EMOTIONAL INTELLIGENCE OF STUDENTS AT PUBLIC ELEMENTARY SCHOOLS IN PEGASING DISTRICT

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ABSTRACT: This research aims to describe the emotional intelligence of students in state elementary schools in Pegasing District. The type of research is quantitative descriptive. The research population was 106 class V students of public elementary schools in gugus 2 Pegasing District. The sampling technique used the Slovin formula with a total sample of 84 students. Research data collection techniques use observation, questionnaires and documentation. The data analysis technique uses percentage analysis. The research results show that students' emotional intelligence is classified as good, this result is seen from several aspects; first, self-intelligence 83.40% good category, second, self-control 83.90% good category, third, self-motivation 83.88% good category, fourth, empathy 85.1% category, good, five, social skills 84 % good category.

Keywords; Intelligence, Emotional, Students

1. INTRODUCTION

Emotional intelligence is something that cannot be inherited but can be trained and developed in a person through education [1]. For this reason, schools need to develop students' emotional intelligence because emotional intelligence has a significant contribution to learning success. This is in line with the opinion of [2]. who said that emotional intelligence is the basic capital for students to face the future because with emotional intelligence a person will be successful in facing various challenges. Emotional intelligence can be a strong basis in scientific education. Through emotional intelligence, children will have the ability to control themselves, understand their weaknesses and strengths. Children who understand their weaknesses well will try to overcome their weaknesses independently or with the help of others and their strengths become motivation for them to continue trying to be better so that with their emotional intelligence children will not be burdened when learning and will not feel anxious when facing problems difficulty [3].

There are several phases of emotional development in elementary school age children, namely: The first phase at the age of 6 years, children's understanding of the concept of more complex emotions, such as jealousy, pride, sadness and loss. However, children still have difficulty interpreting other people's emotions. At this stage, children need experience in how to regulate emotions that have the capacity to control and direct emotional expression when strong emotions arise. Second Phase, At the age of 7-8 years, children's emotional development has internalized feelings of shame and pride. Children are able to express the emotional conflicts they experience. As children get older, their sensitivity towards themselves and others increases.

In this case, children have learned to understand the feelings experienced by other people around them. Third Phase, At the age of 9-10 years, children are able to regulate emotional expressions in social situations and are able to respond to emotional stress experienced by other people. Apart from that, children are able to control negative emotions such as fear and sadness. Children learn the causes of sadness and fear so that children learn to adapt to control the emotions they experience. In this case, children learn how to suppress negative emotions that arise and look for ways to stop them. The fourth phase, at the age of 11-12 years, children's understanding of good and bad and the norms and rules that apply in their environment increases and is more flexible, not as rigid as before. In this case, children have begun to understand that judgments of good and bad or rules can be changed depending on the situation and conditions in which a

behavior arises and the nuances of children's emotions are increasingly varied [4].

Emotional intelligence of students plays a role in understanding and controlling emotions, empathy, motivation and social skills, so that students are able to be diligent, concentrated, calm, thorough and patient in understanding the material being studied. However, one of the problems with emotional intelligence encountered by elementary school students have increasing mental emotional difficulties, low emotional management, such as; sad, angry, embarrassed, afraid, disappointed, unmotivated in learning, low social skills, and a sense of empathy. According to [7] states that students as students must have sensitivity in understanding their own emotions and have a sense of empathy so that they can understand other people and can collaborate with other people. Being sensitive to these things will of course give rise to motivation and self-confidence in learning.

To overcome this problem, education is needed as basic capital in living life. Basically, education aims to help students to develop all their potential [6], [7]. To achieve educational goals, the learning process must be carried out well and effectively. By carrying out learning that is able to give students an experience of receiving, hearing and seeing what is conveyed by the teacher ([8], [9]. Development from childhood to adulthood, every person enters a transition period or a period known as Adolescence according to [10] the age limit for adolescents used is 14-21 years. Learning activities are influenced by a person's level of intelligence, so that through the learning process one can develop intelligence through the potential that exists within students. One of the intelligences within students is emotional intelligence. Emotional intelligence involves many important aspects, namely: recognizing and understanding one's own emotions, controlling emotions, the drive for achievement, being sensitive to other people's feelings, and being able to work together. Emotional intelligence can also support

students' success in learning, so that emotional intelligence factors have an important role in learning [11], [12], [13]. A student with high emotional intelligence can be characterized by the behavior shown, such as being able to recognize and manage emotions that arise from within him, being able to motivate himself to learn, being able to empathize with others, and being able to build good relationships with other people [14], [15], [16]. Based on the background above, the aim of this research is to describe the emotional intelligence of state elementary school students in Pegasing District.

2. METHODS

This type of research is quantitative descriptive research. The population of this study was 106 class V students of state elementary schools in gugus 2 Pegasing District. Meanwhile, the sampling technique used the Slovin formula, totaling 84 students. Research data collection techniques use observation, questionnaires and documentation. The data analysis technique uses percentage analysis.

3. RESULTS AND DISCUSSION

Emotional intelligence is a combination of the ability to realize, understand, control oneself so that one can use one's knowledge to achieve success [17]. In this way, high emotional intelligence can enable students to achieve success in learning. Emotional intelligence is a person's ability to recognize their own feelings and those of others, the ability to control themselves, the ability to motivate themselves in dealing with frustration and the ability to control impulses and emotions [18], [19], [20]. Emotional intelligence in public elementary school students in Pegasing District can be measured through several indicators such as; self-intelligence, self-control, self-motivation, empathy, and social skills.

Table 1. Emotional Intelligence of Students in Public Elementary Schools in Pegasing District

Aspect	Percentage (%)	Category
Self-Intelligence	83,40	Good
Self-control	83,90	Good
Self-Motivation	83,88	Good
Empathy	85,1	Good
Social Skills	84,5	Good

Based on table 1, the emotional intelligence of public elementary school students in Pegasing District can be concluded that the aspect of self-intelligence is 83.40% in the good category, self-control 83.90% in the good category, motivation 83.88% in the good category, empathy 85.1% in the good category, while social skills were 84.5% in the good category. This shows that overall the emotional intelligence of state elementary school students in Pegasing District is relatively good. Intelligence is a natural talent among all things related to human personality and abilities [21]. Intelligence cannot be separated from the human thought process. Thinking can be defined as the process of identifying meaningful relationships between aspects of knowledge. As a form of activity, thinking is symbolic behavior, because all of these activities are related or related to changes in concrete things [22]. Based on neural organization, human thinking can be grouped into three categories, namely sequential thinking, associative thinking and integrative thinking. These three types of thinking processes are associated with different intelligences and lead to the formulation of theories of intelligence [23].

Meanwhile, Howard Gardner said that people have more than one intelligence which has different abilities and involves different brain regions. The theory of multiple intelligence states that humans have at least nine intelligences, namely linguistic, logical-mathematical, interpersonal, interpersonal, musical, kinesthetic, spatial, natural and existential intelligence. All of these intelligences work together in a complex and unique network. Every human being has all these intelligences with different levels of development [24]. Based on the results of research conducted on state elementary school students in Pegasing District, students' self-intelligence is classified as good. This shows that students already have the ability to think well.

Self-control according to [25] self-control is the individual's ability to modify behavior, the individual's ability to manage desired and unwanted information, and the individual's ability to choose an action based on something that is believed. Self-control focuses on a set of regulatory abilities in choosing actions that are in accordance with what one believes. Therefore, self-control is the ability to organize, guide, regulate and direct forms of behavior that can lead to positive consequences and is one of the potentials that individuals can develop and use during life processes, including in dealing with conditions in the surrounding environment.

According to [26], self-control is the ability to handle one's emotions so that they have a positive impact on carrying out tasks, being sensitive to one's conscience, being able to delay pleasure before achieving a goal, and being able to quickly recover from emotional stress. someone who can control themselves can manage and express emotions which is characterized by being able to handle emotions, so that emotions can be expressed appropriately, having tolerance for frustration, and being able to handle mental tension better. Based on research results, the self-control of state elementary school students in Pegasing District is classified as good. This shows that students are able to control themselves well. The results of research [27] regarding factors that influence students' self-control abilities include: the ability to resist negative emotional impulses, self-obedience in carrying out worship according to one's religion, upbringing and examples given by parents, habits in the environment, and influence of people around/playmates.

Motivation to learn is a condition that exists in an individual where there is an urge to do something to achieve a goal. According to [28] motivation is a change in energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. Thus, the emergence of motivation is characterized by a change in energy within a person which can be realized or not. According to [29] a motivation can make individuals carry out certain activities to achieve goals. Thus, motivation is encouragement that can give rise to certain behavior that is directed towards achieving a certain goal. The learning motivation theory used in this research is the learning motivation theory developed by [30] which states that learning motivation is divided into two groups, namely intrinsic and extrinsic motivation. The motivation consists of; there is a desire and desire to succeed, there is encouragement and a need for learning, there are hopes and aspirations for the future, there is appreciation for learning, there is an interesting desire to learn, and there is a conducive learning environment. Based on the results of research, student motivation in public elementary schools in Pegasing District is classified as good, this means that students already have intrinsic and extrinsic motivation.

Empathy is a person's ability to change their opinion about someone based on what others think about that person. Empathy can also be seen as a form of tolerance and used to encourage cooperation under the various and evolving moral codes that characterize the world in which we live. When an individual makes a judgment about another individual's actions, consider points of view that can enhance cooperation in society at large. [31], [32] suggested that empathy has two conceptions. First, empathy is a way for someone to see another person's internal train of thought carefully. Second, individuals feel as if they are inside another person with the aim of being able to

feel and understand what the other person is experiencing without losing their identity. [33] divides empathy into three components, namely cognitive and affective components. The tendency to use other people's points of view in seeing things spontaneously and showing empathy for others in the form of attention, caring for others, and being wise, as well as having emotional stability. Empathy is able to make people understand other people's problems and make someone more tolerant and forgiving [34]. Based on research results, student empathy at state elementary schools in Pegasing sub-district is classified as good. This means that students are able to implement a sense of empathy. This is also confirmed by [35] who states that empathy is part of the affective aspect which can arise because it cannot be separated from a person's efforts to see and assess, so that they decide to give empathy to something. Therefore, empathy requires a person's cognitive aspect. It requires understanding and analysis of a situation which can ultimately lead to an attitude of feeling or empathizing with other people. Affective and cognitive aspects are an important part of empathy.

Social skills are an individual's ability to interact and communicate with other people effectively in various social situations. Social skills involve the ability to understand and interpret verbal and nonverbal communication, build good relationships, work together in teams, solve problems constructively, show empathy for others, and manage conflict well. Social skills include various aspects such as interpersonal communication, the ability to listen well, express opinions clearly, control emotions, show respect for others, share and collaborate, solve problems, and understand and respond to other people's feelings and perspectives. Social skills are useful so that students are able to adapt well to their surrounding environment [36]. Based on research results, the social skills of state elementary school students in Pegasing District are classified as good. This means that students already have social skills. Social skills are very important in everyday life, especially in interactions with other people at school or in other social environments. Therefore, in their learning they will be introduced to material on building a civilized society as part of learning that teaches values and ethics in everyday life [37].

4. CONCLUSION

Based on the research results, it can be concluded that state elementary school students in Pegasing District have relatively good emotional intelligence. This result can be seen from several aspects; first, self-intelligence 83.40% good category, second, self-control 83.90% good category, third, self-motivation 83.88% good category, fourth, empathy 85.1% category, good, five, social skills 84 % good category.

5. ACKNOWLEDGEMENTS

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