
Correlation Study: The Relationship Between Emotional Intelligence and Social Attitude of Elementary School Students

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Abstract

Emotional intelligence is an aspect of intelligence that needs to be nurtured in students to help direct their emotional lives more effectively. In elementary school, social attitudes are important to develop, one of which can be achieved through good parenting practices that foster positive emotions and empathy in children. At this stage, social attitudes begin to form as children's psychological conditions are influenced by their social environment and personal adjustment. This study aims to examine the relationship between emotional intelligence and social attitudes. The research method used is a correlational study. The results indicate a significant relationship between emotional intelligence and social attitudes. The emotional intelligence level of students at SDN 134 Panorama falls into the "fairly good" category, with an average score of 73.87%, while their social attitudes also scored an average of 78.52%, categorized as "fairly good."

Keywords – Relationship; Emotional Intelligence; Social Attitude; Students; Elementary School.



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1. Introduction

Education is a process of learning, acquiring skills, and cultivating habits often undertaken by a group of people and passed on to future generations, typically through teaching (Roiyanita & Bahtiar, 2023). Fundamentally, education is also a means to explore and develop the potential within every individual to face life's challenges. It serves as a vehicle for mastering life values and shaping a person's character and personality for the better (Parhan, 2018). Ideal education addresses multiple dimensions, such as intellectual, spiritual, and social aspects, while considering the physical capacities and realities of students to ensure effective processes (Syam, 2016).

Successful educational programs require various supporting factors, including competent guidance from teachers, well-structured learning environments, mental preparation for students, and well-planned programs to create a conducive and comfortable learning atmosphere (Somad, 2021). Apart from academic content, teachers also play a crucial role in developing students' personalities, especially their social attitudes (Anisah et al., 2021).

Social attitudes, referred to as attitude in English, stem from the Latin word *aptus*, meaning a state of mental readiness to act. Social attitudes are defined as perspectives accompanied by tendencies to act (Sarnoto, 2017). These attitudes are crucial for everyone and are not innate but rather formed through social interaction as part of the learning process (Pujianti et al., 2021). For elementary school-aged children, forming social attitudes is vital, facilitated by positive parenting that fosters empathy and emotional stability. At this stage, social attitudes begin to develop, influenced by social environments and personal adjustment (Anisah et al., 2021). Parenting significantly shapes children's daily personalities, as does their educational and familial environment (Parhan & Kurniawan, 2020). Positive family environments result in children with positive emotions and vice versa (Baharuddin, 2019).

The social attitudes exhibited during interactions often include honesty, discipline, responsibility, care, tolerance, teamwork, politeness, and confidence

(Kemendikbud, 2013). These values reflect individual behavior and beliefs within society. In education, social attitudes are vital for developing life skills that support learning and social interactions. These can be instilled through formal education provided by schools, as they act as governmental institutions (Rismayani, 2020). Teachers play a critical role in developing these attitudes, given their direct interaction with students (Asdiana, 2022). Indicators of social attitudes include discipline, honesty, responsibility, care, politeness, and confidence (Septiani, 2021).

Emotional intelligence (EI) is the ability to manage one's emotional life intelligently and appropriately express emotions (Goleman, 2002). It is a crucial aspect of intelligence that should be nurtured in students to guide their emotional lives effectively. Stable emotions are essential for students' daily activities, yet not all students can manage emotions intelligently (Aqillamaba & Puspaningtyas, 2022). EI plays a significant role in fostering students' morality, as those with higher EI tend to be more sensitive to their surroundings and better at resolving problems calmly (Pujianti et al., 2021). Understanding their strengths and weaknesses allows students to strive for self-improvement and face learning challenges confidently (Lestari, 2019).

However, low emotional intelligence remains a prevalent issue in elementary schools, affecting students' ability to manage emotions and engage in social interactions with peers (Rachmadi & Hasanah, 2018). Students with low EI often struggle with social pressures and conflicts, adversely impacting their social relationships, academic performance, and psychological well-being (Arifin & Supriadi, 2019). Collaborative efforts between teachers and parents are essential in helping students develop their EI (Wulandari, 2020). When interacting with peers, low EI can lead to conflicts and hinder positive relationships due to dominant or self-centered behavior (Anisah et al., 2021).

This study aims to explore the relationship between emotional intelligence and social attitudes among elementary school students, considering

the significant impact of emotional intelligence on their interpersonal and social skills.

2. Method

This study employed a quantitative approach, as the data collected were numerical and analyzed using statistical methods. The research type was a correlational study, which falls under quantitative research aimed at understanding the relationship between two or more variables without manipulating them (Creswell, 2018). The respondents of this study consisted of 50 fifth-grade students at SDN 134 Panorama, with a sample size of 27 students.

The research utilized a survey method with a questionnaire as the data collection instrument. Data processing was assisted using SPSS version 27 to measure the relationship between emotional intelligence and social attitudes among the fifth-grade students of SDN 134 Panorama. The questionnaire data were gathered using a Likert scale, as illustrated below.

Table 1. Likert Scale

No.	Statement	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

3. Result and Discussion

Based on the validity test results of the instrument conducted using a questionnaire, the Emotional Intelligence variable consists of 10 question items, as does the Social Attitude variable, which also has 10 items. Overall, the total number of items in the questionnaire amounts to 20. The description of each variable based on students' responses regarding emotional intelligence and social attitude is presented in the following table:

Table 2. Summary of Respondents' Answers for the Emotional Intelligence Aspect

No	Indicator	Score	Presentase
Aspects of Emotional Intelligence			
1	Recognizing one's own emotions	223	55,06%
2	Ability to control negative emotions	302	74,60%
3	Ability to express positive emotions	218	80,70%
4	Calming oneself in difficult situations	230	85,10%

Table 3. Summary of Respondents' Answers for the Social Attitude Aspect

No	Indicator	Score	Presentase
Aspects of Social Attitude			
1	Ability to work in a group	245	90,74%
2	Ability to speak with others	209	77,40%
3	Willingness to speak in front of the class	167	61,85%
4	Willingness to help friends	217	80,37%
5	Respecting others' opinions and efforts	222	82,22%

Based on the summary of respondents' answers for the emotional intelligence aspect of students, the average score obtained is 73.87%, while the average score for the social attitude aspect is 78.52%. Thus, the reality of the emotional intelligence level of SDN 134 Panorama students, with a total of 27 respondents, indicates that they have a fairly good level of emotional intelligence and social attitude in their daily school life. This can be observed through the score intervention criteria in the table below:

Table 4. Score Interval Criteria

Persentase	Description
90,00%-100%	Very Good
80,00%-90,00%	Good
70,00%-80,00%	Fairly Good
60,00%-70,00%	Poor
<60,00%	Very Poor

Meanwhile, to measure the relationship or correlation between the Emotional Intelligence and Social Attitude variables of students, the researcher used IBM SPSS version 27 with the Spearman's formula. The SPSS test results can be seen in the table below:

Correlations

		Kecerdasan Emosional	Sikap Sosial
Kecerdasan Emosional	Pearson Correlation	1	,683**
	Sig. (2-tailed)		<,001
	N	27	27
Sikap Sosial	Pearson Correlation	,683**	1
	Sig. (2-tailed)	<,001	
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

Image1. Correlation result

The correlation analysis results indicate a strong positive relationship between emotional intelligence and social attitude, with a Pearson value of 0.683. This relationship is statistically significant at a 99% confidence level ($p < 0.001$), suggesting that the likelihood of this result occurring by chance is very low. The analysis is based on data from 27 samples, where the relationship is symmetric, meaning the correlation between emotional intelligence and social attitude is reciprocal with the same value. These findings suggest that individuals with high emotional intelligence tend to have good social attitudes, and vice versa.

Table 5. Pearson Correlation Values

Nilai	Description
0,00 s/d 0,20	No Correlation
0,21 s/d 0,40	Weak Correlation
0,41 s/d 0,60	Moderate Correlation
0,61 s/d 0,80	Strong Correlation
0,81 s/d 1,00	Perfect Correlation

Based on data from 27 respondents, the analysis was conducted with reference to the following criteria:

- a. If the significance value < 0.05 , there is a correlation between the variables.

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- b. If the significance value > 0.05 , there is no correlation between the variables.

The SPSS test results showed a significance value of < 0.001 , indicating a correlation between students' Emotional Intelligence and Social Attitude. Additionally, the Pearson value of 0.683 indicates a strong relationship, according to the Pearson value guidelines. Thus, it can be concluded that there is a significant and strong relationship between Emotional Intelligence and Social Attitude among fifth-grade students at SDN 134 Panorama.

These findings align with the research conducted by Anisah et al. (2021), titled "The Influence of Emotional Intelligence on Social Attitudes in Elementary School Students." Their study confirmed that emotional intelligence positively affects students' social attitudes. Therefore, to foster good social attitudes, students' emotional intelligence must be enhanced, as social attitude has a strong relationship with emotional intelligence

4. Conclusion

Based on the research results, the emotional intelligence level of students at SDN 134 Panorama falls into the fairly good category, with an average score of 73.87%. Similarly, their social attitude has an average score of 78.52%, also categorized as fairly good. Therefore, it can be concluded that emotional intelligence is related to students' social attitudes.

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