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# The Relationship Between Emotional Intelligence and Psychological Well-Being Among the Inmates of LPP Class IIA Martapura

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**Abstract:** Psychological well-being is the realization of the full achievement of individual potential where individuals can accept all their shortcomings and strengths, are independent, are able to foster positive relationships with others, can master their environment in the sense of being able to modify the environment to suit their wishes, have life goals, and continue to develop their personality. WBP who are in prison will experience many changes both physically and psychologically often feel fear, anxiety, and inability to control themselves. The purpose of this study is to see the relationship between emotional intelligence and psychological well-being in LPP Class IIA Martapura Prisoners. The research method used is a quantitative method with a correlational design. This study used probability sampling technique with simple random sampling method, involving 100 WBP. The data analysis technique used, namely Pearson's Product's Moment correlation. The results showed a positive and significant correlation ( $r = 0.538$  with  $p = 0.000$ ). The findings of this study are that there is a relationship between emotional intelligence and psychological well-being in WBP. Where the higher the emotional intelligence in WBP, the higher the psychological well-being in WBP. And vice versa.

**Keywords:** *Emotional Intelligence, Psychological Well-Being, Prisoners (WBP)*

## Introduction

Indonesia has a population of over 100 million people and is projected to become the country with the largest population. Along with this, the number of inmates in correctional facilities is also increasing every year. Indonesia regulates the lives of its citizens, and anyone who breaks the law will face criminal penalties and will most likely be placed in correctional institutions (Alidrus et al., 2022). According to Law No. 12 of 1995, which regulates correctional institutions, Article 2 states that inmates in Correctional Institutions (LAPAS) are encouraged to acknowledge their mistakes, rehabilitate themselves, and refrain from committing further crimes so they can be accepted back into society, actively participate in development, and live better, grow, and lead a reasonable and moral life as law-abiding citizens (IriShinta, 2023). Based on the results of an interview

with one of the correctional officers, the number of inmates at the Class IIA Correctional Institution in Martapura is 565 people (February, 2024).

Women's Correctional Institutions, also known as Women's Correctional Facilities (LPP), provide guidance exclusively for female inmates, who are commonly referred to as Correctional Assisted Residents (WBP). While in the correctional facility, WBPs experience anxiety, stress, and depression due to life changes. Safitri and Winarni (2022) noted that the transition from a freely developing individual to one whose freedom is restricted causes various perceptions among WBPs, making it difficult for them to change and preferring to spend time alone or with close friends. This is consistent with statements made by several WBPs during interviews, who admitted that it was difficult for them to adjust to the prison environment when they were first incarcerated.

WBPs who experience fear and shame find it hard to interact with others, preferring to spend time alone or blaming themselves. This situation can lead to discomfort, ultimately affecting a person's psychological health. Hidayati (2021) explained that WBPs who have served more than one year of their sentence may exhibit violations such as getting into fights or even attempting suicide, raising concerns about the future and feelings of discomfort within the correctional environment and among fellow inmates. Based on preliminary study results obtained through interviews, there are WBPs who have difficulty sleeping, inability to control emotions, becoming easily angry when disturbed, feeling anxious, easily irritated, and losing the will to live when they receive their sentence. They are unable to accept their situation while in the correctional facility, feel a lack of family support, are uneasy about leaving their children with others, worry about the continuation of their marriage, and feel they have no purpose in life after receiving their sentence. Additionally, inmates experience post-release stress, fear of not being accepted by family and society, fear of not finding sufficient and suitable employment when released, fear of not being able to develop better in the future, low self-esteem due to societal stigma, and often engage in fights with other WBPs.

The interviews also revealed that some WBPs feel that during their time in the correctional facility, they have been able to accept themselves and their life journey more fully. They feel they have a clearer sense of purpose to improve themselves for the future. WBPs also reported that while in the facility, they have been able to develop better skills, such as making various types of food, embroidery, sewing sasirangan fabric, and other skills that will be useful for entrepreneurship when they are released. WBPs have also been able to adjust to their surroundings during their incarceration. Over time, they have come to see their time in the correctional facility as an opportunity for self-improvement, aiming to become better individuals when they return to society. They are able to reflect on their past experiences as valuable lessons to ensure they do not repeat the same mistakes in the future.

IriShinta (2023) mentions that WBPs tend to feel pressured and stressed, which affects their psychological well-being and leads individuals to try to control these conditions. WBPs strive to adapt, socialize, cooperate, and support each other to create a comfortable and conducive environment during their incarceration. Ryff (2014) explains

that psychological well-being is a multidimensional concept of well-being related to an individual's ability to assess the quality of their self and life. This concept includes dimensions such as the ability to accept oneself (self-acceptance), establish positive relationships with others (positive relations with others), autonomy, the ability to manage and create an environment that suits oneself (environmental mastery), the ability to continuously develop oneself (personal growth), and having a purpose in life.

Wahyuni (2021) reveals that good and stable emotional intelligence can enhance an individual's psychological well-being. This is because individuals with high emotional intelligence are more careful and rational in resolving conflicts than those with low emotional intelligence. They also think rationally and make decisions appropriately and at the right time, which can improve an individual's psychological well-being. As a result, inmates may experience unstable conditions, psychological pressure, and poor social relationships, leading to low psychological well-being.

Goleman (2006) defines Emotional Intelligence as the ability to recognize one's own and others' emotions, motivate oneself, and manage one's own emotions in relation to others. Emotional Intelligence is divided into two main components: personal skills, which relate to oneself, and social skills, which govern interactions with others. Individuals with mature emotional intelligence are expected to feel happy and be able to manage anxiety when facing problems, seek relationships with others, stay active, continuously motivate themselves, and manage emotions by always thinking positively. Therefore, it can be said that Emotional Intelligence has a significant relationship with psychological well-being.

A study by Supeni et al. (2022) concluded that there is a positive relationship between emotional intelligence and psychological well-being among members in the MAKO Academy TNI Cilangkap, East Jakarta. This means that the higher the individual's emotional intelligence, the higher their psychological well-being. Additionally, research conducted by Dinda et al. (2024) among students at Padang State University found a positive relationship between emotional intelligence and psychological well-being among the students. This indicates that individuals with higher psychological well-being tend to have positive emotions and pleasant feelings, while individuals with lower psychological well-being tend to have negative emotions and less pleasant feelings.

Considering the above phenomenon, the purpose of this research is to examine the relationship between emotional intelligence and psychological well-being among the inmates of the Class IIA Women's Correctional Institution in Martapura. The benefits of this research include expanding knowledge in the fields of positive psychology, social psychology, and serving as a reference for research on the relationship between emotional intelligence and psychological well-being among female inmates at LPP Class IIA Martapura. It also helps to enrich theories and concepts about the influence of emotional intelligence on psychological well-being, particularly in the context of the female inmate population, and provides guidance for those involved in the correctional system to improve the quality of services, focusing on aspects of emotional intelligence that can support the psychological well-being of female inmates.

In the study "The Relationship Between Emotional Intelligence and Psychological Well-Being Among the Inmates of LPP Class IIA Martapura," there are two hypotheses: the existence of a significant relationship between emotional intelligence and psychological well-being among WBPs and the absence of a significant relationship between emotional intelligence and psychological well-being among WBPs.

Ryff (2014) explains Psychological Well-Being as the ability to accept oneself as they are, build loving relationships with others, independently manage social environments, set life goals, and continuously realize one's potential consistently. Self-actualization, self-expression, and self-realization are three areas where these skills can be developed from one's potential, enabling their capabilities to function well and finding happiness. Everyone can achieve happiness. Factors that can influence psychological well-being include age, gender, marital status, socioeconomic status, culture, and social support.

Regarding the concept of Psychological Well-Being, Ryff (2014) proposed a multidimensional model consisting of six dimensions: (1) Self-acceptance is an essential part of well-being and concerns the positive opinions one has about themselves. (2) Positive relations with others encompass the perseverance, enjoyment, and human pleasures arising from close contact with others, intimacy, and love. (3) Autonomy refers to an individual's ability to follow their rhythm and pursue personal beliefs and convictions, even if this contradicts accepted dogma or conventional wisdom. It also refers to the ability to be alone when necessary and live independently. (4) Environmental mastery is another critical factor in well-being and involves an individual's challenge to master their surroundings. This ability requires skills to create and maintain environments beneficial to oneself. (5) Purpose in life refers to an individual's ability to find meaning and direction in their own experiences and propose and set goals in their life. (6) Personal growth is the ability of an individual to realize their potential and talents and develop new resources.

Goleman (2006) defines Emotional Intelligence as the ability to recognize one's own and others' emotions, motivate oneself, and manage one's emotions in relationships with others. Emotional Intelligence is divided into two main components: personal skills, which relate to ourselves, and social skills, which govern our interactions with others. According to Mayer (Supeni et al., 2019), people tend to adopt distinct styles in handling and coping with their emotions, including self-recognition of emotions, behavioral (actions), and self-motivation. Given this, it is essential for each individual to have Emotional Intelligence to make life more meaningful and not waste the life they lead.

In relation to the concept of Emotional Intelligence, Salovey (Goleman, 2006) expanded Emotional Intelligence's capabilities into five main dimensions: (1) Recognizing one's emotions is the ability to identify feelings as they occur. This ability is the foundation of Emotional Intelligence, underpinning other skills such as emotional self-control. (2) Managing emotions involves an individual's ability to handle their feelings to be expressed appropriately and harmoniously, achieving balance within the individual. Managing emotions requires self-control to ensure that arising emotions remain controlled. (3) Motivating oneself is the emotional tendency that guides or facilitates an

individual toward achievement. Optimism and the drive to achieve are critical factors in reaching a goal. (4) Recognizing the emotions of others, also known as empathy, is a fundamental social skill. Empathy is a basic skill in social interactions. (5) Building relationships is a skill that supports popularity, leadership, and interpersonal success. Communication skills and the ability to cooperate are fundamental abilities in successfully building relationships.

The relationship between Emotional Intelligence and Psychological Well-Being is a phenomenon where psychological well-being is the realization of an individual's full potential, where individuals can accept all their strengths and weaknesses, are independent, can build positive relationships with others, can master their environment in the sense of modifying it to suit their desires, have life goals, and continually develop themselves (Fitriah, 2018). Additionally, Diener and Suh mention that one of the best predictors of an individual's psychological well-being is emotion. The perception of psychological well-being can be considered a cognitive component of life satisfaction because it involves an individual's assessment of how they live their life. This assessment requires a certain ability, known as Emotional Intelligence (Kwaitota, 2017). Based on research conducted by Supeni et al. (2022), it is concluded that there is a positive relationship between emotional intelligence and psychological well-being. This means that the higher an individual's Emotional Intelligence, the higher their psychological well-being. Additionally, research conducted by Dinda et al. (2024) found a positive relationship between emotional intelligence and psychological well-being. This indicates that individuals with higher psychological well-being tend to have positive emotions and pleasant feelings, while individuals with lower psychological well-being tend to have negative emotions and less pleasant feelings. Based on this, the researcher assumes that emotional intelligence is related to psychological well-being among the inmates of the Class IIA Women's Correctional Institution in Martapura.

## Methodology

This study uses a quantitative research method with a correlational research design to explore the relationship between the variables of Emotional Intelligence and Psychological Well-Being among the inmates of the Class IIA Women's Correctional Institution in Martapura. Azwar (2021) states that the quantitative approach emphasizes numerical data analysis processed using statistical methods. The purpose of using the correlational method in this research is to determine the strength and direction of the relationship between the variables. Generally, variables in research are divided into two groups: independent variables (X) and dependent variables (Y). The variables used in this study are Emotional Intelligence as the independent variable (X) and Psychological Well-Being as the dependent variable (Y). The population in this research consists of the inmates of the Class IIA Women's Correctional Institution in Martapura. The population size is known to be 565 inmates (2024). The sampling technique used in this study is probability sampling with a simple random sampling method.



## Result and Discussion

Participants in this study were inmates from the Class IIA Women's Correctional Institution in Martapura, with 100 individuals participating in the offline questionnaire. Table 1 provides a general overview of the respondents' characteristics:

**Table 1. General Overview of Research Respondents**

Characteristics	Number	Percentage (%)
<b>Age</b>		
• Under 30 Years	27	27%
• Above 30 Years	73	73%
<b>Education</b>		
• No Schooling	3	3%
• Elementary School	27	27%
• Junior High School	33	33%
• High School/Vocational School	33	33%
• Diploma (D3)	1	1%
• Bachelor's Degree (S1)	3	3%
<b>Criminal Offense</b>		
• Narcotics	80	80%
• Criminal	15	15%
• Corruption (Tipikor)	3	3%
• Information and Electronic Transactions (ITE)	1	1%
• Abortion	1	1%
<b>Sentence Duration</b>		
• 1-5 Years	55	55%
• 5-10 Years	42	42%
• 10-15 Years	3	3%

## Descriptive Statistics Results

Descriptive statistical analysis was performed using SPSS 23.0 for Windows to obtain a descriptive statistical overview of the data. Below are the descriptive statistics for the data obtained:

**Table 2. Descriptive Statistics Results for Emotional Intelligence and Psychological Well-Being**

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	100	74	107	93.06	7.491
Psychological Well-Being	100	42	65	51.33	4.678

Based on the descriptive statistics above, the study involved 100 inmates as respondents. The mean score for emotional intelligence was 93.06, with a maximum value

of 107 and a minimum value of 74. For psychological well-being, the mean score was 51.33, with a maximum value of 65 and a minimum value of 42. The standard deviation for emotional intelligence was 7.491, and for psychological well-being, it was 4.678.

**Table 3. Frequency Distribution for Emotional Intelligence and Psychological Well-Being**

Category	Frequency	Percent
<b>Emotional Intelligence</b>		
High	15	15%
Medium	69	69%
Low	16	16%
<b>Total</b>	100	100%
<b>Psychological Well-Being</b>		
High	12	12%
Medium	72	72%
Low	16	16%
<b>Total</b>	100	100%

From the table above, it can be seen that the level of emotional intelligence among the inmates is categorized as high for 15% (15 respondents), medium for 69% (69 respondents), and low for 16% (16 respondents). For psychological well-being, 12% (12 respondents) are in the high category, 72% (72 respondents) are in the medium category, and 16% (16 respondents) are in the low category.

**Table 4. Frequency Distribution Based on Aspects of Emotional Intelligence**

No	Aspect	Category	High N	Medium %	Low N
1	Recognizing Own Emotions	76	76%	22	22%
2	Managing Emotions	34	34%	62	62%
3	Self-Motivation	24	24%	74	74%
4	Recognizing Others' Emotions	20	20%	77	77%
5	Building Relationships	42	42%	57	57%

The table above shows the frequency distribution of emotional intelligence across 5 different aspects. The aspect with the greatest influence on emotional intelligence is recognizing own emotions, with 76% of respondents in the high category.

**Table 5. Frequency Distribution Based on Aspects of Psychological Well-Being**

No	Aspect	Category	High N	Medium %	Low N
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1	Self Acceptance	30	30%	64	64%
2	Positive Relation with Others	29	29%	69	69%
3	Autonomy	14	14%	80	80%
4	Environmental Mastery	7	7%	78	78%
5	Purpose in Life	15	15%	69	69%
6	Personal Growth	30	30%	70	70%

The table above shows the frequency distribution of psychological well-being across 6 different aspects. The aspect with the greatest influence on psychological well-being is autonomy, with 80% of respondents in the medium category.

**Table 6. Normality Test Results - NPar Test**

<b>One-Sample Kolmogorov-Smirnov Test</b>	<b>Unstandardized Residual</b>
N	100
<b>Normal Parameters<sup>a,b</sup></b>	
Mean	.0000000
Std. Deviation	3.94236518
<b>Most Extreme Differences</b>	
Absolute	.085
Positive	.085
Negative	-.049
Test Statistic	.085
<b>Asymp. Sig. (2-tailed)</b>	.073c
<b>Monte Carlo Sig. (2-tailed)</b>	
Sig.	.446d
<b>99% Confidence Interval</b>	
Lower Bound	.433
Upper Bound	.459

The normality test conducted was to determine whether the data distribution obtained in the research was normal. The normality test was conducted using the Kolmogorov-Smirnov test in the SPSS program. The data distribution is considered normal if the significance value is above 0.05. Conversely, the data distribution is considered not normal if the significance value is below 0.05. Based on the table above, the normality test results show an Asymp.Sig (2-tailed) value of  $0.073 > 0.05$ . The results show that the data distribution is not normal; therefore, another method, the Monte Carlo method, was used (Mustofa & Nurfadillah, 2021). After conducting the normality test with the Monte Carlo method, the Sig. (2-tailed) value was  $0.446 > 0.05$ . Thus, the normality test results using the non-parametric One-Sample Kolmogorov-Smirnov Test conclude that the variables of emotional intelligence and psychological well-being meet the normality assumption.



**Table 7. Linearity Test Results**

<b>ANOVA Table</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>TotalPWB * TotalEI</b>					
Between Groups	(Combined)	1012.179	28	36.149	2.224
Linearity	627.428	1	627.428	38.605	.000
Deviation from Linearity	384.751	27	14.250	.877	.639
Within Groups	1153.931	71	16.253		
<b>Total</b>	<b>2166.110</b>	<b>99</b>			

Based on the table above, the linearity test in this study used the Via Anova model, where the F-Linearity significance value is considered significant if ( $p < 0.05$ ) and deviation from linearity if ( $p > 0.05$ ). The test results show that the linearity value is  $<0.000$  and deviation from linearity is 0.639, indicating that the data is linear, so the relationship between emotional intelligence and psychological well-being meets the linearity assumption.

**Table 8. Hypothesis Testing Results**

<b>Correlations</b>	<b>TotalEI</b>	<b>TotalPWB</b>
TotalEI	Pearson Correlation	1
Sig. (2-tailed)		.000
N	100	100
TotalPWB	Pearson Correlation	.538**
Sig. (2-tailed)	.000	
N	100	100

Based on the table above, the correlation test shows a significance between the two variables with a correlation coefficient  $r = 0.538$  and  $p = 0.000$ . This indicates that there is a positive correlation between the two variables, meaning that the higher the emotional intelligence possessed by the inmates, the higher the psychological well-being they have. Based on the significant value, the hypothesis that there is a relationship between emotional intelligence and psychological well-being among inmates is accepted.

Based on the data analysis results, there is a relationship between the two variables, which means the hypothesis in this study is accepted, namely the relationship between emotional intelligence and psychological well-being among inmates. According to the correlation test, emotional intelligence and psychological well-being have a positive relationship, which indicates that the higher the emotional intelligence of the inmates, the higher their psychological well-being. Conversely, the lower the emotional intelligence of the inmates, the lower their psychological well-being. The results of this study show a significant relationship between emotional intelligence and psychological well-being among the inmates of Class IIA Martapura Correctional Institution. This aligns with

previous research by Ariesta (2022), which stated that there is a positive and significant relationship between emotional intelligence and psychological well-being among hospital nurses. Research by Sari & Desiningrum (2016) explained that there is a significant positive relationship between emotional intelligence and psychological well-being ( $r_{xy} = 0.550$  with  $p < 0.001$ ), meaning that the higher the emotional intelligence, the higher the psychological well-being. Emotional intelligence contributes 30.3% effectively to psychological well-being.

The relationship between the two variables is also supported by research conducted by Azis (2022), which stated that there is a positive and significant relationship between emotional intelligence and psychological well-being with an  $r$  value of 0.527 and  $p = 0.00$  ( $p < 0.05$ ). This indicates that the higher the emotional intelligence, the higher the psychological well-being of the individual. Similarly, Ahmadi et al. (2014) found that emotional intelligence has a significant positive effect on individual psychological well-being. Bustamante et al. (2019) also stated that there is a significant positive relationship between emotional intelligence and psychological well-being. The results of this study show that the categorization of emotional intelligence dimensions with a high category is found in the aspect of recognizing emotions, while other aspects are categorized as medium. This is consistent with research by Malinauskas & Malinauskiene, which states that recognizing emotions is an important aspect related to psychological well-being, showing that an individual's ability to identify and manage emotions can contribute to achieving better and mature mental health, thus reducing anxiety and depression (Malinauskas & Malinauskiene, 2020).

In terms of categorization of psychological well-being dimensions, 12% fall into the high category, 72% into the medium category, and 16% into the low category. Amalia (in Fitriah et al., 2022) mentions that individuals with good energy and the ability to embrace their psychological capacities are considered to be in a good state of psychological well-being. A person who finds meaning and purpose in life and is filled with good values is also considered to be in a good and positive state of psychological well-being. Abraham et al. (in Mehmood & Gulzar, 2014) stated that emotional intelligence is a crucial feature of psychological well-being. Individuals with high emotional intelligence have good mental health, which ultimately leads to a happy life, and thus can be considered to have good psychological well-being. Individuals can become good learners, thinkers, and creative.

Extremera (2006) mentions that emotional intelligence is an important factor influencing a person's psychological well-being. This is supported by research findings from Shulman & Hemenover (2006) that show emotional intelligence positively affects psychological well-being and is a significant contributor to it. If a person has strong emotional intelligence, they will be able to manage their social environment, monitor external activities in their environment, including changing and analyzing situations and ways of life without difficulty in deciding what to do. A person with high emotional intelligence will be able to control their negative emotions and redirect their negative energy into positive aspects of daily life, thus achieving psychological well-being.

Individuals with high emotional intelligence will have a smooth transition to achieve the desired psychological well-being (Rahman & Mariyati, 2023).

The results of this study regarding the relationship between emotional intelligence and psychological well-being are supported by research conducted by Hutapea, which examined the relationship between emotional intelligence and psychological well-being among the elderly in Jakarta. Statistical analysis revealed a significant relationship, with a very high correlation between emotional intelligence and psychological well-being, particularly in the dimension of personal growth, with a total correlation coefficient of 0.906 (Hutapea, 2011). Furthermore, Basaria's research found that 87.8% of educators had high emotional intelligence, and 94.3% had high psychological well-being. In other words, educators in Jakarta generally exhibit good levels of both emotional intelligence and psychological well-being. However, not all aspects of emotional intelligence were high among respondents. Aspects such as managing emotions and empathy skills were still not well-developed among the respondents (Basaria, 2019).

The findings of this study indicate that inmates who have served more than three years of their sentence have a psychological well-being categorized as moderate. This is evident in how these inmates have adapted well, have good self-acceptance with a desire to improve and avoid repeating past mistakes, and have personal growth towards becoming better and more productive with their potential and talents. Emotional intelligence among these inmates is considered good, as they are able to control themselves when emotions take over. They can recognize their own emotions and those of others, manage emotions positively, and build good relationships with other inmates.

Research on the relationship between emotional intelligence and psychological well-being is intriguing and warrants further exploration. Studies on this relationship among inmates have strengths and limitations that need to be considered. The strength of this research lies in contributing to the scientific literature related to these two variables. Despite efforts to achieve research goals and establish a relationship between emotional intelligence and psychological well-being among inmates in the Correctional Institution, there are limitations. These include the study's focus on a specific group of inmates, which may not be representative of a broader population. Additionally, the time constraints of the research limited the scope and detail of the sample, and the validity and reliability of the measurement tools used were still weak for this population.

Future researchers are encouraged to explore further based on characteristics such as the length of incarceration and factors influencing emotional intelligence and psychological well-being among inmates. Expanding the range of relevant variables is recommended to enhance understanding and provide better insights for academics and practitioners regarding the relationship between psychological well-being and emotional intelligence.

## Conclusion

Based on the analysis and discussion, the conclusion can be drawn that there is a significant positive relationship between emotional intelligence and psychological well-

being among inmates at the Martapura Class IIA Correctional Facility. The findings of this study have both theoretical and practical implications. Theoretically, the results contribute to the understanding, knowledge, and insight regarding the relationship between emotional intelligence and psychological well-being among inmates at the Martapura Class IIA Correctional Facility. Practically, for inmates with low psychological well-being, it is recommended to enhance warm and strong relationships with others and to improve dimensions of psychological well-being such as self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Similarly, for inmates with low levels of emotional intelligence, it is suggested to learn to control negative emotions and to foster positive emotions, thereby improving both emotional intelligence and psychological well-being. This research can serve as a consideration for institutions in developing emotional intelligence training programs. Therefore, it is hoped that this study will help improve the psychological well-being of inmates at the Martapura Class IIA Correctional Facility through the enhancement of emotional intelligence.

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