

RELATIONSHIP OF EMOTIONAL INTELLIGENCE WITH ELEMENTARY SCHOOL STUDENTS 'CRITICAL THINKING ABILITY

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Abstract

This research aimed to examine the correlation between emotional intelligence to students' critical thinking skills of 4th grade students in elementary school, Cepiring Subdistrict, Kendal Regency. This research used quantitative method correlation design. The subjects of this research were 4th grade students. The research sample of 132 participants was taken by using a purposive sampling. Data collection used interview, test, questionnaire, documentation, and observation. Data analysis techniques used descriptive statistic, prerequisite test, and hypothesis test. The result of the research showed there are positive and significant correlation between emotional intelligence with students' critical thinking skills; coefficient correlation 0.643 included strong category.

Keywords: Emotional Intelligence, Students' Critical Thinking Skills

1. PRELIMINARY

All aspects of life, especially education, have growing challenges in the 21st century. The way to improve quality human resources in facing the 21st century is by improving the quality of education. According to Law Number 20 of 2003 concerning the National Education System in Chapter 1 Article 1, education is a form of conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual, religious, self-control power, personality, intelligence, noble character, and skills needed by him, society, nation and state. Education will make students have skills in entering the 21st century, namely the ability to think critically.

According to Susanto (2016: 127), teachers must be able to create students' critical thinking skills through learning activities. According to Surya (2011: 231), high emotional intelligence will provide opportunities for high thinking skills as well. Intelligence and the ability to think have a dynamic and mutually influencing relationship. According to Goleman (2016: 43), emotional intelligence is a person's ability to motivate himself, survive in the face of life's pressures, control himself in a good direction, regulate the mood so that the stress burden does not affect the reduction. the ability to empathize, and pray for something. According to Al. Tridhonanto and Beranda Agency (2010: 9) stated that emotional intelligence is a collaboration of a person's social

and emotional skills in facing the realities of life as part of social intelligence where the ability is involved by paying attention to emotions and feelings both to someone and to others.

Based on pre-research in SD Negeri Cepiring District, Kendal Regency, there are several problems that affect student learning outcomes which are used as benchmarks in seeing students' abilities in critical thinking. Problems that affect students' less optimal critical thinking skills with the root of the problem are students who have difficulty socializing with their friends and are embarrassed to express their opinions or questions, where this situation indicates that students tend to have difficulty controlling emotional intelligence. Students are easily influenced by test answers from friends who are considered smarter. The low score of the Mid-Semester Examination for the 2019/2020 school year, seen from the data, as many as 28% of students are still below the Minimum Completion Criteria (KKM).

Research conducted by Tezha Kurnia Anggraeny (2019) states that the emotional intelligence of SMA Negeri 4 Kayugung students is influenced by the metaphorical thinking approach. In line with one of the variables researched by the researcher, namely emotional intelligence, there are many things that affect emotional intelligence which can improve students' critical thinking skills.

Eka Kurniawan et al (2017) state that students with a high level of emotional intelligence have characteristics, such as the assimilating

thought process that can understand problems, can make problem-solving plans, can carry out planned problem-solving plans, and can check answers again. This is in line with the research conducted by researchers where the higher the emotional intelligence, the higher the students' critical thinking abilities.

Muraina Kamilu Olanrewaju et al (2019), state that in developing vocational or student skills in high school, emotional intelligence is needed. This is in accordance with the emotional intelligence variable under study, the researcher has a relationship with students' skills or abilities, one of which is the ability to think critically.

The formulation of the research problem is there a relationship between emotional intelligence and students' critical thinking skills. The purpose of this study was to test whether or not there is a relationship between emotional intelligence and students' critical thinking skills at SD Negeri Cepiring District, Kendal Regency.

2. RESEARCH METHODS

Researchers use this type of research correlation in carrying out this research. Correlational research is research that involves collecting data in order to see the level of the relationship between two or more variables without manipulation of existing data (Arikunto, 2010: 4). Correlational research is useful in determining whether there is a relationship and the level between two relationship variables, namely the independent variable and the dependent variable. The purpose of this research was to determine the relationship between emotional intelligence and the critical thinking skills of students at SD Negeri Cepiring District, Kendal Regency. The subjects in this study were fourth grade students of SDN in Cepiring District, Kendal Regency. This research was conducted in SDN 1 Gondang, SDN 2 Gondang, SDN Karangsono, SDN 1 Botomulyo, SDN 2 Botomulyo, SDN Podosari, SDN 1 Pandes, and SDN 2 Pandes). The sampling technique was purposive sampling with a sample of 132 students. The variables in this study consisted of one independent variable and one dependent variable. The independent variable is emotional intelligence, while the dependent variable is the ability to think critically.

Data collection techniques using questionnaires, tests, observation, interviews, and documentation. Observation is used to observe students' emotional intelligence during learning. Interviews were conducted with grade IV teachers during pre-research and research. The questionnaire was used in the study to collect emotional intelligence variable data, while the test was used to obtain data on students' critical thinking skills. Prior to the research, the questionnaire instrument was

tested on some of the subjects who were the population but not the sample respondents for the study. Furthermore, the researcher tested the validity and reliability of the instrument. The data analysis techniques used in this study are; (1) prerequisite test analysis includes normality test and linearity test; (2) descriptive statistical analysis of each variable;

3. RESULTS AND DISCUSSION

According to Sugiyono (2016: 207), the results of descriptive statistical analysis are used to describe in detail each research variable. The discussion of variables using quantitative data, namely data that is processed in the form of numbers or scores which are then interpreted descriptively. The research variable data described in this study were the independent variable data (emotional intelligence) and the dependent variable (students' critical thinking skills). The data from the descriptive statistical analysis are presented in the following table.

Table 1. Descriptive Statistics Results

Descriptive statistics	Variable
	Emotional Intelligence
Mean	169.65
Standard Deviation	21,754
Minimum	121
Maximum	224
Range	103
Sum	223394
Median	168
N	132

(The research data were processed using SPSS version 22)

The categorization of data on the variables of emotional intelligence and students' critical thinking skills is divided into four categories, namely very good (SB), good (B), sufficient (C), and less (K) (Widoyoko, 2018).

Descriptive Analysis of Emotional Intelligence (X)

Emotional intelligence data in the form of scores from a questionnaire totaling 57 statement numbers given to fourth grade students of SD Negeri Cepiring District, Kendal Regency. The results of the distribution of emotional intelligence data acquisition are as follows.

Table 2. Emotional Intelligence Category

Interval	Criteria	Frequency	Percentage	Average Score
82-100	Very good	4	6%	2
63-81	Well	2	2%	6
44-62	Enough	6	2%	1
25-43	Less		%	0
amount		32	100%	

(Research data were processed using Microsoft Excel 2010)

Descriptive Analysis of Critical Thinking Ability (Y)

Data on critical thinking skills in the form of scores from the essay test totaling 25 question numbers given to fourth grade students of SD Negeri Cepirng District, Kendal Regency. The results of the distribution of data acquisition on critical thinking skills are as follows.

Table 3. Critical Thinking Ability Category

Interval	Criteria	Frequency	Percentage	Average Score
75-100	Very good	45	34%	68
50-74	Well	79	60%	
25-49	Enough	8	6%	
0-24	Less	0	0%	
amount		132	100%	Well

(Research data were processed using Microsoft Excel 2010)

Before the final data analysis was carried out to test the research hypothesis, the prerequisite test data analysis was conducted. The analysis prerequisite is a condition imposed on the research data group to determine whether the data is feasible or not to be analyzed using statistical techniques. The prerequisite analysis test used is the normality test to determine whether the data is normally distributed or not. Parametric statistics can be used if the data passes the normality test. Furthermore, the linearity test aims to determine whether two variables have a linear or insignificant relationship.

Normality test

The normality test is used to determine the research data on each of the variables that the researcher analyzes whether it has a normal distribution or not. The researcher conducted a normality test with the assistance of SPSS version 22. Decision making on the normality test using the Liliefors test can be seen in the Test of Normality

output next to Kolmogrov-Smirnov on the Sig. (significance). The significant level used with $\alpha = 5\%$ is 0.05. If the significance value is greater than 0.05, it is normally distributed, if the significance value is greater than 0.05, the data is said to be not normally distributed. Based on the results of the normality test, the value of the emotional intelligence variable was 0.200, and the critical thinking ability variable was 0,

Linearity Test

The linearity test of the emotional intelligence variable with students' critical thinking skills obtained a significant value of Deviation from Linearity of $0.456 > 0.05$, so it can be concluded that the relationship between emotional intelligence and students' critical thinking abilities is linear. The final data analysis to test the hypothesis was carried out after the data passed the prerequisite analysis test. The final data analysis was used to test the relationship between the independent variable, namely emotional intelligence (X) and the dependent variable, critical thinking ability (Y). The final data analysis or hypothesis testing used a simple correlation coefficient test, the coefficient of determination, and significance. The results of the research hypothesis test are presented in the following table.

Table 4. Results of Relationship Test between Variables

Result of Count	Relations between variables X with Y
Correlation coefficient	0.643
Simple Coefficient of Determination	17%
Significance	0.00

(The research data were processed using SPSS version 22)

Relationship between Emotional Intelligence and Students' Critical Thinking Ability

The result of simple correlation test of emotional intelligence (X) and critical thinking ability (Y) obtained rcount value of 0.643. These results state that rcount is greater than rtable, namely $0.643 > 0.179$, so that H_{a1} is accepted, the positive sign on rcount is 0.643 indicating that the relationship is positive or unidirectional, meaning that the better emotional intelligence, the better the student's critical thinking ability. The value of 0.643 shows the magnitude of the correlation coefficient, including the strong category, which is in the range of 0.600 - 0.799. At the 5% significance level, a significance value of 0.00 ($0.00 < 0.05$) is obtained so that the correlation is said to be significant and applies to the population. The

results of the calculation of the coefficient of determination showed that the contribution of emotional intelligence to students' critical thinking skills was 17%.

In accordance with these calculations it can be concluded that there is a positive and significant relationship between emotional intelligence and critical thinking skills of fourth grade students of SD Negeri Cepiring District, Kendal Regency. This means that emotional intelligence has a contribution to improving critical thinking skills. Emotional intelligence in learning must be improved and trained continuously so that all students have good emotional intelligence in learning. With the emotional intelligence of students in learning, it is intended that students become individuals who are able to manage their emotions so that it will affect their critical thinking skills.

In line with research conducted by other researchers, including Fahrurrozi (2015), stated that the problem-solving ability and emotional intelligence of students in the Mathematics Education Study Program STKIP Hamzanwadi Selong and are superior to conventional learning, this is influenced by problem-based learning (PBM) with an approach Scientific. In line with one of the research variables examined by researchers, namely emotional intelligence. If students have high emotional intelligence, they will be careful in making problem-based decisions so they have high critical thinking skills.

Wardani (2019) states that improving social skills needs an effective role through social inquiry models, adversity intelligence and emotional intelligence. In line with the variable examined by researchers, namely emotional intelligence. Lin Mas Eva and Mei Kusriani (2015) state that there is a relationship between emotional intelligence and creative thinking with mathematics learning achievement. If someone has high learning achievement, the ability to think critically is high. The study states that emotional intelligence has a relationship with learning achievement so that it is in line with research conducted by researchers that emotional intelligence has a relationship with critical thinking skills.

Aulia Dinda Kusumaning Ayu (2018), proves that emotional intelligence and independent learning have a significant influence on learning achievement in Social Sciences. This research is in accordance with the variables examined by researchers, namely emotional intelligence, where emotional intelligence can affect student achievement. Student achievement is realized if they have high critical thinking skills.

Mira Gusniwati (2015), shows that students' interest in learning mathematics is directly and significantly affected by emotional intelligence, in line with the variable being researched by the

researcher, namely emotional intelligence. If the emotional intelligence is high, the interest in learning is high so that students are motivated to learn and can think critically in making decisions. Researchers conducted research with the dependent variable in addition to students' social skills in the form of critical thinking skills.

Rich Lewine (2015), states that a positive mood appears to facilitate creative and integrative thinking that combines multiple perspectives, as well as important aspects of critical thinking. The ability of students to motivate themselves and manage emotions is a component of emotional intelligence.

Runisah et al (2017) stated that students as a whole experienced an increase in achieving students' critical thinking skills with the 5E Cycle learning with metacognitive techniques. All of this cannot be separated from the role of a teacher in teaching it so that teachers need to learn basic teaching skills so that students' critical thinking skills increase.

4. CONCLUSION

According to the results of the research and discussion, the conclusion of this study is that there is a positive relationship and emotional intelligence with the critical thinking skills of fourth grade students of SD Negeri Cepiring District, Kendal Regency. This is indicated by the acquisition of $r_{count} > r_{tabel}$, namely $0.643 > 0.176$ at a significant level of 5% (sig. $0.05 >$ value of sig. Acquisition of 0.00), as well as contributing or contributing to students' critical thinking skills by 17%.

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