

SUCCESS WITH EMOTIONAL INTELLIGENCE

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Abstract: *Research suggests that emotional intelligence (EQ) is twice as important as intellectual (IQ) in providing construction to a person's success. This is the background of the author to create research that aims to encourage the development of emotional intelligence (EQ) children in achieving success. This study uses qualitative methods. This study will use reference studies based on various research results that have appeared before. The author will conduct research and analysis in depth so as to emphasize the name of understanding of a topic raised in it.*

Keywords: *emotional intelligence (EQ), success*

INTRODUCTION

In every human being, it must have emotions. Emotions are given by God from birth and will remain until old age. Emotions make one feel the feeling of falling in love and heartbreak, emotions also make one can feel happy, sad, afraid, disgusted, shocked and angry. However, in emotions it also takes control. As a social human being, one cannot be selfish just thinking about his own feelings until he does not think about or accept the presence of others.

With an intelligent mind in controlling emotions, a person is already a successful person. Because, he has successfully controlled his emotions so that he can accept, assess, manage and control the emotions of himself and others around him. Intellectual intelligence (IQ) is important. However, emotional intelligence (EQ) is more important than intellectual intelligence. Research suggests that emotional intelligence (EQ) is twice as important as intellectual intelligence in providing construction to a person's success. In order for a person to have emotional intelligence, the teaching must be habituated from small and starting from small things, such as not getting carried away when playing with peers. Therefore, as an educator should be able to be an example for the child to get used to controlling his emotions. However, it does not refer to eliminating that emotion in the child. Often an educator gives an overreaction to the child, thus lowering the child's mentality, and also losing the child's trust in the educator.

According to Riskesdas Data (Minister of Basic Health) 2018 shows the prevalence of emosoinal mental disorders shown with symptoms of depression and anxiety for the age of 15 years and above reached about 6.1% of the population of Indonesia or a number of 11 million people. It is undeniable that adolescence (aged 15 and above) is indeed a time when the search for selfidentity and the beginning of the emotional maturity phase in the child. In the search for this identity, the child has been able to determine for himself everything that is in him, so that for parents are enough to be a supporter of something that is in the child and give a form of understanding in the form of compassion, fairness and honesty. Imagine 6.2% of teenagers (ages 15-24) have severe depression. What is dangerous is that severe depression has a tendency to have self harm to suicide. 80-90% of suicides are caused by depression and anxiety. When calculated, suicide in Indonesia reaches 10,000 people or equivalent to 1 person / hour there is a suicide case. According to sociologists, 4.2% of students in Indonesia have thought of suicide. Among students, 6.9% had suicidal intentions while another 3% had attempted suicide. Depression in adolescents can be caused by several things such as academic pressures, bullying, family factors, and economic problems.

Clearly this can hinder the success of teenagers, not only hinder achievement in school, but also hinder the future dreams that children have. Therefore, the task as an educator is to provide motivation and

supervision of children in order to become learners who can receive, assess, manage and control the emotions of themselves and others around them. The emotional intelligence of the teenager will be seen when he is able to express his emotions, try to adapt to the environment, can control feelings, and be able to express emotional reactions that correspond to the time and conditions that exist at that time so that the relationship with others can be well established.

This emotional intelligence (EQ) also forms an emotional overflow of the child to be directed, distancing himself from things that should not happen and activities that harm others. For example, victims of bullying have the courage to be open to others and can conduct consultations to teachers, parents, or consulting services to reduce the burden of stress on them. And for the perpetrator of bullying, if he has emotional intelligence (EQ) he will not do bullying to others and can direct himself to positive things. Because some factors bullying perpetrators are usually former victims of bullying, in attention, have problems, envy, or want to benefit from victims of bullying.

METHODOLOGY

The ultimate goal of the study is to encourage the development of children's emotional intelligence (EQ) in achieving success. Therefore, this study uses research and analysis research design used in this study is a reference study based on various research results that have appeared before. The reason for using this study is because the data used is descriptive, the data can be qualitative.

DISCUSSION

Emotional Intelligence

Definition of Intelligence

Intelligence is a person's ability to complete and make the best decisions in a truth on the basis of experience learning and environmental adjustment. According to Howard Gardner (Agus Efendi, 2005: 81) intelligence is the ability to solve or create something of value to a particular culture.

Munzert defines intelligence as an intellectual attitude that includes the speed of providing answers, solutions, and problem-solving abilities.

Definition of Emotions

The word emotion comes from the Latin word *emovere*, which means to move away. This meaning implies that the tendency to act is an absolute thing in emotions. According to Daniel Goleman (2002 : 411) emotion refers to a distinctive feeling and mind, a biological and psychological state and a series of tendencies to act. Emotion is basically the urge to act. Usually emotions are a reaction to stimuli from the outside and inside the individual. Thus, emotion is the urge to act absolutely to express something according to the stimuli within the individual.

Some of the characters talk about various emotions, including Descartes. According to Descartes, emotions are divided into: Desire, hate, Sorrow, Wonder, Love and Joy. Meanwhile, JB Watson presents three kinds of emotions, namely: fear, Rage, Love. Daniel Goleman expressed some kinds of emotions that do not differ much from the two figures above, namely:

- a. Anger: beringas, raging, hate, annoyance, upset heart
 - b. Sadness: poignant, sad, somber, gloomy, melancholy, self-love, despair
 - c. Fear: anxiety, nervousness, worry, waswas, feeling very afraid, alert, uneasy, horrified
 - d. Enjoyment: happy, happy, cheerful, satisfied, cheerful, happy, entertained, proud
 - e. Love: acceptance, friendship, trust, kindness, closeness, devotion, respect, friendship, love
 - f. Surprised: gasp, surprised
 - g. Annoyed: insult, disgust, disgust, nausea, dislike
 - h. shame: shyness, annoyance
- All kinds of emotions expressed by some of the above figures prove that emotions give a color in life, because emotions make people have a responsive attitude and behave towards existing stimulus. In the Nicomachea Ethics discussion of Aristotle philosophically about virtue, character and righteous living, the challenge is mastering our emotional lives with intelligence. Emotions play a role in making decisions that determine the well-being and safety of an individual or group of people. According to Aristotle, the problem was not about emotionality, but rather about the harmony between emotions and the way of expressing. Mastery of emotions and harmony of good expression in the individual will give rise to wisdom so as to make decisions that can guide survival.

Definition of Emotional Intelligence

The term "emotional intelligence" was first coined in 1990 by psychologists Peter Salovey of Harvard University and John Mayer of the University of New Hampshire to describe the emotional qualities that seem essential to success. Salovey and Mayer define emotional intelligence or what is often referred to as EQ as, "A set of parts of social intelligence that involve the ability to monitor social feelings involving abilities in others, sorting everything out and using this information to guide thoughts and actions.

According to Goleman, emotional intelligence is the ability of a person to manage his emotional life with intelligence (to manage our emotional life with intelligence); maintain emotional harmony and its disclosure (the appropriateness of emotion and its expression) through the skills of self-awareness, self-control, self-motivation, empathy and social skills. Goleman (2005:513) divides emotional intelligence into five basics of emotional intelligence, namely self-awareness, being able to manage emotions, motivating oneself, being able to empathize, and being able to socially connect with others.

1. Self-awareness

Self-awareness is the process of understanding feelings and expressing emotions related to the stimulation of events that occur. As a teenager can solve problems using his or her own thinking strategies and can learn lessons from his own mistakes, they can all help develop his emotional intelligence.

2. Able to manage emotions

Uncontrolled emotions will cause a person to do something unconsciously can hurt the feelings of others and the feelings of themselves. Keeping emotions under control is the key to emotional well-being, because controlled actions will result in a good relationship with himself and others. 3. Motivate yourself

Motivating yourself is a good action for the mental to get the urge to always think positively and optimistically. Positive thinking will keep the mind away from depression and anxiety about itself as well as the environment. In addition, motivating yourself will make yourself have different principles or desires than others.

4. Able to empathize

Empathy is a complex effective and cognitive response to emotional dysres. Empathy includes the ability to feel, understand, and adjust to the emotional state of others to warm the atmosphere, putting himself in a situation without having to go into the feelings of others and sticking to the establishment of his feelings.

5. Able to establish social with others.

This ability is seen from how many people are willing or able to get along with him, as well as the response of others to him. Not only enter into relationships that are in harmony with feelings, but also can lead and organize others so as to overcome problems that arise between social associations.

Learning Achievements

Understanding Learning Achievements

Marsun and Martaniah in Sia Tjundjing (2000:71) argue that learning achievement is the result of learning activities, namely the extent to which learners master the subject matter taught, which is followed by the emergence of a feeling of satisfaction that he has done something well. Meanwhile, according to Poerwodarminto (Ratnawati, 1996:206), what is meant by achievement is the result that has been achieved, done or done by someone. While the achievement of learning itself can be interpreted as an achievement achieved by students at a certain period of time and recorded in the report book called the school raport book.

Factors Influencing Learning Achievement

According to Sumadi Suryabrata and

Shertzer and Stone in Winkle, in general the factors that affect learning and learning achievement can also be classified into two parts, namely internal factors and external factors:

A. Internal factors

It is a factor that comes from within the student that can affect the achievement of learning. These factors can also be distinguished into two groups, namely:

1. Physiological Factors

a. Physiological factors in question are factors related to our health and senses. b. Body health

To be able to study well learners need to pay attention and maintain their health. Weak physical condition can be a barrier for students in completing their learning program. In an effort to maintain their

physical health, students need to pay attention to adequate diet and sleep patterns, to facilitate metabolism in their body. In addition, also to maintain health can even improve physical dexterity needs to be needed by exercising regularly. c. Sensory

The proper functioning of the senses is a condition of learning it goes well. In today's education system among the sensory that plays the most role in learning it is the eyes and ears. This is important, because most of the things learned by humans are learned also through sight and hearing. Thus, a child who has a physical disability or mental disability will hinder himself in capturing lessons, so that it will ultimately affect his learning achievements in school.

2. Psychological factors Psychological factors that can affect the learning achievement of learners, among others:

a. Intelligence

According to Binet, the essence of intelligence is the ability to set and maintain a goal, to make adjustments in order to achieve that goal and to assess the state of self critically and objectively. This level of intelligence greatly affects the learning achievements of learners, where students who have a high level of intelligence have a greater chance of achieving higher learning achievements. On the contrary, students who have a low level of intelligence are also expected to have low learning achievements. However, it is not impossible if students with low levels of intelligence will have high learning achievements as well. b. Attitude

According to Sarlito Wirawan, attitude is the readiness of a person to act in a certain way against certain things. The positive attitude of students towards the subjects in their school is a good first step in the teaching and learning process in the school. c. Motivation

According to Irwanto, motivation is the driver of behavior. Learning motivation is one's motivation to learn. Motivation arises because of the desires or needs in a person. A person succeeds in learning because he wants to learn. While according to Winkle, learning motivation is the overall driving force in students that give rise to learning activities, which ensures the continuity of learning activities and that gives direction to the learning activities, then the desired goal by the learners will be achieved.

B. External factors

In addition to the factors that exist in students, there are other things outside the self that can affect the learning achievements that will be achieved, among others: 1. Family environmental factors

a. Socioeconomic family With adequate socioeconomic, one has the opportunity to get better learning facilities, ranging from stationery, books to school selection.

b. Parental education

Parents who have studied higher education tend to pay more attention and understand the importance of education for their children, compared to parents who have a lower level of education.

c. Parental attention and the atmosphere of the relationship between family members

The support of this family is a joy for the spirit of interpretation for a person. Support in this case can be directly, in the form of advice, praise or indirectly, such as harmonious family hubugan. 2. School environment factors

A. Facilities and infrastructure The completeness of school facilities, such as whiteboards will help smooth the teaching and learning process in schools. In addition to the shape of the room, air circulation and the environment around the school can also affect the teaching and learning process. B. Competence of teachers and students The quality of teachers and students is very important in achieving achievements, completeness of facilities and infrastructure without accompanied by good performance from its users will certainly not be in vain. c. Curriculum and teaching methods Sarlito Wirawan stated that the most important factor is the teacher factor. If the teacher teaches wisely, firmly, has high discipline, flexibility and is able to make students happy about the lesson, then the student's learning achievement will tend to be high, at least the student does not get bored in following the lesson.

3. Environmental factors of the community

A. Socio-cultural

The public's view of the importance of education will affect the seriousness of educators and students. People who still look down on education will not be willing to send their children to school and tend to look down on the work of teachers or teachers.

B. Participation in education

If all parties have participated and supported educational activities, ranging from the government (in the form of policies and budgets) to the lower society, everyone will appreciate and strive to advance education and science.

The above factors indicate that human intelligence is not a single dimension, which can only be measured from one side of the dimension, the dimension of intelligence. Human success and happiness are more associated with some types of intelligence than IQ. According to the results of the study, at least 75 percent of human success is more determined by his emotional intelligence and only 4 percent is determined by his intellectual existence (IQ) (Iman, 2004).

In fact, Emotional Intelligence (EQ) has a role for humans to develop potential in the family environment, school environment and community environment. In addition, Emotional Intelligence (EQ) provides a wellbeing in physiological and psychological so as to achieve success in yourself and the environment. If concluded, there are three educations needed by adolescents to form emotional intelligence.

Family Welfare Education

Family welfare education is an education that can improve the standard of living of the family in achieving the welfare of the family physically and spiritually. This education has a very wide scope, because it is concerned with the human mental. The family belongs to a state of interdependence, when family members can not respond to each other then

the family has failed. What youth need is the care and trust of parents, so that they can be positive and optimistic in doing what they want to achieve.

Religious Education

Religious education is an effort to nurture and develop the person from spiritual and physical aspects for the sake of survival. The issue of religious education is a personal or individual responsibility. Therefore, religious education is widely handed over to religious institutions.

This education provides a knowledge on how to get along in accordance with the prevailing rules, in order to behave in accordance with the rules one must be able to manage his emotions and the surrounding environment and have awareness of his feelings.

Physical Education

Physical education aims to shape the character and character of teenagers so that they have an honest, fair, polite, sportsmanship and discipline. Physical health can make emotions more directed to a better realm. If his body is not educated, arbitrary and there is no good nature in him then what is in him is only things that are not beneficial.

Mental health is an important issue for teenagers. The third goal of this education is to both provide physical and spiritual wellbeing to every human being, thus avoiding cases of depression and anxiety that can hinder success. Real success is the ability to live life as desired, do what is enjoyed, and be surrounded by loved and respected people.

CONCLUSION

Based on the discussion of emotional intelligence and its relationship to success, it can be concluded that emotional intelligence can be expressed as one of the important factors that every human being should have to achieve success, both in the family environment, school environment, and

community environment. Therefore, it is recommended to educators to include elements of emotional intelligence in completing the material and involve the emotions of learners in the learning process. And to parents to help develop the child's emotional intelligence to be able to communicate with others, overcome a situation, and develop a clear mindset.

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