

EMOTION INTELLIGENCE AND POLITE CHARACTER OF ELEMENTARY SCHOOL STUDENTS: A CORRELATION STUDIES

KECERDASAN EMOSIONAL DAN KARAKTER SANTUN SISWA SEKOLAH DASAR: STUDI KORELASI

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DOI: <https://doi.org/10.52048/inovasi.v16i2.364>

ABSTRACT

The moral and mental degradation of students indicates low emotional intelligence in various countries, including Indonesia, with indicators of loss of manners, bad language, bullying, brawling, etc. This study aimed to determine the influence of students' emotional intelligence levels on the manners character of 5th-grade students of Madrasah Ibtidaiyah al-Islam Balesari, Magelang, Indonesia. The study used a quantitative approach with a quasi-experimental method and a nonequivalent control group design. Sampling was done by a random sampling technique with a purposive sampling type. Data were collected through observation, questionnaires, and documentation with simple linear regression analysis assisted by SPSS 16 software for Windows. The results show that the average value of emotional intelligence in the experimental class is 79.4 % (high-level category), while the control class is 72 % (medium-level). On the other hand, the character of manners in the experimental class is 79 % (very good category), and in the control class is 72 % (sufficient category). The results indicate that there is an influence of students' emotional intelligence on their manners and characters. The results of a simple regression test in the experimental class are $Y = 11.354 \cdot X - 0.861$ with a significant value of 0.00. The significance value is <0.05 ($0.00 < 0.05$), then H_a is accepted and H_o is rejected. The results of a simple regression test in the control class are $Y = 17,323 - 0.760$ with a significant value of 0.00, the significance value <0.05 ($0.00 < 0.05$), then H_a is accepted and H_o is rejected. The research findings concluded that the higher the level of emotional Intelligence, the higher the manners of character, and vice versa. Further research needs to be conducted to explore the influence of emotional intelligence on the students' character as a whole

Keywords: Emotional Intelligence, Student, Politeness Character, Elementary School

ABSTRAK

Degradasi moral dan mental siswa menandakan rendahnya kecerdasan emosional di berbagai negara termasuk Indonesia dengan indikator hilangnya sopan santun, bahasa buruk, perundungan, tawuran, dan lainnya. Tujuan penelitian untuk mengetahui pengaruh tingkat kecerdasan emosional siswa terhadap karakter sopan santun siswa kelas 5 Madrasah Ibtidaiyah Al-Islam Balesari, Magelang, Indonesia. Penelitian menggunakan pendekatan kuantitatif dengan metode kuasi eksperimental dan desain kelompok kendali nonekuivalen. Pengambilan sampel dengan random sampling jenis purposive sampling. Pengumpulan data menggunakan observasi, angket, dokumentasi dengan analisis regresi linear sederhana yang dibantu software SPSS 16 for Windows. Hasil nilai rata-rata kecerdasan emosional kelas eksperimen 79,4 % (kategori tingkat tinggi), kelas kontrol 72 % (tingkat sedang), karakter sopan santun pada kelas eksperimen 79 % (kategori sangat baik), dan kelas kontrol 72 % (kategori cukup). Hasil penelitian menemukan terdapat pengaruh kecerdasan emosional terhadap sopan santun. Hasil uji regresi sederhana pada kelas eksperimen yaitu $Y=11.354 \cdot X - 0,861$ dengan nilai signifikan 0,00, nilai signifikansi $<0,05$ ($0,00 < 0,05$), maka H_a diterima dan H_o ditolak. Hasil uji regresi sederhana kelas kontrol diperoleh $Y= 17.323 - 0,760$ dengan nilai signifikan 0,00, nilai signifikansi $<0,05$ ($0,00 < 0,05$),

maka H_a diterima dan H_0 ditolak. Temuan penelitian menyimpulkan semakin tinggi tingkat kecerdasan emosional maka semakin tinggi sopan santun, dan sebaliknya. Penelitian berikutnya perlu dilakukan untuk mengeksplorasi pengaruh kecerdasan emosional terhadap karakter siswa secara menyeluruh.

Kata Kunci: Kecerdasan Emosional, Siswa, Karakter Sopan Santun, Sekolah Dasar.

INTRODUCTION

Moral and mental degradation in students has occurred around the world (Walia, 2022; Humaira et. al., 2022; Nurdian et. al., 2022). Physical, psychological, and mental abuse, intimidation, student brawling, and bullying are on the rise in Indonesian schools (Samuel et. al., 2018; Sudeash et. al., 2022; Zeti, 2022). These actions have an impact on students' stress symptoms and mental health that must be broken early on (Luky & Natri, 2022) through increasing emotional intelligence and character education (Rahmah et. al., 2022; Lezheng et. al., 2022).

In August 2022, a 13-year-old boy was killed by his friends in Baleagung Village, Grabag District, Magelang Regency, Central Java, Indonesia, because of a cellphone (Susanto, 2022). This indicates that moral degradation impacts child mortality, which is very alarming. The tragedy above occurred because of the lack of emotional intelligence, which impacts the destruction of children's character so that they are prone to immoral behavior (Sergio et. al., 2022).

Lickona mentions ten signs of the destruction of a nation, namely an increase in hatred, hostility, and suspicion of people; bad language; self-destructive actions; bad influence from peers; violence; immoral behavior and egoism; loss of love for the homeland; loss of respect for parents and teachers; increasing destruction of community facilities; and dishonesty (Lickona, 1992; Tegar et. al., 2022; Suriadi, et. al., 2022). These indicates that character is not just a personality issue but a state problem that must be prevented by strengthening emotional intelligence in students at school and at home (Nasirzadeh, 2022; Gonzales, 2022). This is because emotional intelligence and good prosocial behavior in students can prevent delinquency and even criminal acts (José et. al., 2022). Therefore, elementary school students must have good emotional intelligence (Pratiwi, et. al., 2022).

Several studies have identified that emotional intelligence has an impact on the manners, character, social adjustment, and learning achievement of elementary school students (Suyatno, 2018; Fikri, 2021; Nahid et. al., 2022). Emotional intelligence is

built by internal and external factors. The internal factors are heredity, religion, amygdala, neocortex, limbic system, prefrontal lobe, and things that reside in the emotional brain (Rolls, 2022; Popa, 2022). The school environment and parenting style also have an impact on the development of the emotional intelligence of elementary school students (Damayanti, 2022). This indicates that emotional intelligence is not only born within students but is also influenced by external factors, namely peers, parents, school environment, and society (Michel et. al., 2022; Uzoma et. al., 2022). Building the manners character requires guidance, practice, habituation, experience, and learning of good emotional intelligence in elementary school students (Latuapo, 2022; Ferns, 2022).

Numerous studies explore the influence of emotional intelligence on character. However, the focus of the studies was still limited to the influence of emotional intelligence on performance and job satisfaction (Amilia, 2022); the effect of emotional intelligence on students' industrial work practices (Ramírez et. al., 2022); the effect of emotional intelligence on improving the performance of elementary school teachers (Triroso, et. al., 2022); the measurement of emotional intelligence in operations (Abi-Jaoudé, et. al., 2022); emotional intelligence and attachment in adulthood of a child (Sarah et. al., 2022); the influence of emotional intelligence on the character of caring for the environment (Rhindra et. al., 2022); the emotional intelligence on Mediterranean diet adherence of elementary school students (Eduardo et. al., 2022); etc. From the literature review, there are still few studies focusing on the influence of emotional intelligence on the manners character of elementary school students.

Based on preliminary study in grade 5 Madrasah Ibtidaiyah Al-Islam Balesari, Magelang regency, Indonesia, the students' manners character still needs attention for improvement. It is indicated by the way students empathize, communicate, show gestures, manage conflict mastered from the learning process and others (Alimni et. al., 2022; Vishal et. al., 2022). The teachers' role,

which has not been maximized in the teaching-learning process of Civic Education and Akidah Akhlak (moral creed) is also the cause of the low students' polite manners. The purpose of this study is to measure the influence of emotional intelligence on the students' manners character. This study aims to answer three research questions, namely [1] How is the level of emotional intelligence of Madrasah Ibtidaiyah Al-Islam Balesari students? [2] How is level of the manners character of Madrasah Ibtidaiyah al-Islam Balesari students? and [3] How does emotional intelligence affect the manners character of Madrasah Ibtidaiyah al-Islam Balesari students?

LITERATURE REVIEW

Emotional Intelligence Character Students'

Conceptually, emotional intelligence is the ability to understand, use, manage, and handle emotions correctly (Maslahah, 2013; Fajar et. al., 2021; (Obungwah, 2022; Stoyanova-Bozhkova et. al., 2022); perceive personal and other people's emotions; distinguish different emotions; label them appropriately; and use emotional information to guide thoughts and actions (Ravi, 2021; Vasyl et. al., 2022). Emotional intelligence represents a person's ability to deal with social reality, actions, and character of polite manners towards people around them; academic achievement (Jamshid et. al., 2020). It becomes the answer to violence in schools and social spaces (Baltazar, 2022; Babu, 2022).

Goleman mentions five indicators of emotional intelligence, namely recognizing self-emotions, managing emotions, self-motivating, recognizing other people's emotions, and fostering relationships (Goleman, 2007; Banu, 2022; Reilly, 2022). Salovey, et al., detail indicators of emotional intelligence in the form of the ability to monitor the feelings and emotions of oneself and others, distinguish them, and use the information from these emotions to guide the process of thinking and behaving (Caruso et. al., 2004; (Karel et. al., 2021). There are eight characteristics of students who have high emotional intelligence, namely: interpreting, translating, or generating thoughts into effective actions that suit contextual circumstances (:) applying their abilities and knowledge optimally without having to experience stress or harmful psychological pressure (:) completing academic and social tasks satisfactorily in personal and social doses (:) sincerely starting work and remaining steadfast to finish (:)

motivating themselves (:) having freedom and confidence, and delaying negative feelings (Danim, 2013; Zeyad, 2022; Hülya, 2022).

Students' Manners Character

In education, the character of students' manners is part of character education which is manifested through the words, speech, and also the actions of students in the school environment and at home (Kenfitria et. al., 2019; lbda, 2019; Triyo et. al., 2020; Hamidulloh et. al., 2022). The character of students' manners is a friendly attitude that students have which aims to respect older people such as seniors, teachers, principals, and parents at home so as to create comfort and harmony. The character of students' manners must be owned by students and practiced in the school environment and outside school. (Alex et. al., 2012; Hanafiah, 2022).

There are many ways to foster the character of students' manners, such as strengthening nationalism and cultural education in students (Efendi et. al., 2017), strengthening emotional intelligence and implementing Pancasila education (Putra, 2019), strengthening emotional intelligence, exemplary teachers, teacher and student commitment, rewards and punishments (Mohammad et. al., 2022), implementation of multicultural education and religious education (Eny et. al., 2022), etc.

The character of students' manners has several indicators such as being polite when speaking, not speaking in harsh language, always smiling at everyone, not committing acts of violence, bowing their heads and saying excuse me when passing, giving in when using public facilities, not being arrogant, and apologizing sincerely when wrong or wrong to others (Aningsih et al., 2022; Safri et. al., 2022; Hamzah, 2022; Arli et. al., 2022; Muhiddinova, 2022). In this case, schools play a very important role in strengthening students' manners, especially through learning in the classroom by prioritizing students' emotional intelligence (lbda, 2019a; Hamidulloh & Dian, 2020; Hanc?-Azizoglu, 2022; Wahab, 2022; Munawaroh, et. al., 2022). From this concept, it is concluded that the character of students' manners must be owned by all students, especially at the elementary school level.

METHOD

This study uses a quantitative approach with a quasi-experimental method and a nonequivalent control design (Kirill & Peter, 2022) in the experimental class and the control class (Shengjie et. al., 2022). The experimental class was given the habituation treatment of manners character in daily learning by strengthening emotional intelligence through exemplary stories and motivation to behave well, be humble and not arrogant. On the other hand, the control class was given the treatment of habituation to manners character in the subject of Akidah Akhlak learning process. This study involved 34 students from grades 5A and 5B at Madrasah Ibtidaiyah al-Islam Balesari. A non-participant observation technique was used to collect the data (Jasmin et. al., 2022; Kang, 2022). The researcher acted as an observer using two observation sheets containing 10 statements about emotional intelligence and polite manners.

Data collection instruments are divided into two, namely observation and questionnaires (questionnaires). Observations are made to determine whether or not free variables affect bound variables. The filling of the observation sheet is filled in according to the number of students that corresponds to the indicators or statements on the observation sheet of the answers "yes" and "no" (Puspita & Haryanto, 2022). This observation was conducted four times: once at the beginning, twice in the middle, and once at the end, to determine whether there was an influence of the independent variable on the dependent variable. The second data collection instrument was a closed questionnaire technique using a Likert scale that has been modified by removing answers that raise doubts, for a total of 25 items of both emotional intelligence and manners character (Laura et. al., 2022). The last data collection was documentation in which the Civic Education Report Card is used to measure the students' emotional intelligence and the Akidah Akhlak Report Card to identify the students' manners character. As for the data analysis, a simple regression test was presented to answer three research questions. To facilitate the calculation of data, researcher used the SPSS 16 software for Windows (Soumen et. al., 2022; Dnyaneshwar et. al., 2022).

RESULT AND DISCUSSION

The Emotional Intelligence Level of Madrasah Ibtidaiyah Al-Islam Balesari Students The level of

emotional intelligence of 5th grade students of Madrasah Ibtidaiyah Al-Islam Balesari in the experimental class who were given the treatment of habituation of manners character in learning Akidah Akhlak by strengthening of emotional intelligence through stories obtained 79.4 % as the average value of the questionnaire, and the results of the documentation of emotional intelligence of the experimental class was 83 %. They belong to the high-level category based on the characteristics of emotional intelligence that includes eight characters. Conversely, the average value in the control class with the treatment of habituation to everyday manners character obtained from the questionnaire was 69.7 %, and the results of the acquisition of documentation in the control class was 75.7 %. Both indicate the medium level category.

The Manners Character of Madrasah Ibtidaiyah Al-Islam Balesari Students

The manners character of 5th grade students of Madrasah Ibtidaiyah Al-Islam Balesari in the experimental class was obtained from the average questionnaire by 79 % and from the acquisition of documentation by 85 %. Both show the very good category. While the average value obtained in the control class of the questionnaire data was 72% and the results of the acquisition of documentation was 76.4 %, In this case, both show the sufficient category.

The Influence of Emotional Intelligence on the Students' Manners Character

The influence of emotional intelligence on the manners character of 5th grade students of Madrasah Ibtidaiyah Al-Islam Balesari in the experimental class from the questionnaire results was tested using a simple regression test. The results can be seen in Table

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.354	6.816		1.666	.117
	Emotional Intelligence	.861	.086	.933	10.033	.000

Description: a. Dependent Variable: "Polite Manners"

1 below:

Based on the table above, it is known that the value of the constant is 11,354, which means that if

character in the experimental class is 11354. The regression coefficient of emotional intelligence has a value of 0.861. These results mean that with each addition of 1 emotional intelligence, the manners character increased 0.861. Because the regression coefficient is positive (+), it is said that emotional intelligence affects the manners character of 5th grade students of Madrasah Ibtidaiyah al-Islam Balesari, so the regression equation is $11.354 + 0.861 X$. Based on the above output, the significant value (sig.) is $0.00 < 0.05$. Thus, it can be concluded that H_0 is rejected while H_a is accepted, which means there is influence because H_0 is rejected while H_a is accepted. It can be concluded that there is an influence of emotional intelligence on the manners character of 5th grade students of Madrasah Ibtidaiyah al-Islam Balesari. As for testing how strong the influence of emotional intelligence is on the students' manners character, the researcher used the determination test. The results can be seen in Table 2 below:

Table 2: Results of the Determination Test of Experimental Class

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.933 ^a	.870	.862	2.740

Description: a. Predictors: (Constant), Emotional Intelligence and b. Dependent Variable: "Polite Manners"

From the above test results, it is known that the value of the coefficient r^2 is 0.9332 and the r square of 0.870. So, $kp = 0.9332 \times 100\% = 0.870 \times 100\% = 87\%$. It can be explained that 87% of students' manners character is influenced by emotional intelligence, while 13% is influenced by other variables that are not included in this study. The influence of emotional intelligence on the manners character of 5th grade students of Madrasah Ibtidaiyah Al-Islam Balesari in the experimental class from the questionnaire results was tested using a simple regression test. The results can be seen in Table 3 below:

Table 3 Simple Linear Regression Test in Control Class

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.323	11.101		1.561	.139
	Emotional Intelligence	.760	.153	.789	4.966	.000

Description: a. Dependent Variable: "Polite Manners"

Based on the table above, it is known that the value of the constant is 11,354, which means that if there is no emotional intelligence, the manners character in the experimental class is 11354. The regression coefficient of emotional intelligence has a value of 0.760. These results mean that each addition of 1 emotional intelligence, the manners character increased 0.760, because the regression coefficient is positive (+). Thus, it is concluded that emotional intelligence affects the manners character so that the regression equation is $17.323 + 0.760 X$.

Based on the above output, it is known that the significant value (sig.) is $0.00 < 0.05$. It can be concluded that H_0 is rejected while H_a is accepted meaning that there is influence because H_0 is rejected while H_a is accepted. It means that there is an influence of emotional intelligence on the manners character of 5th grade students of Madrasah Ibtidaiyah al-Islam Balesari. As for testing how strong the influence of emotional intelligence is on the manners character of the students. The results can be seen in Table 4 below:

Table 2 Results of the Determination Test of Control Class

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789 ^a	.622	.597	5.016

Description: a. Predictors: (Constant), Emotional Intelligence b. Dependent Variable: "Polite Manners"

From the above test results, it is known that the value of the coefficient r^2 is 0.7892 and that the r square is 0.622. So, $kp = 0.7892 \times 100\% = 0.622 \times 100\% = 62.2\%$. It can be explained that 87% of students' polite manners is influenced by emotional intelligence, while 13% is influenced by other variables that are not included in this study. The difference in the data obtained above shows that the higher the emotional intelligence, the higher the students' manners character. The lower the emotional intelligence, the lower the manners character of the students. Students who have the ability to recognize their emotions will recognize the emotions of others and are able to treat others as they would like to be treated. The higher the level of emotional intelligence, the better students will be at fostering social relationships and solving problems in their lives. This is in line with a number of studies stating that a high level

of emotional intelligence serves to modify their behavior to better adapt in the social environment (María-José & Raquel, 2020; Catherine & Vincent, 2022; Leehu, 2022).

The development of emotional intelligence to improve the character of polite manners in students through the treatment of habituation of polite manners in daily learning with the strengthening of emotional intelligence through exemplary stories, motivation to behave well, humble, and not arrogant, fosters good character that attaches strongly to students. This is in line with research mentioning that habituation is the process of forming a person's attitude and behavior that is relatively sedentary and automatic because the learning process is repeated (Nurbiana & Ilza, 2022; Mutia & Sutarto, 2022). As for the expectations of character, the habit of manners character in students can be a character trait that is applied in everyday life. Based on the above explanation, it can be concluded that there is a reciprocal relationship between emotional intelligence and students' manners character that has mutual effects between the independent variable and the dependent variable. The results of this study have a novelty compared to the previous studies (Nulyaman, et. al., 2022; Eriany & Endang, 2022; Stephanie et. al., 2022), because the factors that greatly influence the students' manners character are external factors, namely social environment, school, and peers, including the coaching and education provided. If the guidance and education given to the student are good, then the character of the students is also good.

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CONCLUSION

A. Conclusion

The level of emotional intelligence of 5th grade students of Madrasah Ibtidaiyah Al-Islam Balesari in the experimental class who were treated with habituation of courtesy in Akidah Akhlak learning by strengthening emotional intelligence through stories obtained an average value from a questionnaire of 79.4 %, and the results obtained from the documentation of the emotional intelligence of the experimental class were 83 %. The character of courtesy of 5th grade students of Madrasah Ibtidaiyah Al-Islam Balesari in the experimental class was obtained from an average questionnaire of 79 %, and from the results of the acquisition of documentation of 85 %. Both show in the very good category. The findings of this research state that there is an influence of intelligence on the character of students' manners.

Based on the results of research and data analysis, it can be concluded that the higher the value of emotional intelligence in students, the more it will affect the character of students' manners. This is evidenced in the results that have been carried out in experimental classes and control classes showing that the higher the student's emotional intelligence score, the higher the character value of student manners.

B. Recommendation

The next research needs to be conducted by focusing on strengthening the emotional intelligence of the students that affects their character as a whole. [α]

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