

The Role of Emotional Intelligence in Improving Students' Emotion Management and Social Skills

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Abstrak

This study aims to analyze the role of emotional intelligence in enhancing students' ability to manage emotions and develop social skills in elementary school. The approach used is qualitative with library research, utilizing various literature sources such as books, scientific journals, and relevant previous research results. Data collection was conducted through document analysis, while data were analyzed using content analysis, including data reduction, data presentation, and drawing conclusions. The results of the study indicate that emotional intelligence has a significant contribution in helping students recognize, understand, and control emotions effectively. In addition, emotional intelligence also plays a role in improving students' social skills, such as the ability to communicate, collaborate, and demonstrate empathy in social interactions. Good emotional management has an impact on increasing concentration, learning motivation, as well as students' ability to adapt to various learning situations. Meanwhile, well-developed social skills support the creation of a conducive and harmonious learning environment. Therefore, the development of emotional intelligence needs to be integrated into the learning process in elementary schools to support more holistic and sustainable education.

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INTRODUCTION

Emotional intelligence is an important aspect of individual development, encompassing not only the ability to recognize and regulate one's own emotions but also the capacity to understand and respond appropriately to the emotions of others (Buşu, 2020). In the context of education, emotional intelligence becomes a foundation that supports the success of the learning process comprehensively, both from cognitive, affective, and social perspectives. Students who have good emotional intelligence tend to be able to manage learning pressure, adapt to the school environment, and demonstrate a positive attitude in social interactions (Mayang, 2025; Shanshan & Loang, 2024). This shows that educational success is not only determined by intellectual intelligence alone, but also by the emotional abilities possessed by students. At the elementary school level, the child's developmental phase is very vulnerable to the formation of character and social habits, making the strengthening of emotional intelligence very crucial. Emotional

intelligence helps students understand their own feelings, control impulses, and build healthy relationships with peers. Thus, the development of emotional intelligence becomes an integral part of efforts to create a conducive and harmonious learning environment. Therefore, attention to the emotional aspects of students needs to receive a balanced portion in educational practice.

Emotional management and social skills are two main components that cannot be separated from emotional intelligence. The ability to manage emotions allows students to face various situations more calmly and rationally, so they are not easily influenced by negative emotions such as anger, anxiety, or frustration. On the other hand, social skills play a role in shaping students' abilities to communicate, cooperate, and build positive interpersonal relationships. These two aspects are very important in school life, where interactions between students occur intensively every day. Students who are able to manage their emotions well will find it easier to adapt in social environments and be able to resolve conflicts constructively. In addition, good social skills also support the creation of an inclusive and collaborative classroom atmosphere. In the learning process, healthy social interaction will increase student participation and strengthen their learning experience. Therefore, strengthening emotional intelligence becomes a strategic step to improve the quality of emotion management and social skills of students simultaneously.

Although the importance of emotional intelligence has been widely recognized, the reality in the field shows that this aspect has not yet received optimal attention in educational practice. Many students still experience difficulties in controlling their emotions, such as becoming easily angry, offended, or unable to manage stress in learning situations. This condition often impacts the emergence of conflicts among students, low collaboration skills, and a decline in the quality of social interaction within the school environment. In addition, the lack of social skills is also evident in students' inability to communicate effectively and empathetically with their peers. This problem is exacerbated by a learning approach that still focuses on cognitive aspects, so the development of emotional and social aspects is not systematically facilitated. Teachers often do not yet have the right strategies to integrate the strengthening of emotional intelligence into the learning process. As a result, students do not receive adequate guidance in managing their emotions and building healthy social relationships. This condition indicates an urgent need to further examine the role of emotional intelligence in the context of primary education.

Research conducted by Vila, Gilar-Corbí, and Pozo-Rico (2021) shows that training in social skills and emotional intelligence has a positive effect on student behavior and improves the quality of interactions and social life of adolescents in the school environment (Vila et al., 2021). Research conducted by Khoirunikmah, Marmoah, and Indriayu (2022) shows that social skills and emotional intelligence have a positive effect on the learning outcomes of elementary school students, where the better the students' social skills and emotional intelligence, the better their

learning outcomes (Khoirunikmah et al., 2022). Research conducted by Samimi et al. (2019) shows that emotional management training is effective in improving social skills as well as students' sense of competence in school, thereby helping students become more confident and able to interact more positively (Samimi et al., 2019). Research conducted by Trigueros et al. (2020) shows that emotional intelligence and social skills have a significant relationship with the level of peer bullying, where students with better emotional intelligence and social skills tend to experience lower levels of bullying (Trigueros et al., 2020).

A number of previous studies have examined emotional intelligence in relation to students' academic achievement or motivation, but studies that specifically integrate emotion management and social skills as interrelated variables are still relatively limited. Most studies tend to separate the emotional and social aspects, thus not providing a comprehensive picture of the role of emotional intelligence as a whole. In addition, research conducted at the elementary school level with a contextual approach still needs to be expanded to obtain a deeper understanding. In this context, it is important to present studies that not only view emotional intelligence as a theoretical concept but also as a practice that can be implemented in daily learning. The novelty of this research lies in the effort to simultaneously examine the relationship between emotional intelligence, the ability to manage emotions, and students' social skills within an integrated analytical framework. This approach is expected to provide new contributions to the development of educational studies, particularly in the non-cognitive aspects of students. Thus, this research not only fills a gap in the literature but also offers a new perspective on understanding the dynamics of student development in elementary schools.

Based on the description, this study aims to analyze the role of emotional intelligence in improving students' emotional management abilities and social skills. This study is based on the assumption that emotional intelligence has a significant contribution in shaping students' adaptive behavior, both in managing emotions and in social interactions. By understanding this relationship, it is expected that effective strategies for developing emotional intelligence in the learning context can be found. In addition, this study also aims to provide practical recommendations for teachers in integrating emotional aspects into the classroom learning process.

METHOD

This study employed a qualitative approach using a library research design. This approach aimed to comprehensively examine the concept of emotional intelligence and its role in enhancing students' ability to manage emotions and develop social skills through the analysis of various relevant literature sources. This research did not involve field data collection but instead focused on secondary data obtained from books, scientific journals, and previous studies related to the

research topic. The sources were selected carefully by considering their credibility, relevance, and publication recency to ensure the validity and academic reliability of the data (Mustofa, 2023).

The data collection technique was carried out through documentation studies by tracing various sources from journal databases, digital libraries, and other scientific references. The data obtained was then classified based on the main themes, namely emotional intelligence, emotion management, and students' social skills. This classification process aims to facilitate researchers in understanding the interrelation between concepts and in developing a systematic analytical framework. Thus, the collected data can provide a complete and structured overview in accordance with the research focus (Mustofa, 2023).

The data analysis technique uses content analysis, carried out through the stages of data reduction, data presentation, and drawing conclusions. The researcher reads and interprets the content of the literature in depth to find patterns of relationships between emotional intelligence and students' ability to manage emotions and social skills. To maintain data validity, a source triangulation technique is used by comparing various relevant references. The analysis results are presented descriptively-analytically, allowing for a comprehensive and in-depth understanding of the issues studied.

RESULT AND DISCUSSION

Result

A. Students' emotional intelligence in learning at elementary school

Students' emotional intelligence in learning at elementary school is a fundamental aspect that plays a role in shaping learning readiness as well as the quality of students' interactions in the educational environment (Kasheem et al., 2025). At this stage, students are in a very dynamic developmental phase, both cognitively and affectively, so the ability to recognize and understand emotions becomes an important foundation in the learning process. Emotional intelligence not only involves the ability to feel emotions but also includes self-awareness, which allows students to understand their emotional states in various learning situations. In the classroom context, students with good emotional awareness tend to be more able to identify feelings such as happiness, boredom, or frustration when facing learning materials. This is important because recognizing emotions is the first step in managing responses that arise during the learning process. In addition, emotional awareness also helps students in adjusting to the academic and social demands present in school. Thus, emotional intelligence becomes an integral part of students' readiness to learn at the elementary school level.

Emotional intelligence is also closely related to students' self-regulation abilities in facing various learning situations (Karimpour et al., 2019). In practice, students are often confronted with challenges such as difficult assignments, time pressure, or the dynamics of

interactions with peers. The ability to control emotions in such situations becomes an important indicator of well-developed emotional intelligence. Students who are able to manage their emotions do not easily react impulsively, such as getting angry or giving up when facing difficulties. Conversely, they tend to show calm, patience, and make efforts to find solutions to the problems they face. This contributes to creating a conducive and productive learning environment. Thus, emotional regulation becomes an important component in supporting the success of the learning process in elementary school.

Intrinsic motivation is also a part of emotional intelligence that has a significant influence on students' engagement in learning. Students who have high emotional intelligence generally show a strong internal drive to learn, not merely because of external demands such as grades or pressure from teachers (Zhoc et al., 2018). This motivation encourages students to be more active, diligent, and not easily give up when facing academic challenges. In the context of learning in elementary schools, intrinsic motivation is very important for nurturing a sustainable interest in learning. Students who are emotionally motivated will be more enthusiastic in participating in learning activities and more open to new learning experiences. This shows that emotional intelligence plays a role in building a positive attitude toward the learning process. Therefore, strengthening the motivational aspect of emotional intelligence becomes one of the key factors in improving the quality of student learning.

The aspect of empathy as a part of emotional intelligence also plays an important role in learning at elementary school. Empathy allows students to understand the feelings and perspectives of others, whether it is peers or teachers. In the classroom environment, the ability to empathize is very necessary to create harmonious and respectful interactions. Students who have high empathy tend to care more about friends who are experiencing difficulties, as well as being able to work together in group activities. This supports the creation of an inclusive and collaborative learning atmosphere. Empathy also helps students avoid negative behaviors such as bullying or unhealthy conflicts. Thus, the development of empathy as part of emotional intelligence becomes very important in shaping the social character of students in elementary school.

Students' emotional intelligence is also reflected in the social skills they have in the learning process. Social skills include the ability to communicate, collaborate, and build positive interpersonal relationships (Ghavifekr, 2020; Kochoska & Anastasov, 2025). In learning activities, interactions among students become an inseparable part, especially in cooperative learning models. Students with good emotional intelligence can more easily adapt within groups, effectively express opinions, and respect differences of opinion. This shows that emotional intelligence not only impacts the individual but also the group dynamics in the classroom. Good social skills will support the effectiveness of learning and actively increase

student participation. Therefore, emotional intelligence becomes an important factor in creating an interactive and productive learning environment.

The role of teachers in developing students' emotional intelligence cannot be ignored. Teachers not only act as facilitators of cognitive learning but also as guides in the development of students' emotional aspects. Through a humanistic and responsive learning approach, teachers can help students recognize, understand, and manage their emotions positively. Strategies such as providing constructive feedback, positive reinforcement, and creating a safe and comfortable classroom atmosphere can support the development of students' emotional intelligence. In addition, teachers can also integrate emotional values into learning activities, such as cooperation, tolerance, and empathy. This role becomes very important considering that elementary school students are still in the stage of character formation. Therefore, the active involvement of teachers in developing emotional intelligence will have a significant impact on the quality of learning.

Students' emotional intelligence in learning at elementary school is an aspect that plays a strategic role in supporting holistic educational success. Emotional intelligence not only affects students' ability to manage emotions but also contributes to learning motivation, social interaction, and character formation. In the context of modern education, a learning approach that focuses solely on cognitive aspects is no longer sufficient to address the comprehensive development needs of students. Therefore, integrating emotional intelligence into the learning process becomes a necessity that cannot be ignored. This effort requires synergy among teachers, the curriculum, and a school environment that supports the emotional development of students. Thus, emotional intelligence can develop optimally and make a real contribution to improving the quality of education in elementary schools.

B. Students' ability to manage emotions in the learning environment

Students' ability to manage emotions is one of the important aspects that determine their success in participating in the learning process in elementary school (Chiappetta-Santana et al., 2022). In a dynamic learning environment, students are often faced with various situations that trigger emotions, such as difficulties in understanding the material, pressure from assignments, or interactions with peers. The ability to manage emotions allows students to remain calm and focused even when facing these challenges. Students who have good emotional regulation skills tend to be able to control negative reactions such as anger, anxiety, or frustration so that they do not interfere with their learning process. This shows that emotion management is not only related to psychological aspects, but also has a direct impact on learning effectiveness. Therefore, this ability becomes an important foundation in creating a positive learning experience for students.

The ability to manage emotions is closely related to students' self-awareness in recognizing the emotional conditions they experience (Rubab et al., 2024). This awareness allows students to understand what they are feeling as well as the causes of those emotions. In the context of learning, students who are able to recognize their emotions will find it easier to control their responses, so they do not react excessively to certain situations. For example, when facing difficulties in solving a problem, students do not immediately feel hopeless but strive to find solutions or ask for help. Self-awareness also helps students develop a reflective attitude toward their learning experiences. Thus, the ability to recognize emotions becomes an important first step in the process of managing emotions effectively. Without good self-awareness, students tend to have difficulty controlling the emotions that arise.

In addition to self-awareness, the ability to manage emotions also includes skills in controlling impulses and maintaining emotional stability. In a school environment, students often face situations that require them to be patient and not react spontaneously. This ability is very important to prevent the emergence of negative behaviors such as quarrels, aggressive actions, or withdrawal. Students who can control their impulses will be better able to think before acting, so the decisions made are more rational and do not harm themselves or others. Emotional stability also plays a role in maintaining learning concentration, because students are not easily distracted by negative feelings. Thus, impulse control becomes an important part of the ability to manage emotions that should be developed from an early age.

The ability to manage emotions is also related to students' ability to cope with stress and pressure in learning (Córdova et al., 2023; Zeidner & Matthews, 2018). Academic demands, such as numerous assignments or exams, often become sources of stress for elementary school students. If not managed properly, stress can disrupt concentration, lower motivation, and even affect students' mental health. Therefore, students need to have effective strategies to face such pressures, such as relaxation techniques, positive thinking, or seeking support from teachers and friends. Students who are able to manage stress well will be more resilient in facing learning challenges. This shows that the ability to manage emotions is not only related to controlling reactions but also to the ability to adapt to pressuring situations. Thus, stress management becomes an integral part of students' emotional regulation abilities.

The ability to manage emotions also affects the quality of students' interactions in the learning environment. Students who are able to control their emotions tend to communicate more effectively and build positive relationships with both peers and teachers. They are not easily offended or provoked, thus able to maintain harmonious social relationships. This is important in creating a conducive classroom atmosphere that supports the learning process. Conversely, students who are less able to manage their emotions tend to experience difficulties in interacting, which can trigger conflict or social isolation. Therefore, the ability to

manage emotions has a broad impact, not only on the individual but also on social dynamics within the classroom. Consequently, strengthening this ability becomes an urgent need in elementary education. The following are indicators that can be used to measure students' ability to manage emotions:

No	Aspect	Indicator
1	Self-Awareness	Able to recognize the emotions being felt
		Knowing the causes of emotions
2	Emotion Control	Not easily angry or offended
		Able to restrain excessive reactions
3	Impulse Control	Think before acting
		Do not take aggressive actions
4	Stress Management	Able to handle study pressure calmly
		Having strategies to cope with stress (thinking positively, asking for help)
5	Emotional Adaptation	Able to adapt to the learning situation
		Remain focused even in unpleasant conditions
6	Positive Emotional Expression	Able to express emotions appropriately
		Not hurting others when expressing emotions

Students' ability to manage emotions is a very important skill in supporting their learning success and social development. This ability encompasses various aspects, ranging from self-awareness, impulse control, to the ability to cope with stress and interact positively with others. Developing this ability requires support from the school environment, particularly the role of teachers in creating a safe and supportive learning atmosphere. With proper guidance, students can learn to understand and manage their emotions better. This will impact the improvement of learning quality as well as students' psychological well-being. Therefore, emotional management needs to be considered an important part of the educational process in elementary schools.

C. Students' social skills in interacting within the school environment

Students' social skills are abilities that are very important in supporting their success in interacting within the school environment. At the elementary school level, students are in an intensive phase of social development, where they begin to build relationships with peers, teachers, and their surrounding environment (Darling-Hammond & Cook-Harvey, 2018). Social skills encompass various aspects, such as communication abilities, cooperation, and understanding applicable social norms and rules. In learning, social interaction becomes an inseparable part of the learning process, because students not only learn individually, but also through interaction with others. Students who have good social skills tend to adapt more easily in the school environment and are able to establish positive relationships. This impacts

the creation of a conducive and harmonious learning atmosphere. Therefore, social skills become one of the important competencies that must be developed from

Communication skills are one of the main components of students' social skills. This ability includes how students express opinions, listen to others, and understand messages conveyed in social interactions. In a learning environment, effective communication is very important to support discussions, group work, and interactions between students and teachers. Students who have good communication skills will be more confident in presenting ideas and able to understand other people's points of view. In addition, active listening skills are also an important part of social communication, as they allow students to respond appropriately and appreciate others' opinions. Conversely, students who lack communication skills often experience difficulties in interacting, which can hinder their learning process. Therefore, the development of communication skills becomes one of the main focuses in improving students' social skills in elementary school.

Apart from communication, the ability to cooperate is also an important aspect of students' social skills. In learning activities, especially those based on groups, students are required to collaborate with their peers to achieve common goals. The ability to cooperate includes attitudes of mutual respect, sharing tasks, and resolving conflicts constructively. Students who have good cooperation skills will find it easier to contribute to the group and maintain harmonious relationships with other group members. This not only enhances the effectiveness of learning but also helps students develop attitudes of tolerance and empathy. Conversely, a lack of cooperation skills can cause conflicts and disrupt group dynamics. Therefore, cooperation skills need to be instilled and consistently practiced in the learning process at primary school.

Students' social skills are also related to the ability to understand and respect the norms and rules that apply in the school environment (Ahmed et al., 2023). Every social environment has rules that regulate individual behavior to create order and harmony. Students who have good social skills will be able to adjust their behavior according to the applicable norms, such as respecting teachers, appreciating friends, and obeying school rules. This ability indicates that students not only understand the rules cognitively but are also able to internalize them in their daily behavior. Compliance with social norms also helps students avoid negative behaviors, such as disciplinary violations or conflicts with friends. Thus, understanding norms becomes an important part of developing students' social skills. This shows that social skills are inseparable from the moral and ethical values taught at school.

Empathy, as a part of social skills, plays an important role in building positive interpersonal relationships. Empathy allows students to understand the feelings and conditions of others, so they can be more caring and respectful toward others. In the school

environment, the ability to empathize is very necessary to create a supportive atmosphere free from negative behaviors such as bullying. Students who have high empathy tend to be more sensitive to the needs of their peers and willing to help when needed. This strengthens social relationships and enhances the quality of interactions among students. In addition, empathy also helps students resolve conflicts in a wiser and more constructive manner. Therefore, the development of empathy becomes one of the important aspects in improving students' overall social skills.

Students' social skills in interacting within the school environment are an important factor that affects their success in the learning process and social life. These skills include various aspects, ranging from communication, cooperation, understanding norms, to empathy. The development of social skills cannot be done instantly, but requires a continuous learning process supported by a conducive school environment. The role of teachers is very important in guiding and providing examples of positive social behavior to students. With proper guidance, students can develop good social skills and be able to interact effectively in various situations. This will impact the creation of a harmonious learning environment as well as an overall improvement in the quality of education. Therefore, social skills need to be a primary focus in education at the elementary school level.

D. The role of emotional intelligence in enhancing students' ability to manage emotions and social skills

Emotional intelligence plays a very strategic role in enhancing students' ability to manage emotions and develop social skills in the school environment. Emotional intelligence encompasses various important aspects, such as self-awareness, self-regulation, motivation, empathy, and social skills, which collectively shape an individual's ability to understand and respond appropriately to emotional situations. In elementary school learning, emotional intelligence serves as a foundation that allows students to adapt to the various dynamics that occur in the classroom. Students with good emotional intelligence tend to be able to recognize their own feelings and understand how those emotions affect their behavior. This is the first step in developing the ability to manage emotions effectively. In addition, emotional intelligence helps students understand the emotions of others, so social interactions can take place harmoniously.

In relation to the ability to manage emotions, emotional intelligence serves as the main foundation that determines how students respond to various situations that trigger emotions. Students with high emotional intelligence will be more capable of controlling their emotional reactions, so they are not easily influenced by negative feelings such as anger, anxiety, or frustration. They tend to have the ability to calm themselves, think rationally, and seek solutions to the problems they face. This is very important in a learning environment, where

students are often confronted with various academic and social challenges. Good emotional management skills will help students maintain concentration, increase perseverance, and reduce impulsive behaviors that can disrupt the learning process. In addition, students will also be more capable of handling pressure and stress in a positive way.

Emotional intelligence plays a significant role in enhancing students' social skills. Social skills are not only related to communication abilities but also include the ability to understand others' feelings, cooperate, and build healthy interpersonal relationships. Students with high emotional intelligence tend to find it easier to establish relationships with peers, as they are able to show empathy and appreciate differences. In learning activities, this ability is very important to support group work and productive social interactions. In addition, emotional intelligence helps students resolve conflicts constructively, so that social relationships are well maintained. This shows that emotional intelligence not only impacts the individual but also the quality of social interaction in the classroom environment. This shows that emotional intelligence not only affects individuals, but also the quality of social interactions in the classroom environment.

The role of emotional intelligence in enhancing emotion management and social skills can also be seen from its ability to shape students' adaptive behavior. Students with good emotional intelligence tend to be more flexible in facing changes and able to adjust to various different social situations. They are not easily influenced by environmental pressure, but are able to make appropriate decisions based on emotional and social considerations. This adaptive behavior is very important in supporting students' success in the learning process, as it allows them to remain focused and productive under various conditions. In addition, adaptability also helps students in building broader and more diverse social relationships. Thus, emotional intelligence plays a role in shaping students who are not only academically smart, but also emotionally and socially mature.

The role of emotional intelligence is also inseparable from the support of the educational environment, particularly the role of teachers in developing students' emotional aspects. Teachers have an important role in creating a learning atmosphere that supports the development of emotional intelligence, such as through a humanistic learning approach, empathetic communication, and providing examples of positive behavior. Through intensive interaction with students, teachers can help them recognize and manage their emotions better. In addition, teachers can also integrate social values into learning activities, such as cooperation, tolerance, and mutual respect. A positive environmental support will strengthen the development of students' emotional intelligence, so they are better able to manage emotions and interact effectively. Thus, the role of teachers becomes an important factor in optimizing the function of emotional intelligence in learning.

Emotional intelligence plays a very important role in improving students' ability to manage emotions and social skills in elementary school. Emotional intelligence not only helps students in understanding and controlling emotions, but also supports them in building healthy and productive social relationships. The development of emotional intelligence will impact the creation of a conducive learning environment, where students can learn comfortably and interact positively. Therefore, the integration of emotional intelligence in the learning process becomes a necessity that cannot be ignored. This effort requires collaboration between teachers, the curriculum, and a school environment that supports the emotional and social development of students. In this way, emotional intelligence can develop optimally and make a real contribution to improving the quality of education.

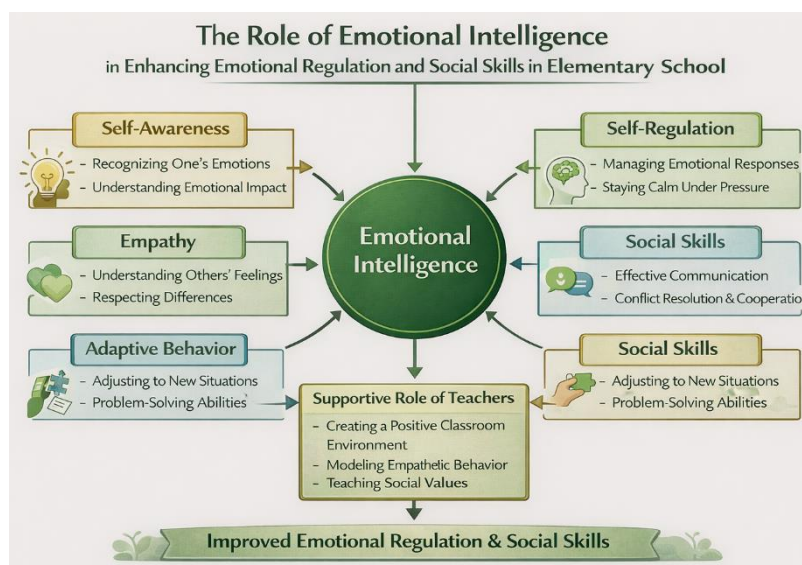


Figure 1 Emotional Intelligence

Discussion

Discussion about students' emotional intelligence in learning at elementary schools can be analyzed more deeply by using the emotional intelligence theory proposed by Daniel Goleman. In his theory, Goleman explains that emotional intelligence consists of five main components, namely self-awareness, self-regulation, motivation, empathy, and social skills. These five components are closely related to the research findings that have been described previously. Emotional intelligence not only functions as the ability to understand emotions but also as a mechanism for managing individuals' responses to various situations. In the context of learning, this theory provides a foundation that students' success is determined not only by intellectual intelligence but also by the emotional abilities they possess. This shows that emotional intelligence becomes an important factor in supporting an effective learning process. Thus,

Goleman's theory is very relevant for explaining the dynamics of students' emotional intelligence in elementary school.

In the aspect of self-awareness, Goleman's theory aligns with research findings which indicate that students need to be able to recognize the emotions they feel during the learning process. Students with good self-awareness will find it easier to understand their emotional states, such as feeling happy, anxious, or frustrated when facing learning materials. This ability serves as a foundation in the process of managing emotions, because without recognizing the emotions that arise, students will have difficulty controlling their responses. In learning practice, self-awareness helps students be reflective about their learning experiences. This allows students to develop more effective strategies in facing academic challenges. Thus, the self-awareness component in Goleman's theory has been proven to play an important role in improving the quality of student learning. Therefore, strengthening this aspect needs to be a focus in elementary education.

The aspect of self-regulation in Goleman's theory is also very relevant to students' ability to manage emotions. Research results show that students who are able to control their emotions tend to be calmer and less likely to react impulsively when facing various learning situations. This ability allows students to remain focused and not easily disturbed by negative emotions. In this context, self-regulation functions as an internal mechanism that helps students maintain emotional stability. This is very important in creating a conducive and productive learning atmosphere. In addition, self-regulation also helps students avoid social conflicts that can disrupt the learning process. Thus, Goleman's theory provides a strong explanation regarding the importance of self-regulation in supporting students' learning success.

The motivational aspect in Goleman's theory also reinforces research findings that show that students with high emotional intelligence have a strong internal drive to learn. This intrinsic motivation encourages students to be more active, persistent, and not easily give up when facing difficulties. In elementary school learning, motivation is an important factor that determines the level of student engagement in learning activities. Students who have high motivation will be more enthusiastic and have a sustained interest in learning. This indicates that emotional intelligence not only plays a role in the aspect of managing emotions, but also in building students' learning spirit. Thus, Goleman's theory provides the understanding that motivation is an integral part of emotional intelligence that contributes to learning achievement.

The aspect of empathy in Goleman's theory also aligns with research findings that emphasize the importance of social skills in learning. Empathy allows students to understand the feelings and perspectives of others, enabling them to interact more effectively and harmoniously. In the school environment, the ability to empathize is very important for building positive relationships with peers as well as teachers. Students who have high empathy tend to be more caring and able to cooperate in group activities. This supports the creation of an inclusive and

collaborative learning atmosphere. Thus, empathy becomes one of the important components of emotional intelligence that plays a role in enhancing students' social skills. Therefore, the development of empathy needs to be part of the learning strategy in elementary schools.

Social skills, as the final component in Goleman's theory, also have a strong correlation with research findings. Social skills include the ability to communicate, cooperate, and build positive interpersonal relationships. In learning, these skills are very important to support interactions among students and between students and teachers. Students who have good social skills can more easily adapt to the school environment and actively participate in learning activities. This shows that emotional intelligence not only affects individuals but also the social dynamics in the classroom. Thus, Goleman's theory provides a comprehensive explanation of the role of social skills in supporting an effective learning process. Therefore, the development of social skills needs to become an integral part of primary education.

This discussion shows that the emotional intelligence theory proposed by Daniel Goleman has a very strong relevance to research findings regarding the role of emotional intelligence in enhancing students' emotional management and social skills. The five main components in the theory are interconnected and form a system that supports the overall emotional and social development of students. The results of this study reinforce the view that emotional intelligence is an important factor in the success of learning in elementary schools. Therefore, the development of emotional intelligence needs to be carried out systematically through integration into the curriculum and learning practices. In this way, education not only produces students who excel academically but also possess emotional maturity and good social skills.

CONCLUSION

Emotional intelligence plays a very important role in supporting the learning success of students in elementary school, particularly in enhancing the ability to manage emotions and social skills. Emotional intelligence enables students to recognize, understand, and control emotions properly, allowing them to face various learning challenges with a calmer and more adaptive attitude. In addition, emotional intelligence also contributes to forming good social skills, such as the ability to communicate, cooperate, and show empathy towards others. These two aspects are interconnected and become important factors in creating harmonious social interactions in the school environment. Therefore, the development of emotional intelligence needs to be an integral part of the educational process, not only focusing on cognitive aspects but also on the formation of character and social abilities of students.

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