



THE RELATIONSHIP BETWEEN EMBODIED INTELLIGENCE AND THE COOPERATIVE ABILITY OF GRADE 2 ELEMENTARY SCHOOL STUDENTS

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Abstract

The purpose of this study is to find out the relationship between emotional intelligence and the ability to work together in 2nd grade elementary school students. The approach used is quantitative with data collection through questionnaires to determine the emotional intelligence and cooperative ability of grade 2 elementary school students. The results of this study showed that there was a positive relationship between emotional intelligence and cooperation ability had a Pearson correlation = 0.335. However, the relationship between the two is not significant, as evidenced by the results of the linearity regression test of 0.081. Emotional intelligence can explain 11.2% variability in student cooperation. This research suggests the development of emotional intelligence in elementary school education to improve empathy, sympathy, and social skills. In addition, further research is recommended to examine other factors that affect students' ability to cooperate.

Keywords: *Emotional intelligence, cooperation ability, elementary school*

A. Introduction

Emotional intelligence is intelligence in which a person has the ability to recognize, understand, and manage emotions, both his own emotions and the emotions of others. In the world of education, emotional intelligence has an important role in helping students to develop social and academic skills that are useful for success in school and daily life. This study aims to find out whether there is a relationship between emotional intelligence and cooperation ability in 2nd grade elementary school students. A better understanding of these relationships can provide valuable knowledge or insight for

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educators or teachers to design effective learning strategies in improving students' social and emotional skills.

Previous research has shown that emotional intelligence has a significant impact on children's development, including the ability to work together. According to Goleman (1998), emotional intelligence includes a variety of skills such as self-recognition, emotion recognition, empathy and social skills where all of these have a contribution in the child's ability to cooperate with his peers. According to research by Tria Monica, M Solehuddin, and Sudaryat N. Akhmad (2021) from the University of Education Indonesia, it is important to integrate emotional intelligence learning with an independent curriculum to help students develop the ability to work together from an early age.

Another study by Rahmawati (2019) shows that social emotional learning support in elementary school is able to improve students' emotional intelligence and social skills, which then improves their cooperative skills. In addition, the study also shows that an approach that focuses on developing emotional intelligence helps students in managing emotions better. This has contributed to making the learning environment more harmonious and conducive.

Thus, previous research supports the suspicion that emotional intelligence is related to the ability to cooperate in 2nd grade elementary school students.

B. Method

The approach used in this study is quantitative descriptive. This approach was used to find out the relationship between emotional intelligence and the ability to cooperate in grade 2 elementary school students. The choice of this approach is because it allows researchers to measure variables objectively and analyze data statistically.

Data collection uses questionnaires designed to measure emotional intelligence and the ability to work together. The questionnaire consists of two main parts, namely the emotional intelligence questionnaire and the cooperation ability questionnaire. The emotional intelligence questionnaire includes emotion recognition, self-control, empathy, and social skills. Meanwhile, the cooperation ability questionnaire includes aspects such as the ability to share, listen, communicate, and resolve conflicts.

C. Findings and Discussion

1. Findings

Based on the analysis carried out, there is a positive relationship between emotional intelligence and cooperation ability in 2nd grade elementary school students. Pearson's correlation value between emotional intelligence and cooperative ability is 0.335. This result shows that there is a significant relationship even though it does not

reach the level of statistical significance at the value of $p = 0.081$. Although the correlation did not show a statistically significant relationship, the findings suggest that emotional intelligence has an important role in students' ability to cooperate. This is in line with the theory of emotional intelligence discovered by Goleman (1998).

In the linear regression test, the R square value is 0.112 which means that emotional intelligence can only explain 11.2% of the variance in students' cooperative ability. Nevertheless, these findings still show that there is an explainable relationship between the two variables even though it is not statistically significant.

2. Discussion

Based on the results of the analysis of research that has been carried out, although there is a relationship between emotional intelligence and the ability to cooperate in 2nd grade elementary school students is not statistically significant, emotional intelligence still has an important role in improving students' ability to cooperate. The results of the positive correlation calculation between emotional intelligence and cooperative ability at $p = 0.081$ indicate that there is an influence between the two variables.

Table 1 relationship between emotional intelligence and cooperative ability

Variable	Emotional intelligence	Cooperative ability	Significance
Emotional intelligence	1	0,335	0,081
Cooperative ability	0,335	1	0,081

Table 1 shows that the correlation between emotional intelligence and cooperative ability is 0.335. This shows that there is a positive relationship between the two variables. However, this relationship is not significant enough. A P value indicating greater than 0.05 means that this relationship is not strong enough to be statistically inferred. Nevertheless, this relationship still provides an important understanding of emotional intelligence that is able to affect the ability to cooperate in grade 2 elementary school students.

Based on these findings, although the significance of marriage has not reached the desired level, research still shows that emotional factors such as emotional management and empathy can have an effect on social interaction, especially in the ability to work together in class. Students with better emotional intelligence have a tendency to be able to understand the feelings of other students, solve problems, and communicate effectively. This is in line with Goleman's intelligence theory (1998), which states that social intelligence and emotion management affect the ability to interact with others.

Although the relationship between emotional intelligence and cooperative ability

in 2nd grade elementary school students is not significant, these results still reinforce the understanding that the development of emotional intelligence in students should be a focus in primary school education. According to Sarrani (1999), good emotional intelligence has an effect on other social development. Social skills are needed to relate to groups, solve problems, and share tasks well. Therefore, the development of emotional intelligence in elementary school students can improve the quality of their social interactions. In the end, this will have an impact on students' ability to work together.

However, as explained in the results of the linearity regression test, it was shown that the R Square value was 0.112. Emotional intelligence is only able to explain a small part of the variance in students' cooperative abilities. This indicates that there are other factors that also affect students' ability to cooperate. Factors such as parenting, family support, and learning environment may also have an important role in shaping students' cooperative abilities (Rahmawati, 2019).

Overall, although this study showed that the relationship between emotional intelligence and cooperation ability was not sufficiently statistically significant, the results showed the importance of emotional intelligence in facilitating social interaction and improving the cooperative ability of 2nd grade elementary school students. In the realm of education, this emphasizes the importance of a more holistic education, which not only focuses on the cognitive aspects but also the social and emotional development of students.

D. Conclusion

Based on the results of the study, there was a positive relationship between emotional intelligence and cooperation ability in 2nd grade elementary school students, although the relationship was not significant. Pearson's correlation value of 0.335 indicates a fairly strong relationship. However, a $p = 0.081$ greater than 0.05 means that the relationship does not reach statistical significance.

In addition, the results of the linear regression test also showed that emotional intelligence was only able to explain 11.2% of the variance in cooperation ability. This research provides important insights into the importance of emotional intelligence to students' cooperative skills.

Overall, this study confirms the development of emotional intelligence in the context of basic education. The ability of student cooperation may be influenced by other factors that require further research in future research.

Acknowledge

It is important to develop emotional intelligence that is able to improve the ability to manage sympathy, empathy, and social skills. This development can be in the form of interactive learning activities and group learning. In addition, further research may examine other factors that affect the ability of Shiva to cooperate.

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