

Emotional Intelligence and Its Important Role

Esty Setyo Utaminingsih^{1,2*} & Maria Ayu Puspita¹

¹Universitas Negeri Semarang, Indonesia

²STAI Muhammadiyah Blora, Indonesia

*Corresponding Author: estysetyoutami7@gmail.com

Article History

Received: July 17th, 2023

Revised: August 21th, 2023

Accepted: October 18th, 2023

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). Harnany & 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 & Elihami, 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 (Burbaité 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 (Welmillia, 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

how children behave (Fadhilah & Mukhlis, 2021). Family is the first place to embed the basics of emotional experience because it is the first time children begin to know and learn about emotions (Ahmad & Ambotang, 2020). Parenting styles, such as attitudes, treatment, and roles given by parents, will affect the emotional development of children. (Fauzyah et al., 2020) This can affect behavior patterns, personality, and children's attitudes towards themselves and others (Wisudayanti, 2020).

The school environment also significantly influences the formation of students' emotions, both from the friendship environment (other students) and teachers who teach (Hamidi, 2021). Teachers dominate students' emotional intelligence (Darmayanti et al., 2021). Teachers become role models in the world of elementary

school-age students (Harnany & Putra, 2021). Furthermore, Syaparuddin & Elihami (2020) explained that children are in concrete stages, which are seen to be imitated, so this will shape children's emotions. Of course, teachers have an essential role in the learning process of controlling or controlling students' emotions, considering that teachers are role models and connectors of a sense of security and visualization of how to manage emotions well (Putri, 2019). Teachers are one of the factors that are quite influential on the emotional intelligence of their students (Nurlatifa & Manan, 2021). The hope is that teachers can guide and direct students to have stable emotions so students have good emotional intelligence (Mahmud & Fajri, 2021). The characteristics of stable and unstable emotions are presented in Table 1.

Table 1. Emotional characteristics of elementary school students

Characteristics of Stable (Healthy) Emotions	Characteristics of Unstable (Unhealthy) Emotions
1. Showing a cheerful face	1. Showing a gloomy face
2. Get along well with friends	2. Irritability
3. Passionate about learning	3. Do not want to hang out with others
4. Focus on learning	4. Frequent anger
5. Be respectful of yourself and others	5. Often annoy friends
	6. Not confident

The Role of Emotional Intelligence

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 (Nurlatifa & 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 (Ernilah 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) (Burbaitè 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 (Burbaitè 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 (Burbaitè 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.

ACKNOWLEDGMENT

The author is grateful for the solid teamwork so that the writing of this article can be completed.

REFERENCES

- Abd, A. M., & Asrin, K. M. (2018). Pengaruh Kecerdasan Emosional, Kecerdasan spiritual, Dan Kecerdasan intelektual Terhadap Pengembangan Karakter Guru Sekolah Dasar Negeri Dikecamatan Botumoit. *Jurnal Riset Dan Pengembangan Ilmu Pengetahuan*, 3(1), 105.
- Ahmad, A. A., & Ambotang, A. S. Bin. (2020). Pengaruh Kecerdasan Emosi, Kecerdasan Spiritual dan Persekitaran Keluarga Terhadap Stres Akademik Murid Sekolah Menengah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(5), 12–23.
<https://doi.org/10.47405/mjssh.v5i5.407>
- Anisah, A. S., Sapriya, S., Hakam, K. A., Syaodih, E., & Zakiyyah, W. L. (2021). Pengaruh Kecerdasan Emosional Terhadap Sikap Sosial Pada Siswa Sekolah Dasar. *Jurnal Pendidikan UNIGA*, 15(1), 434.
<https://doi.org/10.52434/jp.v15i1.1178>
- Anitasari, A., Pandansari, O., Susanti, R., Kurniawati, K., & Aziz, A. (2021). Pengaruh Efikasi Diri terhadap Perilaku Menyontek Siswa Sekolah Dasar selama Pembelajaran Daring. *Jurnal Penelitian Ilmu Pendidikan*, 14(1), 82–90.
<https://doi.org/10.21831/jpipfip.v14i1.37661>
- Aswat, H., Sari, E. R., Aprilia, R., Fadli, A., & Milda, M. (2021). Implikasi Distance Learning di Masa Pandemi COVID 19 terhadap Kecerdasan Emosional Anak di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 761–771.
<https://doi.org/10.31004/basicedu.v5i2.803>
- Azmi, M. B., Rohman, A., Sunan, U. I. N., & Yogyakarta, K. (2022). Analisis Permainan Mobile Legends Terhadap Kecerdasan Emosional di Tinjau Dari Mata Pelajaran Agama Islam (Kesabaran) Siswa Kelas VI Sekolah Dasar. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 14(2).
<https://doi.org/10.30596/10603>
- Burbaitė, E., Tilindienė, I., & Šukys, S. (2023). Peculiarities of Emotional Intelligence of Pedagogues and Parents of Children in Private and Public Sector Pre-School Education Institutions. *Baltic Journal of Sport and Health Sciences*, 2(129), 11–18.
<https://doi.org/10.33607/bjshs.v2i129.1379>
- Dacre Pool, L., & Qualter, P. (2012). Improving emotional intelligence and emotional self-efficacy through a teaching intervention for university students. *Learning and Individual Differences*, 22(3), 306–312.
<https://doi.org/10.1016/j.lindif.2012.01.010>
- Darmayanti, E., Dole, F. E., & Ota, M. K. (2021). Pengaruh Kecerdasan Emosional Terhadap Kedisiplinan Belajar Peserta Didik Di Sekolah Dasar. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 2(1), 16–22.
<https://doi.org/10.37478/jpm.v2i1.738>
- Daud, F. (2012). Pengaruh Kecerdasan Emosional (EQ) dan Motivasi Belajar terhadap Hasil Belajar Biologi Siswa SMA 3 Negeri Kota Palopo Firdaus Daud. *Jurnal Pendidikan Dan Pembelajaran*, 19(2), 243–255.
- Delgado, N. R., Bermúdez-Torres, C., Conde, C., & Jiménez-Vicioso, J. R. (2023). Emotional Education in Elementary Schools: A systematic review from 2015 to 2017. *E-Motion: Revista de Educación, Motricidad e Investigación*, 20(20), 57–74.
<https://doi.org/10.33776/remo.vi20.7379>
- DOĞAN, E., TOK, S., GÜVEN, Ş., & DAL, N. (2023). The Effects of Personality Traits and Emotional Intelligence on Emotional Information Processing Speed. *The Online Journal of Recreation and Sports*, September.
<https://doi.org/10.22282/tojras.1295872>
- Ernilah, E., Toharudin, M., & Saefudin Wahid, F. (2022). Pengaruh Lingkungan Keluarga dan Teman Sebaya Terhadap Kecerdasan Emosional Siswa Sekolah Dasar. *Jurnal Ilmiah KONTEKSTUAL*, 3(02), 158–166.
<https://doi.org/10.46772/kontekstual.v3i02.665>
- Faizi, M. F. (2018). Pengaruh Kecerdasan Emosional Terhadap Motivasi Belajar Matematika Siswa Kelas IV Sekolah Dasar Islam Babussalam Durenan Kabupaten Trenggalek Tahun Ajaran 2017/2018. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 3(2), 224–234.
<https://journal.unpas.ac.id/index.php/pendas/article/view/1110%0Ahttps://journal.unpas.ac.id/index.php/pendas/article/download/1110/718>

- Fauzyah, G. A. H., Maula, L. H., & Nurasih, I. (2020). Pengaruh pendampingan orang tua pada pembelajaran daring terhadap kecerdasan emosional. *Jurnal Pendidikan Dasar*, 11(20), 197–206.
- Febrindah, S., Harahap, M., & Gusfa, F. (2020). Faktor – Faktor Yang Mempengaruhi Kecerdasan Intelektual (IQ) Dan Kecerdasan Emosional (EQ) Mahasiswa Jurusan Gizi Poltekkes Kemenkes Riau. *JPK : Jurnal Proteksi Kesehatan*, 3(1). <https://doi.org/10.36929/jpk.v3i1.329>
- Fernández-Berrocal, P., & Ruiz, D. (2008). Emotional intelligence in education. *Electronic Journal of Research in Educational Psychology*, 6(15), 421–436. <https://doi.org/10.4324/9780203148211.ch9>
- Fiftyana, B. S., & Sawitri, D. R. (2020). Hubungan Antara Kecerdasan Emosional Dengan Organizational Citizenship Behavior (Ocb) Pada Guru Sekolah Dasar (Sd) Negeri Di Kecamatan Banyumanik Kota Semarang. *Jurnal EMPATI*, 7(1), 397–405. <https://doi.org/10.14710/empati.2018.20256>
- Gil-Moreno, J., & Rico-González, M. (2023). The Effects of Physical Education on Preschoolers' Emotional Intelligence: A Systematic Review. *Sustainability (Switzerland)*, 15(13). <https://doi.org/10.3390/su151310632>
- Hamidi, A. (2021). Kecerdasan Emosional Guru Pendidikan Jasmani (Studi Deskriptif-Pengembangan Alat Ukur Kecerdasan Emosional Guru Pendidikan Jasmani Sekolah Dasar). *Jurnal Keolahragaan*, 6(1), 1. <https://doi.org/10.25157/jkor.v6i1.4914>
- Hapsari, I. (2023). Konflik Peran Ganda, Kecerdasan Emosi, Dan Kinerja Guru Wanita Yang Sudah Menikah. *UG Journal*, 1–9. <https://ejournal.gunadarma.ac.id/index.php/ugjournal/article/viewFile/7767/2751>
- Harnany, L., & Putra, F. W. (2021). Burnout Pada Guru Sekolah Dasar Fullday : Menguji Peranan Kecerdasan Emosional dan Dukungan Sosial. *Nathiqiyah*, 4(1), 1–17. <https://doi.org/10.46781/nathiqiyah.v4i1.173>
- Kant, R. (2019). Emotional intelligence: A study on university students. *Journal of Education and Learning (EduLearn)*, 13(4), 441–446. <https://doi.org/10.11591/edulearn.v13i4.13592>
- Mahmud, M., & Fajri, A. (2021). Strategi Pengendalian Emosi Pada Anak Usia Sekolah Dasar Untuk Mendukung Kecerdasannya. *Jurnal Kajian Dan Pengembangan Umat*, 4(1), 44–54. <https://doi.org/10.31869/jkpu.v4i1.2479>
- Marinda, L. (2020). Teori Perkembangan Kognitif Jean Piaget Dan Problematikanya Pada Anak Usia Sekolah Dasar. *An-Nisa' : Jurnal Kajian Perempuan Dan Keislaman*, 13(1), 116–152. <https://doi.org/10.35719/annisa.v13i1.26>
- Mukaro, E. N., & Nani, D. A. (2021). Pengaruh Kecerdasan Emosional dan Kecerdasan Spiritual terhadap Kinerja Karyawan pada hotel se Bandar Lampung. *Jurnal Bisnis Dan Manajemen*, 2(1), 130–144.
- Neophytou, L. (2013). Emotional intelligence and educational reform. *Educational Review*, 65(2), 140–154. <https://doi.org/10.1080/00131911.2011.648171>
- Nizaar, M. (2017). Perilaku Mencontek Sebagai Indikasi Gagalnya Efikasi Diri (Self Efficacy) Anak Dalam Pembelajaran. *Taman Cendekia: Jurnal Pendidikan Ke-SD-An*, 1(1), 27. <https://doi.org/10.30738/tc.v1i1.1577>
- Nnenna, U. J., Asiat, M., Mulegi, T., Chidinma, E., Uchechukwu, A. J., & Puche, R. O. (2023). *The Benefits of Emotional Intelligence to Healthcare in Nigeria The Benefits of Emotional Intelligence to Healthcare in Nigeria Department of Public Administration and Management, Kampala Social Work and Social Administration, Kampala International. September.*
- Nugraha, A. B., Dharmayana, I. W., & Sinthia, R. (2019). Hubungan Antara Kecerdasan Emosi Dengan Perilaku Bullying. *Consilia : Jurnal Ilmiah Bimbingan Dan Konseling*, 2(1), 66–74. <https://doi.org/10.33369/consilia.2.1.79-90>
- Nurafni, Murnianti, D., & Khairani, M. (2017). Kecerdasan Emosional Siswa Sekolah Dasar Negeri (SDN) dengan Siswa Sekolah Dasar Islam Terpadu (SDIT) di Kota Banda Aceh. *International Journal of*

- Child and Gender Studies*, 3(1), 33–44.
<http://jurnal.ar-raniry.ac.id/index.php/equality/article/view/1946>
- Nurlatifa, A. A., & Manan, N. A. (2021). Analisis Kecerdasan Emosi Siswa Sekolah Dasar Dalam Pembelajaran Di Masa Pandemi. *Jurnal Lensa Pendas*, 6(1), 25–32. <https://doi.org/10.33222/jlp.v6i1.1646>
- Nurul Fadhilah, & Mukhlis, A. M. A. (2021). Hubungan Lingkungan Keluarga, Interaksi Teman Sebaya Dan Kecerdasan Emosional Dengan Hasil Belajar Siswa. *Jurnal Pendidikan*, 22(1), 16–34. <https://doi.org/10.33830/jp.v22i1.940.2021>
- Parhati, L. N., Zulijah, S., & Nugroho, M. T. (2022). Peran Guru PAI dalam Mengembangkan Kecerdasan Spiritual dan Emosional Peserta Didik Sekolah Dasar. *Journal of Elementary Educational Research*, 2(2), 121–129. <https://doi.org/10.30984/jeer.v2i2.285>
- Permadi, K. S., Dewi, P. Y. A., Sastrawan, K. B., & Primayana, K. H. (2020). Pengembangan Kecerdasan Spiritual Anak Sekolah Dasar. *Edukasi: Jurnal Pendidikan Dasar*, 1(2), 179. <https://doi.org/10.55115/edukasi.v1i2.923>
- Priyanti, L., & Setyowati, N. (2017). Optimalisasi kecerdasan emosi melalui musik feeling band pada anak usia dini. *E-Journal.Unipma. Ac.Id*, 3(1), 20–33.
- Putri, D. A. P. (2019). Pengaruh kecerdasan emosi terhadap kedisiplinan di sekolah pada siswa kelas v sd. *Jurnal Pendidikan Guru Sekolah Dasar*, 8(1), 421–430. <http://journal.student.uny.ac.id/ojs/index.php/pgsd/article/viewFile/14879/14432>
- Ramos-vera, C., Calle, D., Calizaya-milla, Y. E., & Saintila, J. (2023). *Network Analysis of Dark Triad Traits and Emotional Intelligence in Peruvian Adults*. *October*. <https://doi.org/10.2147/PRBM.S417541>
- Raptis, T. (2023). *European Journal of Education Studies The Study Of Past Emotions As A Basis For Emotional Education In Music Education Today*. 2002, pp. 309–321. <https://doi.org/10.46827/ejes.v10i10.5029>
- Rostomyan, D. A. M., Rostomyan, D. A. M., & Von Hattburg, P. D. A. T. (2021). The Significance of Emotional Intelligence in Business. *International Business & Economics Studies*, 3(3), p1. <https://doi.org/10.22158/ibes.v3n3p1>
- Sastradiharja, E. J., Sarnoto, A. Z., & Nurikasari, N. (2023). Pengembangan Kecerdasan Emosi untuk Meningkatkan Sikap Sosial Siswa Sekolah Dasar. *Ulumuddin: Jurnal Ilmu-Ilmu Keislaman*, 13(1), 85–100. https://jurnal.ucy.ac.id/index.php/agama_islam
- Sterlus, M. I., & Bernacka, R. E. (2023). Neuroticism and Emotional Intelligence of Polish Teachers. *Lubelski Rocznik Pedagogiczny*, 42(2), 135–151. <https://doi.org/10.17951/lrp.2023.42.2.135-151>
- Suhandi, A. M., & Lestari, T. (2021). Pengaruh Kebudayaan Menyontek Terhadap Perkembangan Kemandirian Anak : Upaya Pemberantasan Kebiasaan Menyontek Di Lingkungan Sekolah. *Academy of Education Journal*, 12, 1–9.
- Sulistianingsih, E., Jamaludin, S., Sumartono, S., & Prihadi, D. (2018). Pkm Peningkatan Kecerdasan Emosi Dan Kemampuan Berbahasa Inggris Melalui Kegiatan Mendongeng Pada Siswa Sekolah Dasar Di Kota Tegal. *J-Dinamika : Jurnal Pengabdian Masyarakat*, 3(2), 118–122. <https://doi.org/10.25047/j-dinamika.v3i2.1040>
- Surti, N., & Gangal, V. (2023). Exploring the trainability of emotional intelligence. *UGC Care Group-I Journals*, 53(01), 103–110.
- Suryani, L. A. T., Sulisnadewi, N. L. K., & Astriani, L. P. N. (2018). Hubungan Tingkat Kecerdasan Emosi Dan Kecenderungan Perilaku Bullying Pada Siswa Kelas V Sekolah Dasar Negeri. *Community of Publishing in Nursing*, 6(1), 38.
- Syaparuddin, S., & Elihami, E. (2020). Peningkatan Kecerdasan Emosional (EQ) Dan Kecerdasan Spiritual (SQ) Siswa Sekolah Dasar SD Negeri 4 Bilokka Sebagai Upaya Meningkatkan Kualitas Diri Dalam Proses Pembelajaran PKN. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 1(1), 11–29. <https://doi.org/10.33487/mgr.v1i1.325>
- Vandervoort, D. J. (2006). The importance of emotional intelligence in higher education. *Current Psychology*, 25(1), 4–7. <https://doi.org/10.1007/s12144-006-1011-7>

- Welmilla, I. (2020). Students' Perspective on the Emotional Intelligence of Teachers on Student Engagement. *International Business Research*, 13(4), 30. <https://doi.org/10.5539/ibr.v13n4p30>
- Wisudayanti, K. A. (2020). Pengembangan Kecerdasan Emosional Siswa di Sekolah Dasar Melalui Penanaman Pendidikan Karakter. *Edukasi: Jurnal Pendidikan Dasar*, 1(2), 135–146. <http://jurnal.stahnmpukuturan.ac.id/index.php/edukasi/article/view/918>
- Yuliana, A. R., Pujiastuti, S. E., & Hartati, E. (2020). Efektifitas Terapi Musik Klasik Monzat Dalam Meningkatkan Kecerdasan Emosi Pada Anak Sekolah Usia Dasar. *Jurnal Keperawatan Dan Kesehatan Masyarakat Cendekia Utama*, 9(1), 46. <https://doi.org/10.31596/jcu.v9i1.514>