



The important role of education: Learning components as a source of emotional intelligence for social interaction

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ABSTRACT

The research aims to test and determine empirical data regarding the relationship between social interactions and increasing students' emotional intelligence at Al-Azhar Elementary School, Serang City. The method used is a survey with a correlational approach. The type of research used is quantitative descriptive analysis. Data collection was carried out by observation, interviews, questionnaires and documentation. Data analysis uses quantitative descriptive analysis with simple regression analysis tests. The results of hypothesis testing show that there is a positive and significant relationship between social interaction and the emotional intelligence of Al-Azhar Elementary School students in Serang City with a positive value of 3.332 and a sig value of 0.035. Thus, the results of this research can be a reference regarding the important role of education that involves emotional intelligence and social interaction in student learning components.

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INTRODUCTION

Several studies argue that to achieve high learning achievement, you must have a high IQ (Darim, 2020). Meanwhile, other studies argue that IQ only contributes 20% to a person's success, the rest is influenced by other factors. These factors include emotional intelligence factors, social environmental factors, biological factors, talents, and so on (Maitrianti, 2021). However, there are still many teachers who do not understand this problem due to many reasons. One of them is that emotional intelligence factors are still things that are rarely focused on in schools (Diaz et al., 2019). schools in Indonesia (Prawitasari, 2017) . They are more familiar with the term Intelligence Quotient (IQ) than Emotional Quotient (EQ).

The aim of Indonesian national education according to Law No. 20 of 2003 is to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Aji, 2023). Education does not just

focus on scientific aspects, but is also about developing individuals who have good personality aspects. So, the aim of education is to develop various kinds of student potential such as character, knowledge, skills, attitudes and personality of students. In essence, education is an effort made to improve and improve the standard of living (Gunardi & Ariestika, 2022). A country is said to be dignified and has a level of progress that can be seen in the field of education. If a country has superior quality or quality of education, that country is said to be a country that has a future at a stage of progress (Ariestika, 2021). On the other hand, if a country has a low level of education, that country is said to be underdeveloped and behind the times. Education cannot be separated from all aspects of life. Its nature is absolute in a person's life within the family, nation and state (Maulida et al., 2023).

In essence, life and living contain elements of education, therefore there is interaction with the learning environment. Learning activities can occur anywhere, both formal and non-formal institutions (Yaqin, 2023). Learning is an activity that a person does to get changes in themselves through training or experiences (Ferwati et al., 2023). So learning will bring about changes, be it changes in knowledge, attitudes or skills. These changes in learning outcomes help people to be able to solve problems in their lives and adapt to their environment (Ennis, 2017). These changes in learning outcomes will certainly change in a positive direction (Fajriani, 2023). Learning shows the existence of a process of change that has energy and is positive in nature. Without distinction of social, economic, political status, race, ethnicity, religion or belief and so on (Haag, 2012). As well as mutual respect and tolerance so that the results obtained can be in the form of new knowledge, skills, abilities and so on. In education, students are taught to develop their potential to have personality and intelligence (Ekúndayò et al., 2020). Personality in general can be divided into several aspects, intellectual, emotional, social and physical- motor (Hings et al., 2020). The nature of humans as social creatures has the urge to establish and foster relationships with other people, because humans have a social aspect. With encouragement or social aspects in humans, humans will look for other people to interact with and with social interaction emotional intelligence emerges. Emotional intelligence can be achieved through the learning process (Nursalim, 2017).

Emotions are one of the drivers for carrying out an action, such as feelings of fear, anger, happiness, love and sadness, sympathy, empathy, which are a reflection of the results of emotional dynamics. Emotional intelligence has an important role in life which aims to improve the quality of life for the better, helping to face and solve problems in daily life in the social environment, especially helping in the process of social interaction. Individuals who have the ability to recognize their own emotional states and the emotions of others will find it easier to relate to other people around them (Guillén & Feltz, 2018). Emotional intelligence is very important in the world of education because we often find students who excel but lack interaction because they get angry easily, are arrogant and arrogant, this is due to the student's inability to manage their emotions. Emotional intelligence is important for students to be able to control their behavior in interacting with other people and acting in life (Parkes, 2006). Apart from that, various factors that can influence students' emotional intelligence include environmental factors. The environment is very important because the environment is the first thing that is outside a human being and plays a very active role in the formation of the student's body and soul and emotional intelligence (Neil et al., 2012).

Emotional intelligence is closely related to social interaction. Interaction is the most important factor in establishing and maintaining relationships with other individuals. Social interaction is the relationship between one individual and another individual, one individual can influence certain groups and communities (Agung, 2018). The first interaction occurs in the family environment, then they start to form new bonds with their peers, after that they can start working together in doing a job or task. Well-established social interactions will increase the ability to build relationships and the ability to recognize other people's emotions (Koedel et al., 2019). In this social interaction, consciously or unconsciously, you will be able to see various kinds of reactions and

emotions shown by other people. For example, when you see someone crying or sad, anxious, excited, happy, you will think about what response is appropriate for that situation (Devi et al., 2022).

Based on the results of observations, the author found that students' interactions with other students were less harmonious, this can be seen during the teaching and learning process and outside the classroom. Some students lack emotional control and lack emotional intelligence. Some students are lazy because the relationship between students is not harmonious. Students do not implement socialist behavior, are full of empathy and are easily moved by the public interest rather than personal or individual interests.

Therefore, the aim of this research is to find out if social interactions can influence students' emotional intelligence, which will of course be discussed in more detail in this research.

So, the novelty in this research is an interesting study to research the emotional intelligence of students in pursuing education to provide life support to understand and comprehend their respective psychological conditions and intelligence conditions, do the learning environment and social interactions have a very strong influence on students' emotional intelligence?, or does it vice versa ? a setback in achieving maximum emotional intelligence. and social interactions in students' emotional intelligence are maximized in previous research results, and have never been used at Al-Azhar Elementary School, Serang City

RESEARCH METHODOLOGY

This research uses quantitative descriptive methods. This research began with an exploratory study of an environment that was predicted to have problematic conditions. This research uses a quantitative research approach to obtain the significance of the relationship between the variables studied. The survey method used by researchers is to take samples from the population and use questionnaires or questionnaires as the main data collection tool. The population in this study was all 250 students at Al-Azhar Elementary School in Serang City. Meanwhile, the research sample is 30% of the population of 75 students. Sampling used a purposive sampling technique with one of the criteria being achieving a memorization target above the average of the memorization targets that have been determined at each class level.

The instruments of this research are (1) Emotional Intelligence, namely the ability to recognize oneself, the ability to manage emotions and express one's emotions appropriately, the ability to motivate oneself, the ability to recognize people's emotions, and the ability to build relationships with other people. (2) Social interaction is the main key to social life, without social interaction it is impossible to have a sustainable social life. Several factors can underlie social interaction, including the imitation factor, suggestion factor, identification factor, and sympathy factor. The grid in each instrument consists of 40 statement items from the Emotional Intelligence variable, and 40 statement items from the Social Interaction variable.

The data analysis technique in this research uses prerequisite tests such as normality tests and linearity tests with sig values. > 0.05. Then proceed with hypothesis testing with a simple linear regression analysis test with a sig value. < 0.05.

RESULTS AND DISCUSSIONS

Below are the results of research using the prerequisite test process, namely the normality test and linearity test with sig values. > 0.05. The normality test results below are as follows.

Table 1. Normality test results

Variable Data Distribution	P-Value (Sig. > 0.05)	Conclusion
Emotional Intelligence	0.367	Normal
Social interaction	0.252	Normal

Based on the results of the analysis above, it can be concluded that all components of the research variables are normal with a sig value < 0.05 . Then you can continue with the linearity test below as follows.

Table 2. Linearity test results

Variable Data Distribution	P-Value (Sig.)	Conclusion
Emotional Intelligence on Social Interaction	0.543	Linear

The linearity test in this research uses the *Deviation from Linearity technique*. Decision making in the Linearity Test is said to be linear if the *sig value* is > 0.05 and non-linear if the *sig value* is < 0.05 . Based on the results of the linearity test, it can be concluded that there are linear results between the independent variable and the dependent variable with a sig value of $0.543 < 0.05$.

Table 3. Hypothesis test results

Variable	Correlation Coefficient (Positive)	Sig. ($p < 0.05$)	Information
Emotional Intelligence on Social Interaction	3,332	0.035	Significant

Based on the results of the hypothesis test in table 3 above, it shows that there is a positive relationship between emotional intelligence and social interaction with a positive value of 3.332 and a sig value of 0.035.

This shows that if students have high emotional intelligence then the students' social interactions will also be high. Based on this, the high emotional intelligence that students have in social interaction has a good influence on students because if students have high emotional intelligence they will be able to interact socially well so that in general students who interact well socially can usually overcome various problems in their lives. social, has no difficulty in establishing relationships with new friends, communicates effectively with others, and can end conversations without disappointing or hurting others.

Social interaction is closely related to emotional intelligence because emotional intelligence makes students able to feel, understand, respect other people, and selectively apply emotional power and sensitivity as a source of social interaction (Nursalim, 2017). Emotional intelligence greatly influences social interactions because emotional intelligence refers to the ability to recognize other people's emotions and the ability to build social relationships with other people so that the ability to recognize other people's emotions in social relationships will influence social interactions.

This was also expressed by Yeh et al (2019) who said that the ability to recognize other people's emotions is also called empathy and the ability to build relationships with other people are a person's skills for relating to other people which are emotional skills that support success in getting along with others. others. The emotional intelligence possessed by students varies and differs from one student to another, where if a student has high emotional intelligence, it will be easier for him to interact socially with other people so that students tend to be able to adapt themselves to the situation or problem they are facing. However, if a student has low emotional intelligence, it will be difficult for him to interact well socially because the student will not be able to know his own feelings, so the student will often blame others and the student will also find it difficult to adapt to his environment. Students' emotional intelligence needs to be developed and formed from an early age.

Where someone who influences the formation of emotional intelligence in students' lives is parents and teachers. Parents are the first subjects whose behavior is identified by the child, so that the parent's personality, whether it concerns attitudes, behavioral habits or speech, are elements of education that do not directly influence the child's development. Then teachers also have a big influence on the formation of students' emotional intelligence, where teachers play an important role in developing students' emotional intelligence, such as teachers can direct students to carry out positive activities so that students' emotional intelligence can develop optimally.

CONCLUSION

The role of education is very important to support learning outcomes. Based on the results of research that has been conducted, it shows that there is a positive relationship between emotional intelligence and social interaction with a positive value of 3.332 and a sig value of 0.035. The contribution of this research is that it produces research that emphasizes collaboration between students and teachers in enriching social skills and emotional intelligence in solving problems and creativity. However, there are limitations in this research that need to be monitored and evaluated in detail in order to control students' social interactions and emotional intelligence which must be carried out continuously, even with a limited sample size. Researchers hope that in the future the results of this research can become a reference by using research variables and a larger sample size so as to produce the latest research on emotional intelligence in students related to social interactions.

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