Emotional Intelligence and Its Important Role

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**Abstract:** Systems prioritizing intelligence or academic values harm students. Lack of emotional control makes children tend to behave rudely and lack empathy. Worse, to the point of bullying behavior. This study aims to examine more about the emotional intelligence of elementary school students. The method in this study uses the method of literature review. The results of this study show that high-grade elementary school students begin to realize that the harsh expression of emotions is not welcome; they begin to learn to control the expression of their emotions. Positive emotions can lead students to optimism and good self-efficacy. Positive emotions stimulate happiness hormones so that feelings become calmer and the brain can think better, so students are fully attentive to a series of learning processes. Lack of emotional control makes students not enthusiastic to follow the learning process. It can be concluded that emotional intelligence needs to be instilled since elementary school to support academic achievement and success.

**Keywords:** education, elementary school, emotional intelligence, role of emotion

**INTRODUCTION**

Emotions play an essential role in the success of relationships between individuals (Febrindah et al., 2020). Students who are dominant in negative emotions will experience more excellent rejection in their friendship environment than children who can control their negative emotions (Nurafni et al., 2017). The ability to control emotions is interpreted as emotional intelligence (Mukaro & Nani, 2021). Quoting from Aswat et al. (2021), the high emotional intelligence possessed by students will impact the academic achievement students achieve.

Research conducted by Wisudayanti (2020) shows that some students cannot achieve learning achievements, even though they have good intellectual abilities. This shows that intellectual level is not the only determining factor for individual achievement (Mahmud & Fajri, 2021). Harmany & Putra (2021) added that other factors influencing academic achievement include learning motivation, interests and talents, emotional maturity, social relationships, and the desire to retain. Intellectual intelligence only contributes 20% to the factors that determine the success of an individual's life (Permadi et al., 2020), while 80% comes from other determinants, the most dominant of which is emotional intelligence (Faizi, 2018). This intelligence includes self-control, passion, perseverance, and the ability to motivate oneself (Anisah et al., 2021).

The education system in Indonesia currently still focuses on developing academic intelligence, which views the high quality of intelligence as a determining factor for individual success in achieving success in life (Abd & Asrin, 2018). The cognition aspect is the main focus, while the number of learning hours emphasizing positive character building only gets small (Nurlatifa & Manan, 2021). This means that schools have yet to consider emotional fitness to be the main focus of education in schools (Fiftyana & Sawitri, 2020). High intellectual intelligence is indifferent if they do not have emotional intelligence (Faizi, 2018). This was conveyed by Parhati et al. (2022) that science is higher than science, so the cultivation of emotional intelligence needs to be done in schools (Ernilah et al., 2022). (Ernilah et al., 2022) This must be done to cultivate positive character early (Wisudayanti, 2020).

Systems prioritizing intelligence or academic values harm students (Anisah et al., 2021). Nizaar (2017) mentioned that to get good grades, students cheat. They are even violent toward their friends when they do not get the desired answer when taking the test (Suhandi & Lestari, 2021). This shows that assessment of intellectual intelligence is still considered...
everything in school, so students commit cheating (Anitasari et al., 2021). This indicates students’ low emotional intelligence (Syaparuddin & Elihani, 2020). According to sripoku.com, at the end of September 2023, there were acts of violence committed by students against teachers due to students being unable to take the Midterm Assessment (MA) because they had not completed and submitted assignments for the requirements to take part in MA. Not completing tasks is an implication of low emotional intelligence of learners. In addition, acts of violence indicate low morale and civility. This shows that emotional intelligence is an important thing that students must possess to live (David, 2012), considering that emotional intelligence is one of the shapers of civilization and morals (Permadi et al., 2020).

Through the development of emotional intelligence, a mature character, mindset, and morals will be formed for the nation's successors (Faizi, 2018). Researchers who raised the topic of emotional intelligence began to realize the importance of the concept of emotional intelligence both in the school environment and other socializing places. Suppose emotional intelligence has been formed maturely in students (Fiftyana & Sawitri, 2020). In that case, the positive impact is not only felt now but the key to success in life, both in work and social life (Mukaro & Nani, 2021). The role of educators is also needed to understand the emotional development of students so that they can develop their growth and emotional intelligence well (Parhati et al., 2022).

Given the importance of emotional intelligence that students must possess, it is necessary to study this (Yuliana et al., 2020). By studying emotional intelligence, teachers can determine the right strategy for forming positive emotional intelligence through student development in teaching and learning (Aswat et al., 2021). Therefore, the author wants to examine elementary school students' emotional intelligence more deeply. The earlier a science is implanted, the more learners will readily accept and apply it in life (Marinda, 2020). This study examines more about the emotional intelligence of elementary school students.

METHODS

The method in this study uses the method of literature review. The purpose of this literature study is to strengthen each argument described. To strengthen the argument, data sources derived from secondary data are needed. This data is collected from several article sources through search engines, including Publish or Perish, Research Gate, Academia Edu, and Google Scholar. The first search used the keywords "emotional intelligence" and "education" and then added "elementary school." The search results with search engines obtained the results of 187 articles and eight books relevant to the research title to be studied. Next, the most relevant article is selected with the title of the research and the problem to be studied. Accurate and up-to-date information is added through trusted news sites to strengthen the data study. Test data validity through several stages between data collection, reduction, presentation, and conclusions. Conclusions are drawn based on the overall discussion obtained from literature studies.

FINDINGS AND DISCUSSION

Definition of Emotional Intelligence

Emotional intelligence is knowing and managing one's and other's emotions (Nnenna et al., 2023), understanding emotions and emotional language, and using (DOĞAN et al., 2023). According to Delgado et al. (2023), emotional intelligence is the ability to understand and control oneself, understand and build good relationships with others, and solve everyday problems. Ramos-vera et al. (2023) interpret emotional intelligence as the ability to recognize the feelings of oneself and others, motivate oneself and manage one's emotions well, and conduct social relationships (Burbaitė et al., 2023).

The Concept of Emotional Intelligence

The measurement of emotional intelligence is still a debate among scientists (Gil-Moreno & Rico-González, 2023). Unlike intellectual intelligence, emotional intelligence cannot be measured and expressed as values (Raptis, 2023). Most professionals agree that intellectual intelligence can be measured using standardized intelligence tests (Gil-Moreno & Rico-González, 2023). Emotional intelligence measurements are based on assessments of verbal and nonverbal abilities, including memory, vocabulary, insight, information processing,
logical abstraction, perception, and problem-solving (Dacre et al., 2012).

Emotional intelligence is not the opposite of intellectual intelligence (Welchill, 2020), but the two interact dynamically (Neophytou, 2013), both at the conceptual level and in life (Rostomyan et al., 2021). (Rostomyan et al., 2021) The most crucial difference between intellectual intelligence and emotional intelligence is that emotional intelligence is not so influenced by heredity (Permadi et al., 2020), so this is the realm for parents and educators to instill and train good emotional intelligence so that children have a greater chance of success (Fernández-Berrocal & Ruiz, 2008). Based on this explanation, it can be concluded that emotional intelligence can be trained, instilled, and habituated in each individual and can be formed with life.

The environment, both the family environment, school environment, game environment, and friendship environment, influences the emotional intelligence of each individual; therefore, the role of parents and educators here is also significant in developing children's abilities so that children have a greater chance of success (Fauzyah et al., 2020). Emotional intelligence was first coined in 1990 by Peter Solovey of Harvard University and John Mayer of the University of New Hampshire to describe emotional qualities essential for success (Fadhilah & Mukhlis, 2021). These qualities include empathy, expressing and understanding feelings, controlling anger, independence, adaptability, likability, interpersonal problem-solving ability, perseverance, solidarity, friendliness, and respect (Ramos-vera et al., 2023).

Emotional Influence on Individual Behavior

The dominant factors that influence individual behavior, in this case, include learning behavior, one of which is emotion (Gil-Moreno & Rico-González, 2023). Positive emotions such as feelings of pleasure and enthusiasm and high curiosity will lead individuals to focus on learning activities (Mahmud & Fajri, 2021), such as being interested in the topic taught, paying attention to the teacher's explanation, searching for information, doing assignments, actively participating in discussions, and discipline in learning (DOĞAN et al., 2023). Conversely, if what accompanies an individual's learning process is negative emotions, such as feeling unhappy, less interested, not excited, and feeling disappointed, it will have an impact on the individual's learning process and outcomes (Surti & Gangal, 2023). The impact of negative emotions is that students will experience obstacles to focusing on learning (Azmi et al., 2022). Student interest is lacking, resulting in a low focus on following the learning process, and eventually, learning outcomes are not optimal (Faizi, 2018).

Emotional Development of Primary School Students

School-age students, especially in high grades (IV, V, and VI), begin to realize that the harsh expression of emotions is not accepted or disliked by others ((Yuliana et al., 2020). They begin to learn to control their emotional expression (Parhati et al., 2022). The ability to control emotions is obtained through imitation of the environment and exercises (habituation) taught ((Harnany & Putra, 2021). In this case, teachers and parents play an essential role in emotional control through habituation (Fauzyah et al., 2020). Fadhilah and Mukhlis (2021) said that if children are developed in family and school environments (teachers) with stable emotional moods and are taught to regulate their positive emotions, the brightness of positive emotions tends to be more dominant. In contrast, if children are raised in an environment filled with negative emotions (irritability, often complaining, disappointment, and pessimism), their emotional development will tend to be less stable or unhealthy (Ahmad & Ambotang, 2020).

Lack of emotional control makes children behave violently and lack empathy (Darmayanti et al., 2021). Worse than bullying behavior (Suryani et al., 2018). According to Aprilia et al. (2023), bullying cases in elementary schools are raised in pessimistic families, bonds between family members are lacking, and their emotions are less stable, affecting children's emotions, which cannot control them. This happens because negative emotions dominate them. This finding is supported by the research results by Nugraha et al. (2019), which show that children quickly absorb behaviors in the environment where they grow and are raised. The emotions of those around him naturally affect their emotional intelligence (Aswat et al., 2021).

The family is the first and foremost environment for child development, which has implications for socializing family values about
Emotional intelligence is essential to student success (Anisah et al., 2021). Students with poor emotional intelligence, such as being rude to their friends, not accepting defeat, being irritable, and failing to control other negative emotions, will cause their environment to be disturbed, causing potential conflicts with the social environment (Sastradiharja et al., 2023). One of the elements that supports calmness in social life that supports a good academic atmosphere that affects academic achievement is the firmness of the social environment (Syaparuddin & Elihami, 2020). An excellent social environment is obtained from good emotional intelligence (Sulistianingsih et al., 2018).

Emotional intelligence is commonly called "street smart" or a unique ability called "common sense" (Abd & Asrin, 2018). Emotional intelligence is related to the ability to read and reorganize the social environment (Wisudayanti, 2020). Furthermore, (Gil-Moreno & Rico-González, 2023) explain that emotional intelligence is related to the ability to understand what others want and need, as well as their advantages and disadvantages. In addition, the ability to read the interlocutor’s emotions and be pleasant so that his presence is coveted and accepted (Fernández-Berrocal & Ruiz, 2008).

Emotional intelligence is also related to stress management (elementary school students still move on to boredom, sadness, and not eager to learn) (Nnenna et al., 2023). In addition, it is also related to student enthusiasm and motivation (Delgado et al., 2023). The better the emotional intelligence, the higher the motivation to learn and the desire to master learning topics (Nurlatif & Manan, 2021). This also leads to achieving learning goals and an excellent social environment that supports the learning process (Vandervoort, 2006). Therefore, the higher a student's emotional intelligence, the more likely they are to succeed as a learner (Mahmud & Fajri, 2021).

Emotional intelligence is a driver that can give rise to aspects of energy and strength from within (Raptis, 2023). One of the most challenging emotions to release is anger. Anger energizes even a sense of joy after venting it (Emilah et al., 2022). When the body is tense, and something triggers another wave of emotions, the
next emotion is powerful (Hapsari, 2023). Every individual needs to have a way of controlling emotions, especially anger (Kant, 2019).

In the case of elementary school students, children who are playing with their colleagues and accidentally hit and feel pain are most likely to be angry (Aswat et al., 2021). Teachers need to teach students that if they feel outraged and want to hit their peers, they should take actions that can control their anger (Parhati et al., 2022). This action can be done by taking deep breaths at least seven times (Syaparuddin & Elihami, 2020). Next, confirm whether his friend did it intentionally (Ramos-vera et al., 2023). This confirmation means discussion before committing an impulsive action, namely hitting his friend (Anisah et al., 2021). If you still feel angry, you can calm down by getting away from friends who make you angry (Aswat et al., 2021). Furthermore, students can drink or do light exercise (when the position is outside the classroom) (Burbaitē et al., 2023). One way to calm down from anger is to look for distractions (Wisudayanti, 2020). According to several studies, such as those conducted by Nnenna et al. (2023), exercise can release hormones that trigger anger.

Emotions also include anxiety (Mahmud & Fajri, 2021). Anxiety weakens intelligence, while good mood improves thought processes (Syaparuddin & Elihami, 2020). Those adept at harnessing their emotions can use their anxiety to motivate themselves to improve (Priyanti & Setyowati, 2017). This is because anxiety causes excessive thinking when the individual experiences failure (Suryani et al., 2018). Therefore, students with good emotional intelligence can turn anxiety into positive emotions and excitement in learning (Burbaitē et al., 2023). In their study, Nnenna et al. (2023) mentioned that too little anxiety means no motivation to learn. However, on the contrary, too much anxiety impairs intelligence.

Another individual emotion is optimism (Anisah et al., 2021). Optimism is interpreted as the hope to succeed very strongly (Delgado et al., 2023). Optimists associate failure with something that can be changed and do not feel pressured by it (Anisah et al., 2021). Optimism is an emotionally intelligent attitude that improves learning outcomes (Sterlus & Bernacka, 2023). Optimism is also influenced by self-efficacy, which is the belief that a person can do everything that will be done and master the events in his life (Faizi, 2018). In addition, the belief is that peacocks can face challenges (Syaparuddin & Elihami, 2020). Positive emotions are channeled and directed at knowledge transfer during learning, responsibility, and enthusiasm for the tasks given (Burbaitē et al., 2023). They will feel happy in following a series of processes. This is because positive emotions will stimulate happiness hormones so that feelings become comfort and the brain can think better (Gil-Moreno & Rico-González, 2023). This gives individuals full attention and focuses on learning processes (Sterlus & Bernacka, 2023). Therefore, emotional intelligence plays a vital role in the success of every student (Abd & Asrin, 2018). This, of course, is also inseparable from the role of teachers during school. In addition to being role models, they also have the task of helping manage students' emotions to have good emotional intelligence that is dominant in positive emotions (Sulistianingsih et al., 2018).

CONCLUSION

Emotional intelligence is the ability to understand and control yourself, build good relationships with others, and be able to solve problems in everyday life. Students of high age begin to realize that the harsh expression of emotions is not welcome; they begin to learn to control the expression of their emotions. Emotional intelligence is obtained through imitation from the school environment, especially teachers considered role models and families who are the first place to embed the basics of emotional experience. Positive emotions can lead students to optimism and good self-efficacy. Positive emotions stimulate happiness hormones so that feelings become comfort and the brain can think better, so students are fully attentive to a series of learning processes. Lack of emotional control makes children not enthusiastic to follow the learning process. In addition, they will behave rudely and lack empathy. Worse, to the point of bullying behavior. Therefore, emotional intelligence plays a vital role in the success of every student, both academic success and success in social life.

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