionnaires to interval data (Boone et al., 2014; Miftahuddin et al., 2020; Sumintono, 2014). Because the research instruments used will generate ordinal data, the Rasch model is the most appropriate method for quantitative analysis in human sciences. According to the measurement model, Rasch model analysis is based on probability, which accurately predicts respondents' responses to all items. The Rasch Model converts Likert rating scale item scores, ordinal data, to an interval scale called "unit of opportunity logarithms" (logit). Additionally, Rasch Model Analysis can help reduce the number of biased responses on self-report questionnaires (Boone et al., 2014; Miftahuddin et al., 2020; Sumintono, 2014).

The reliability of the EI instrument indicates that all responses are excellent (0.95), and the research instrument items are outstanding (0.98). Additionally, both study instruments have a strong Cronbach alpha (0.95). It implies that these values account for the good correlations between the items and the respondents' responses (Boone et al., 2014; Miftahuddin et al., 2020; Sumintono, 2014).

Table 2. Reliability and Validity Test Results

| Research Variables     | Alpha Cronbach | Item Reliability | Person Reliability | Item Validity       |
|------------------------|----------------|------------------|--------------------|---------------------|
| Emotional Intelligence | 0.95           | 0.98             | 0.95               | 40 items - accepted |

Source: Primary Data, 2021

## RESULTS AND DISCUSSION

The research was conducted in Greater Jakarta, Indonesia, in 2021. It took approximately ten months to complete the research. The data were collected from the Gen Z students in higher education in Greater Jakarta using a personal survey questionnaire and convenience sampling. This convenience sampling has been recognized and used in several studies, such as Shahid Razzaq (Razzaq et al., 2019) in Pakistan. The pragmatic ground supporting this type of convenience sampling is the unlimited population of Gen Z in Greater Jakarta.

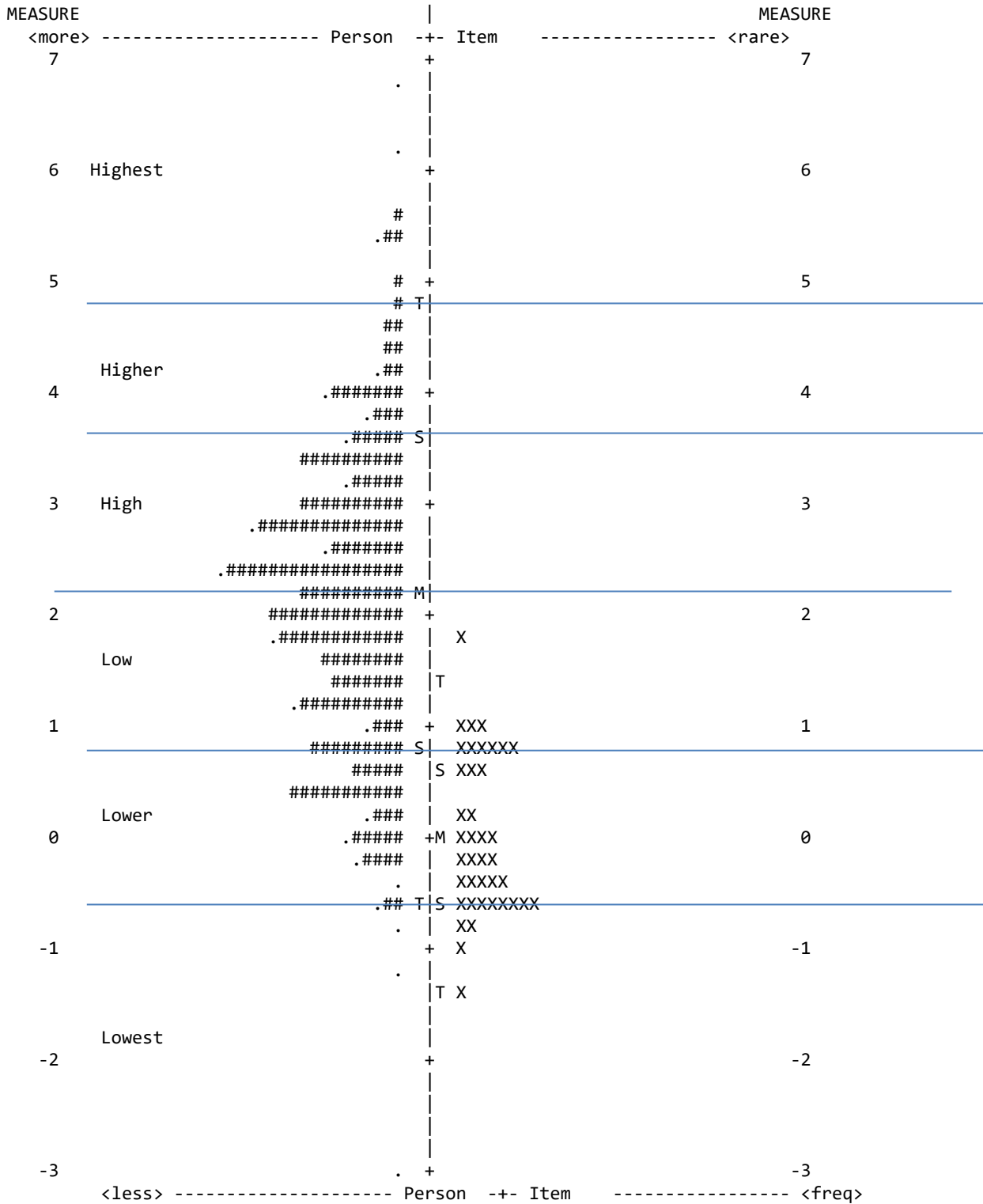


Figure 1. The Wright Map (Primary Data, 2021)

There was 48% male with the female for 52%. In addition, 72% of Gen Zs have high academic achievement with a grade point average (GPA) above 3.00, while 28% have lower GPA scores.

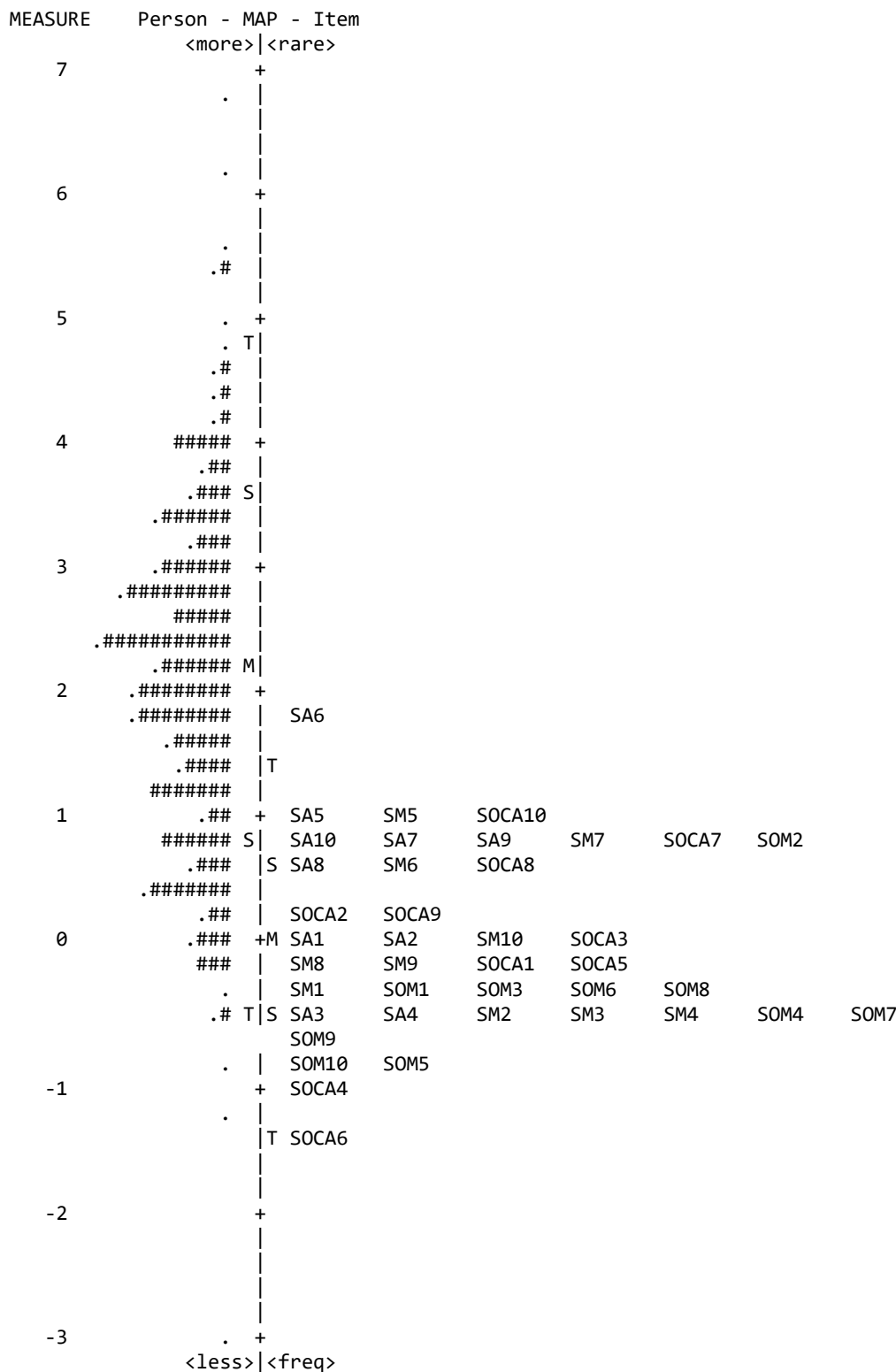


Figure 2. The Wright Map (Primary Data, 2021)

According to the Wright map (figure 1 and figure 2), 52% of Gen Zs have a high EI, while the remainder has low EI. According to the detailed data, just 5% of Gen Zs have the highest EI, although most gen Zs have a high EI (77%). On the other hand, 12% of Gen Zs have the lowest degree of EI, while 53% still have the low level of EI. The data suggests that most gen Zs already possessed EI, even though the lowest degree of EI is still more than the maximum level of EI. The item wright map also explains that Gen Z likes making friends with anyone since the item is near the frequent pole (SOCA6/-1.35 logit). The research result can support the previous research; Gen Zers value a conversation with anyone because they value human connections more than ever (Forging, 2014; Tulgan, 2013). Consequently, Generation Z has learned to accept people as they are, regardless of their race, gender or ethnicity, or appearance (Forging, 2014; Tulgan, 2013).

The item wright map result also explains that gen Z is not confident in dealing with uncertainty since the item is near the rare pole (SA6/1.71 logit). It supports the previous research that gen Z is a growing workforce that needs the best technical skills and the best opportunities for personal growth (Tulgan, 2013). The wright map also reveals that 39% of gen Z students with a high GPA also have high EI while 35% of those with a high GPA have low EI. EI has been shown to be a good predictor of how well students do in school. It is in line with previous research that found this (Ahmed et al., 2019). Also, it demonstrates the importance of EI training for Generation Z to develop their soft skills in managing their emotions now and in the future.

Deeper Rasch Analysis on EI shows that gen Z is open to feedback. They admit their mistakes; they make friends with anyone and emphasize mutually beneficial solutions. The results enrich the previous research; Gen Z wants to talk to anyone because they value human connections more than ever. People from Generation Z have learned to accept people the way they are, no matter their race, gender or ethnicity, or appearance (Forging, 2014; Tulgan, 2013). On the contrary, gen Z needs to be convinced when making quick decisions and adjusting to changes. They are less interested in advising others and providing an excellent example in many respects. It is in line with the previous study; Generation Z requires much remedial work on skills like work habits, interpersonal communication, and critical thinking (Tulgan, 2013).

Rasch Model Analysis explains EI based on its dimensions as well. The data from the Self Awareness dimensions show that Gen Z students are open to feedback but hesitant to make quick decisions. While Self-Management predicts that Generation Z students will recognize their flaws, they will take longer to respond to changes. According to the Social Awareness study findings, Gen Z students will make friends with anyone, but they rarely offer advice to others. Meanwhile, the Social Management dimension demonstrates that while Generation Z students value mutually beneficial solutions, they dislike being a role model in many ways.

Table 3. The Rasch Model Result of EI

| Items | Measure (logit) | Items | Measure (logit) | Items  | Measure (logit) | Items | Measure (logit) |
|-------|-----------------|-------|-----------------|--------|-----------------|-------|-----------------|
| SA5   | 1.02            | SM6   | 0.56            | SOCA3  | 0.03            | SOM2  | 0.83            |
| SA8   | 0.70            | SM7   | 0.78            | SOCA2  | 0.12            | SOM8  | -0.33           |
| SA9   | 0.78            | SM5   | 0.96            | SOCA9  | 0.13            | SOM1  | -0.34           |
| SA10  | 0.81            | SM10  | -0.03           | SOCA8  | 0.56            | SOM6  | -0.43           |
| SA7   | 0.89            | SM9   | -0.28           | SOCA7  | 0.84            | SOM3  | -0.50           |
| SA6   | 1.71            | SM8   | -0.29           | SOCA10 | 0.93            | SOM9  | -0.51           |
| SA2   | -0.04           | SM1   | -0.41           | SOCA5  | -0.13           | SOM4  | -0.52           |
| SA1   | -0.06           | SM4   | -0.54           | SOCA1  | -0.22           | SOM7  | -0.62           |
| SA3   | -0.58           | SM3   | -0.59           | SOCA4  | -0.93           | SOM10 | -0.73           |
| SA4   | -0.69           | SM2   | -0.69           | SOCA6  | -1.35           | SOM5  | -0.83           |
| Mean  | 1.63            | Mean  | 2.43            | Mean   | 2.26            | Mean  | 3.16            |

Source: Primary Data, 2021

The Rasch Model shows that gen Z students' EI is primarily high, but there are very slight differences in EI between gen Z students with high GPA and those with low GPA. It implies that EI



training is critical to strengthening gen Z's EI because it is still the core competency.

Table 4. The EI based on GPA

| GPA     | Emotional Intelligence |        |      |      |       |        | Total % |
|---------|------------------------|--------|------|------|-------|--------|---------|
|         | Highest                | Higher | High | Low  | Lower | Lowest |         |
| > 3.00  | 2.0                    | 11.8   | 35.9 | 32.9 | 16.4  | 1.0    | 100.0   |
| < 3.00  | 5.0                    | 5.0    | 37.0 | 32.0 | 17.0  | 4.0    | 100.0   |
| Total % | 2.7                    | 10.1   | 36.1 | 32.7 | 16.6  | 1.7    | 100.0   |

Source: Primary Data, 2021

The results also show that gen Z embraces others despite differences, as evidenced by the highest mean measure (3.16 logit). However, they need to be trained in self-awareness, which has the lowest mean measure than other EI dimensions (1.63 logit) ((Forging, 2014; Tulgan, 2013). In addition, according to the previous study, Generation Z requires a significant improvement in skills such as working habits, interpersonal communication, and critical thinking (Tulgan, 2013).



Figure 3. The Wright Map EI Comparison (Primary Data, 2021)

The comparative data (table 5) shows that students with a high GPA have a higher EI level (2.18 logit > 2.13 logit) than those who are low in GPA (1.99 logit < 2.13 logit). These findings can support the studies of Ahmed, Goh, and Kim, Costa and Faria, who examined the relationship between EI and academic performance (Ahmed et al., 2019; Costa & Faria, 2015; Goh & Kim, 2021; Lanciano & Curci, 2014; MacCann et al., 2019; Maraichelvi & Rajan, 2013; Perera & DiGiacomo, 2013)

Table 5. EI Comparative

| GPA    | Person Students | Mean Measure | EI Level |
|--------|-----------------|--------------|----------|
| > 3,00 | 303             | 2.18 logit   | Higher   |
| < 3,00 | 101             | 1.99 logit   | Lower    |
| Total  | 404             | 2.13 logit   |          |

Source: Primary Data, 2021

This research aims to identify the difference in academic achievement between gen Z students with high GPA (above 3.00) and low GPA (below 3.00). After conducting a hypothesis testing, the Rasch Model results prove no significant difference in EI between gen Z students with high GPA and low GPA (Table 5). In other words, hypotheses were declined statistically since Welch-2sided values are higher than 0.05 significant level (0.289 > 0.05).

Table 6. Hypotheses Testing Result

| Person |      | Mean difference |       |       | Welch-2sided |       |
|--------|------|-----------------|-------|-------|--------------|-------|
| Code   | Code | Measure         | S.E.  | t     | d.f.         | Prob. |
| R      | T    | -0.18           | -0.17 | -1.06 | 151          | 0.289 |

Source: Primary Data, 2021

Despite the fact that a Rasch Model analysis reveals differences in EI levels between students with high and low GPAs (Table 4), the students with high GPAs do not have direct EI because the difference in EI level based on GPA is statistically insignificant (Table 6). It implies that EI can be a predictor for academic achievement, but the result indicates that students with high GPAs do not directly have high EI, even though their EI levels are still greater than students with low GPA. When the research begins by grouping students based on their GPA scores, it shows that the EI differences between the two group are statistically insignificant. It demonstrates the importance of EI training for students to improve their EI as a soft skill or control emotions. It will be valuable for academic accomplishment and professional employability in the future. Research shows EI is essential in a multigenerational workplace because it improves employee productivity, happiness, job satisfaction, and leadership ability. In addition, it fosters mutual employee-employer relationships, which boosts employees' loyalty to an organization (Akduman, 2015; Nurjanah et al., 2021). Another suggestion based on the findings is that students with high GPA already have EI ability. It should be enhanced, particularly for students with low GPA since a stronger EI can encourage student academic accomplishment.

## CONCLUSIONS AND SUGGESTION

Prior studies explain that EI is a predictor of academic success. Another study also indicates that Gen Z is an inclusive generation because they place a high value on human interactions as an EI indicator. The purpose of this research is to explore Gen Zs' emotional intelligence based on their academic accomplishment using Rasch Model Analysis. Previous studies have shown that EI is a strong predictor of academic success. This study intends to examine the differences in EI between gen Z students with high GPA and low GPA. It is possible that Gen Z students with high GPAs have greater emotional intelligence (EI) than those with lower GPAs.

The Rasch Model demonstrates disparities in EI levels between students with high and low GPAs; students with high GPAs do not experience direct EI. The difference in EI level based on GPA is statistically insignificant. It implies that EI can be used to predict academic success. Still, the results show that students with high GPAs do not directly have high EI, even though their EI levels are higher than students with low GPAs. When the study divides students into two groups depending on their GPAs, it finds that the differences in EI between the two groups are statistically insignificant.

Rasch Model Analysis also explains EI in terms of its dimensions. According to the Self Awareness dimensions data, Gen Z students are open to feedback yet hesitant to make quick decisions. While Self-Management anticipates that Generation Z students will understand their weaknesses, yet they will react to adjustments more slowly. According to the Social Awareness study's findings, Gen Z students will become friends with anyone, but they rarely offer advice to others. Meanwhile, the Social Management component shows that Generation Z students value mutually beneficial solutions.

This research requires further examination, mainly to improve the EI's ability to cover all dimensions. It also needs to conduct inferential statistics to strengthen the research findings. Furthermore, it is necessary to examine the significant relationship between EI and academic achievement among Generation Z. It is also beneficial to apply the research instrument to other populations with diverse cultural backgrounds.

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