Emotional Intelligence Interventions to improve Interpersonal Relationships

Fransiscus Febrianto

Abstract.

in conducting classroom management, in addition to using a behavioral approach, teachers in the development of classes use a socio-emotional approach. To improve interpersonal relationship skills, emotional intelligence needs to be improved. Evaluating the level of emotional intelligence is very important for building efficient communication, intellectual and emotional development. This research method uses experimental methods with before and after design. The population in this study were 57 high school students. the results of this study are the increasing interpersonal relationships of students with the provision of emotional intelligence interventions. This intervention also increases emotional intelligence itself. The ability to know emotions and empathize with others increases after this intervention.

Keywords : emotional intelligences, interpersonal relationship, students.

Preface

Data from the Ministry of Women's Empowerment and Child Protection states that 84 percent of students have experienced violence in school. 45 percent of male students said that teachers or school staff were perpetrators of violence. 75 percent of students admit to having committed violence in school (Hartik, 2016).

In conducting class management, in addition to using behavioral approach, teachers in class development use socio-emotional approaches. Teachers try to develop a feeling of warmth, joy, harmonious interpersonal relationships between teachers and students, and good relations between students and students, teachers accepting suggestions. Thus, interpersonal relations, according to Barata (2003), are interpersonal relationships is a human relationship or relationship with other people who are in good ways. The condition or situation when doing a relationship is very influential very much on the smooth relationship between someone with other people. A good atmosphere will greatly support the success in good relations.

To improve interpersonal relationship skills, emotional intelligence needs to be improved. Evaluating the level of emotional intelligence is very important

to build efficient communication, intellectual and emotional development.

Emotional intelligence involves passing from a personal to a personal perspective, from the inner abilities of knowing one's own person to interpersonal skills transposed in interaction. The ability to understand emotions and to act wisely in interpersonal relationships so as to contribute to developing communication skills and harmonious relationships constitutes (Petrovici & Dobrescu, 2013).

Teacher' s EI correlated significantly with teacher reports of closeness to students, suggesting that a positive climate of relations in the classrooms is more likely to occur when the teacher has greater EI. This result suggests that EI may enable teachers to establish good working relationships with students (Poulou, 2017).

EI play a cental roleh in a student's academic, personal and social lives above and beyond the effect of personality and general intelligence. Student with higher EI also tend to behave in more socially appropriate, non-agressive ways ast school, tend to be relatively popular, prososial and secure. Student who are able to develop quality social relationships at school feel more comfortable in school environment,

receive better support from teacher and peers (ciarrochi & mayer, 2007).

Method

The variable examined in this study is the intervention of emotional intelligence as an independent variable, as well as interpersonal relationships as dependent variables.

Emotional intelligence intervention is a training of the theory of emotional intelligence by Goleman whose dimensions or sessions consist of recognizing one's emotions, controlling one's emotions, self-motivation, knowing others' emotions, and fostering relationships with others. Emotional intelligence is also measured by questionnaires adapted from leading across London.

In the session of recognizing emotions, students are asked to list emotions and the accompanying events. Emotional control sessions, students are taught emotional control techniques. The marshmello game is performed at a motivational session. Empathy sessions and fostering relationships, students are invited to play roles.

Interpersonal relationship is the relationship between one human being and another human being in a good way.

Interpersonal relationships are measured by a questionnaire adapted from Vemmylia (2009) based on indicators of interpersonal relationships namely price respect, loyalty and tolerance, openness and trust.

This study uses experimental methods with the before-and-after design. In this design the researcher observes the conditions before the intervention. then, when the program has actually been implemented or assumed to have an influence on the population, "after" observation is done to ensure the impact is attributed to the intervention (Kumar, 2005).

The population in this study were students who sat in grades 10 and 11 with a total of 57 students.

Results

Based on the results of the pre test and post it is known that there are very significant differences in interpersonal relationships before and after the intervention with sig (2-tailed) of 0.00 (sig <0.01).

From the results of the hypothetical mean, it is known that before the intervention, the interpersonal relationships of students were in the medium category with a hypothetical mean of 13.31. After the intervention, the hypothetical mean of the students increased to 16.15. This means that the interpersonal relationship of students also increases to a high category.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre IR	13.3158	57	1.96540	.26032
	Post IR	16.1579	57	1.83020	.24242
Sig. (2-tailed)					.000

Table 1. Interpersonal Relationship

Based on the results of the pre test and post it is known that there are significant differences in emotional intelligence before and after the intervention with sig (2-tailed) of 0.029 (sig <0.05).

From the results of the hypothetical mean, it is known that before intervention, students emotional intelligence was in the medium category with a hypothetical mean of 56, 7. After the intervention, the students' hypothetical mean increased to 60.01. This means that the emotional intelligence of students increases to a high category.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre EQ	56.7321	56	10.39141	1.38861
	Post EQ	60.0179	56	9.37403	1.25266

Table 2. Emotional Intellegence

Each dimension of emotional intelligence is measured to find out whether there is a change or not.

Based on the results of the pre-test and post it is known that there are differences in dimensions of knowing self-emotion after being intervened with sig (2-tailed) of 0.012 (sig <0.05). From the results of the hypothetical mean, it is known that before the intervention, the dimension of the hypothetical dimension recognizes the students 'self-emotions by 21, 98. After the intervention, the students' hypothetical mean increased to 23.03.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pre KE	21.9821	56	3.91961	.52378
1	Post KE	23.0357	56	3.80891	.50899

Table 3. Knowing emotions

Based on the results of the pre-test and post it is known that there is no difference in the dimensions of self-emotional control after an intervention with sig (2-tailed) of 0.165 (sig> 0.05). It is known that before the intervention, the hypothetical mean dimension of controlling one's emotions is 6.48. After the intervention, the students' hypothetical mean

increased to 6.82 even though there was no difference.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pre EC	6.5893	56	1.71387	.22903
1	Post EC	6.8214	56	1.70675	.22807

Table 4. Emotion Control

Based on the results of the pre-test and post it is known that there is no difference in the dimensions of self-motivation after the intervention with sig (2-tailed) of 0.344 (sig> 0.05). It was known that before the intervention, the hypothetical mean dimension of self-control emotions was 6.73. After the intervention, the students' hypothetical mean increased to 6.87

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pre M	6.7321	56	1.39468	.18637
1	Post M	6.8750	56	1.57321	.21023

Table 5. Motivation

Based on the results of the pre test and post it is known that there is a significant difference in the dimensions of empathy after the intervention with sig (2-tailed) of 0.00 (sig <0.05). From the results of the hypothetical mean, it is known that

before the intervention, the mean hypothetical dimension of empathy for students is 13.25. After the intervention, the students' hypothetical mean increased to 17.23.

Because the ability to perceive and understand emotions in others is important component of emotional intelligence, persons with higher emotional intelligence should have a greater ability to experience empathy. individuals with higher scores for emotional intelligence have higher scores for empathy (Schutte, 2001).

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre E	13.2500	56	2.69174	.35970
	Post E	17.2321	56	3.93119	.52533

Table 6. Empathy

Based on the results of the pre test and post it is known that there is no difference in the dimensions of fostering relationships with other people after the intervention with sig (2-tailed) of 0.755 (sig> 0.05).

It was known that before the intervention, the mean hypothetical dimension of developing relationships with others was 3.24. After the intervention, the

students' hypothetical mean increased to 3.39 even though there was no difference.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre BR	3.2486	56	1.15770	.15470
	Post BR	3.3929	56	1.10665	.14788

Table 7. Building relationships with other people

Conclusions

Interventions in the form of emotional intelligence can improve student interpersonal relationships. Intervention of emotional intelligence can increase empathy for others. In addition, students can also recognize their own emotions.

This research is only given to students. It would be better if the intervention of emotional intelligence was given to the teachers in the school. This intervention can also be developed to be better with a better method.

Bibliography

Barata, A. A. (2003). Dasar-dasar pelayanan prima. Jakarta : Elex media komputindo.

Ciarroci, J. & Mayer, J. D. (2007). Applying Emotional Intelligence: A Practitioner's Guide. New York : Psychology Press.

Galih, B. (2018). KPAI Nilai Sekolah Belum Jadi Tempat Aman bagi Anak.

Article.
https://nasional.kompas.com/read/201
8/05/02/08484331/kpai-nilai-sekolah-
belum-jadi-tempat-aman-bagi-anak.
Diakses tgl 3 Mei 2018.

Kumar, R. (2011). Research methodology.
Los Angeles : Sage

Petrovici, A., & Dobrescu, T. (2014). The
role of emotional intelligence in
building interpersonal communication
skills. Social and behavioral sciences.
116 (2014) 1405 – 1410

Poulou, M. S. (2017). Students' emotional
and behavioral difficulties: the role of
teachers' social and emotional
learning and teacher-student
relationships. International journal of
emotional education. 9, 2, pp 72 – 89.

SCHUITE, N. S., Malouff, J. M., Bobik , C.,
Coston, T. D., Greeson, C., Jedlicka,
C., Rhodes, E., &Wendorf, G.(2001).
Emotional intellegence and
interpersonal relations. Journal of
social psychology. 141 : 4, 523 - 536

Vemmylia. (2009). Pengaruh hubungan
interpersonal dan lingkungan kerja
terhadap kepuasan kerja karyawan
pada PT. PLN cabang Binjai. Skripsi.
Medan : USU.