

Emotional Intelligence and Interpersonal Communication Among Senior High School Students

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Abstract. This study aims to examine the relationship between emotional intelligence and communication among senior high school students. This study is a correlational research, the methods used are interviews and questionnaires. The sample of this study were high school students grades X – XI in Jakarta. The results of this study indicate that there is a significant relationship between emotional intelligence and interpersonal communication among high school students with a value of $r = 0.683$ and $\text{sig. } 0.000 < 0.05$. This mean that the higher the emotional intelligence of students, the better their interpersonal communication skills. Following to the result of the study, it is recommended to increase the emotional intelligence of students, as it will help students in increasing their interpersonal communication skills.

1 Introduction

Communication is one of the most basic things in human life. Understanding the daily communication is really important because communication is the process of delivering a message to the partner of communication. As a social human being, communication is one of the most important needs in all aspects of life. Communication is a process of delivering information from one party to another in kind of news or ideas. Usually, communication can be verbally or non-verbally, and both parties can understand it. If neither of them understand the spoken language, they can still communicate through the use of body movements, displaying certain gestures, such as smiling, shaking their heads, and shrugging. In order for communication to be effective, it is necessary to understand how to communicate so that activities can run well. In other words, communication functions as a bridge between human relationships in social and social life.

Interpersonal communication is one type of communication that often occurs in everyday life. Effective interpersonal communication will encourage positive relationships between friends, family, community, and all parties who communicate with each other. This will provide benefits and maintain interpersonal relationships. So that students need to form a positive attitude to support the effectiveness of interpersonal communication between students, namely (1) opening the door of communication, (2) polite and friendly communication, (3) apologizing without hesitation. (4) fast response, (5) careful, (6) act honestly and honestly [1].

Interpersonal communication can take place anywhere, both formal and informal. Interpersonal communication often occurs in everyday life, for example at school, adolescents have interpersonal relationships with school friends and teachers, communicate with family members at home, even in a public environment. For interpersonal communication to be effective, it must be of interest to the communicator. Communication activities between teachers and students are a type of communication between individuals or interpersonal communication carried out by teachers and students in schools. Clear communication aims to establish good social relations with the social environment. Humans as a society will not survive and need the will to establish positive relationships with others [2].

At this time students have begun to change in their wider environment, for example in the school environment, because the individual school environment begins to adapt to new friends coupled with competition to get the best grades. The philosophy of national education also puts forward emotional intelligence. From the perspective of caring, motivating and controlling oneself, organizing emotions is a means to an end. The success of learning achievement also depends on emotional ability so that students can get the best learning achievement. A person's emotional intelligence will affect the degree of learning achievement. In this era, many aspects of emotional imbalance and instability. This makes students look for their identities, because their identities are currently unclear. Patterns of social relations began to change. Similar to youth, young people often feel empowered to make their own decisions. In this period of development, the manifestation of independence and identity is very prominent, thinking becomes more logical, abstract and

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ideal, and more and more time is spent outside the family.

According to Freud's theory of psychosocial development, adolescence enters the genital stage or is equivalent to 12 years of age-adult. Freud believed that humans are born with biological dynamics that must be reoriented to live in society. He argues that personality is formed from childhood, when children are faced with an unconscious conflict between innate motivations and the demands of cultural life. This conflict occurs in a series of five basic stages (perhaps not different between individuals) in psychosocial maturity. Psychological development of children has undergone a transition process from natural states and behaviors, namely children who are experiencing puberty or their teenage life. In this case, a person will experience many upheavals, such as increased idealism, emotional instability, and a tendency to do too much to seek the approval or approval of others.

When people are good at handling emotions, motivate themselves [3] and have higher empathy and the ability to manage interpersonal relationships, the level of emotional intelligence will be higher. For example, several studies have shown that emotional intelligence is positive and can predict a person's success in life [4]. People with high emotional intelligence abilities will be able to understand themselves [5] and use information to guide their thoughts and actions, thereby affecting their emotional atmosphere when carrying out activities [6].

Emotional intelligence has a unique contribution to understanding the relationship between a person's stress level and mental health [7], and accounts for 80% of a person's success [8]. A person's emotional intelligence has a great influence on a person's interpersonal communication. Emotionally intelligent people will be able to recognize emotions, control emotions, motivate themselves, empathy and social relationships [9]. The results of Lzniarti's research show that there is a significant relationship between emotional intelligence and interpersonal communication students [10]. Other research on emotional intelligence and interpersonal communication includes research conducted by [11] which shows that there is a significant relationship between emotional awareness, empathy and social relations on interpersonal communication among nurses.

The literature review shows that there are factors that form the basis of effective communication which are (1) Communication skills, such as not being disturbed when conveying messages and conveying complete information. (2) Attitudes, such as friendly, open to one another, humble, and honest, can be a good listener. (3) Knowledge of the communicator, such as the experience of the communicator. And the lack of emotional intelligence factors, such as empathy and self-control [2] From the description above, it can be concluded that good communicators can master how to express ideas, are easy to understand, polite, and accepting, can be

good listeners for others, and can better understand the feelings of others. The greater the communicator's understanding of the problem, the better the problem will be.

Referring to the background above, this study will focus on the formulation of the research problem as follows: how is the relationship between emotional intelligence and interpersonal communication among senior high school students?

Seeing the formulation of the problem above, the purpose of this study is to see whether there is a significant relationship between emotional intelligence and interpersonal communication among senior high school students.

2 Methods

This study, used the technique of non probability sampling, a sampling technique that does not provide equal opportunities for each population to be selected as a sample. One of them is purposive sampling. Purposive sampling as a sampling technique with certain considerations [12]. Purposive sampling is one of the sampling techniques where the researcher determines the sampling by determining the specific characteristics that are in accordance with the research objectives so that it is expected to be able to answer research problems. The reason for using this sampling technique is due to the situation where it is not possible to use other methods and completely rely on the judgment of the researcher so that it is easier for researchers to determine the elements needed.

The research instrument used in this study for emotional intelligence is a theory-based Likert scale model developed by [9] and adapted by researchers from previous researchers [13] with the dimensions of measuring self-awareness, self-management, self-motivation, empathy and social skills. For the research instrument of interpersonal communication used a theory-based Likert scale model developed by [14] and adapted by researchers from previous researchers [13] with dimensions of openness, empathy, support attitude, positive attitude, and equality.

The statistical process technique used is correlation analysis. Correlational research is research that is intended to determine whether there is a relationship between variables on a subject in research. Specifically, this study used the product moment correlation to examine the research hypothesis.

3 Results and Discussion

Based on the results of data collection, the respondents obtained 189 students. Data collection in this study was by using a questionnaire, the questionnaire distributed was using google forms. The results of the data from the questionnaire were processed using the Statistical Product and Service Solution program or SPSS 26

Version. Before conducting the correlation test, the researchers conducted a normality test using the Kolmogorov Smirnov method. This normality test was conducted to test whether the data obtained were normally distributed or not.

Table 1. Normality Test

	Unstandardized Residual
N	189
Mean	,0000000
Std. Deviasi	5,30001958
Asym. Sig	,078

Based on the output above, it is known that the Asymp value. Sig Unstandardized Residual of 0.078 which is greater than 0.05 so it can be concluded that the data in this study is normally distributed.

Table 2. Hypothesis Test

Pearson Correlation	,683**
Sig.	,000

The hypothesis test used is Pearson's product moment correlation analysis. Based on the output results in the hypothesis test above, it shows a correlation coefficient of 0.683 and a significance of 0.000. The results of the above analysis can be concluded that there is a significant and positive relationship between emotional intelligence and interpersonal communication. Which means that the higher the emotional intelligence of students, the better their interpersonal communication and vice versa, the lower the emotional intelligence, the lower the interpersonal communication.

4 Discussion, Conclusions, and Suggestion

4.1 Discussion

Based on the results of research conducted by 189 respondents, there is a positive relationship between emotional intelligence and emotional intelligence, it is said to have a positive relationship which means that if students have high emotional intelligence, interpersonal communication in students will also be high. This explanation is supported by the research of [10] which shows that there is a significant relationship between emotional intelligence and interpersonal communication students. According to Goleman, emotional intelligence as a person's ability, including various abilities, the ability to motivate oneself, to withstand frustration, to control needs or impulses [9].

In the description of the respondent's score on the dimensions of interpersonal communication, there are several dimensions that affect skills in carrying out interpersonal communication, namely supportive

attitudes, positive attitudes and similarities. Based on the output of the average that has been analyzed by SPSS, it shows that these three dimensions have the greatest value. In the description of the respondent's score on the dimensions of emotional intelligence, there are three dimensions that influence and have the highest value, namely social skills, empathy and self-motivation.

In carrying out this research, the researcher found several limitations, the data distributed was not in accordance with the initial plan of the study. The next limitation in the dimensions of each variable is the dimension of empathy which is used as a number of question items in the measuring instrument, it is better for future research to be considered again to find or replace other measuring instruments, considering the dimensions of empathy in the measuring instrument have limitations.

4.2 Conclusions

This study aims to examine the relationship between emotional intelligence and interpersonal communication among senior high school students. This study was conducted with a total of 189 students, with 73 (38.6%) male students and 116 (61.4%) female students. The results of hypothesis testing show that there is a relationship between emotional intelligence and interpersonal communication with a number indicated by the correlation coefficient r of 0.683 and p value = 0.000 (p 0.050).

4.3 Suggestion

As for recommendation, it is suggested to increase the emotional intelligence of students. This can be done through providing the training in managing the emotions in order to control self-awareness and impulsive urges. For students who have a high level of emotional intelligence and interpersonal communication are expected to maintain it and help other friends to become better.

5 Reference

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