Emotional Intelligence Affect Social Adjustment Ability among Primary School Students

Suyatno[1], Khairil Nur Hidayat[2]
[1] Department of Educational Management, Universitas Ahmad Dahlan, Yogyakarta, Indonesia
[2] Departement of Primary Teacher Education, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

Article Info	ABSTRACT
	The aim of this research was to find out the impact of emotional intelligence to the social adjustment ability of the primary students in Muhammadiyah Karangwaru Yogyakarta Elementary School. The population involved in this research is all of the 5th grade students of Muhammadiyah Karangwaru Yogyakarta, who are 80 students. The sampling technique used here was Sampling Jenuh which then resulted 54 students as the samples of the research. The writer used questionnaire in collecting the data of the research. The approach used in the research was expost facto quantitative. Meanwhile in analyzing the data, the writer used simple regression test and test requirement. The result of the reserach shows that there is a positive and significant impact of emotional intelligence towards the social adjustment ability of the students. The acceptance hypothesis is showed through regression anlysis of Fcal which is 21.495 with significancy is 0.000. It can be defined that the ability of the students' social adjustment can be improved through the improvement of their emotional intelligence. Based on the research result, this research suggests that it would be better if the learning process in the school gives more focus on the emotional intelligence formation which can affect to the development of social adjustment ability of the students. It is because the social adjustment ability constitutes a predictor of someone's successful life in the future.

Corresponding Author:

Suyatno,
Department of Educational Management,
Universitas Ahmad Dahlan,
Department of Educational Management Ahmad Dahlan University, Jalan Kapas Nomer 9, Semaki,
Yogyakarta, Indonesia.
Email: suyatno@pgsd.uad.ac.id

1. INTRODUCTION

Education for the generation who live in the era of information technology like present time need different approaches compared to the previous era. Socialization and communication pattern of the children have drastically been changed. The environment which influences the children nowadays is not only natural environment, but also virtual environment. Peers are now becoming not only classmates, but also friends on many social media such as Facebook, WhatsApp group, Twitter.

This such development causes a big impact on children. The interaction among the students is mostly done through social media which then leads to the lack of students' ability of both communication and socialization. According to the observation conducted in Muhammadiyah Karangwaru Yogyakarta Primary School, there were many problems related to social adjustment found here, such as the children who are less responsive to the environment, like being alone, and less sensitive to the situation of their social environment. Besides, the students' low concern for others also becomes another problem found in this

primary school. The researchers assumed that this condition may not only happens in the observed school, but also in the society in general as the impact of the development of information technology.

In this such situation, emotional intelligence plays a significant role in affecting the human's behaviour, including the students' attitude which is related to the social adjustment at school. The role of emotional intelligence on the social adjustment is to form students to be able to understand others and act wisely towards other people.

Many theoretical reviews found out that emotional maturity is one factor that affects social adjustment of students. Adeyemo [1] and Angelberg & Sjoberg [2] in their research concluded that emotional intelligence constitutes an important aspect for children having a good social adjustment ability. Emotional maturity can be developed only if the students have good emotional intelligence as well. It can be inferred that to have good social adjustment, emotional intelligence plays a great role in it. On the other words, the students who are smart emotionally will be accepted easily in their social environment.

Based on the previous explanations, emotional intelligence is a factor which was assumed as a factor whose great role in affecting the students' social adjustment. However, how great the role of emotional intelligence is on the primary students has not been observed yet. Thus, the researchers were interested to conduct a research related to the impact of emotional intelligence towards social adjustment of the primary students of Muhammadiyah Karangwaru Yogyakarta Elementary School.

2. LITERATURE REVIEW
2.1. Concept of Emotional Intelligent

Emotional intelligent (later is called as EI) constitutes one of intelligence forms which takes effect of someone's successful life. It is line with Sjoberg [3] and Fernandez [4] who stated that EI is a defining factor of someone's successful life. EI was firstly discovered by Goleman in his book entitled Emotional Intelligent. EI is an individual's ability in controlling their own emotion and establishing a good relationship with others. Tiwari & Srivastava [5] who defined EI as an aptitude which can be developed through education. Therefore, a school is considered as an appropriate place to develop the children's EI. Meanwhile, Singh [6] defined that EI constitutes an individual's aptitude to respond various emotional stimulus either coming from inside or outside of the individual. Furthermore, Caruso and Wolfe [7] explained the larger aspect of EI which constitutes an ability to feel emotion, to access and produce emotion so that it can help the thought, understand the emotion and emotional knowledge which later can reflect the emotion reflectively to support the emotional and intelligence development.

From those definitions above, it can inferred that EI is an individual's intelligence whose certain indicators. Salovey and Mayer [8] found out that the emotional intelligence of children is determined by these indicators: (1) the ability of appraising expressions for others and themselves, (2) the ability of controlling emotions, and (3) the ability of utilizing emotions to solve various problems of life. Based on the explanation of Salovey and Mayer [8] as mentioned before, it can be derived three aspects involved in the formation of someone's emotional intelligence, which are: (1) the appraisal of expression of emotions, for which it consists of two elements which are the ability to recognize their own emotions, and the ability to recognize others' emotions. Those function to develop the children's empathy with others; (2) the regulation of emotions which includes an ability to evaluate and regulate their own emotions and change others' behavior; (3) the utilization of emotions to solve problems which also refers to an ability to utilize emotions to solve various problems in the real life. Furthermore, Goleman [9] asserted that children who start recognizing and regulationg their emotions will be more confident, healthier both physically and mentally, and even emotionally healthier.

2.2. Concept of Social Adjustment

The social adjustment ability is an important factor for the students to be accepted in their social environment. Hurlock [10] stated that social adjustment constitutes someone's success in adjusting themselves to others in general and to a group in specific. It is line with Schneiders [11] who stated that social adjustment is an ability of children to give responses precisely about social reality, situation, and circumstances. The social adjustment is an ability of adjusting themselves to the environment of family, school, subjects, peers, even teachers. According to Schneiders, social adjustment constitutes behaviors which encourage an individual to adjust to others and groups regarded to their consciousness and environmental demands.

In addition, Schneiders [11] also asserted that the social adjustment ability of a kid can be observed through three factors: (1) the ability of social adjustment at home and in the family which can be indicated from his ability in establishing good relationship with other family members, taking for granted the parents' authority, and being able to be responsible and helping the family to reach the family goals; (2) the social

adjustment at school which can be determined from his ability in establishing good relationship with the school members, adjusting himself to the regulations and rules applied in the school, and being able to be responsible and helping the school to reach its vision and mission; (3) the social adjustment in the society which can be seen through his ability in establishing relationship with people, being able to be responsible and obeying the norms of law applied in the society, so that the society goals can be reached.

For a kid, social ability plays a big role in developing his personality. As an example, Gray et al. [12] stated that according to their research on the role played by social media (Facebook) for university students in their first year, it can be concluded that social adjustment is an important factor in developing their eagerness on studying. Packiaselvi & Malathi [13] also asserted that based on their research results on the relationship of social adjustment between senior high school students and the impacts on academic achievement, there is no substantial change regarded to the mother tongue, gender, school location, family type, parents' education background, parents' job, parents' income to the social adjustment and their academic achievements.

2.3. Relationship between EI and Social Adjustment Ability

Referring to the previous researches, it was found that most researches results show a significant impact between emotional intelligence and social adjustment ability. There are only few researches which mentioned that there is no correlation between those two variables, or at least the correlation is not really significant.

Adeyemo [1] and Angelberg & Sjoberg [2] explained that EI is an important aspect for children to possess the ability of a good social adjustment. Abdullah, et al. [14] conducted a research to 250 university students in University Malaysia, and the results show that social adjustment becomes the main predictor of emotional intelligence.

Punia & Sangwan [15] found out that there is a positive and significant impact between EI and the students' ability of social adjustment. Moreover, emotional intelligence also affects the students' academic adjustment. The same conclusion is also derived from the previous researches results [1,16–18]. Those results show us that EI is indeed correlated with the student's ability of social adjustment all this time.

A same research was also conducted by Djaitawi et al. [19], involving fresh students in North Jordan as the research subject, which then resulted that emotional intelligence affects social adjustment significantly, even though the impact found in the research is not really significant. According to the research results, they suggest that trainings of EI should be held as the additional strategy in improving the students' social adjustment and academic achievement. Researches of Mestre et al. [20] and Singh [21] also proved the mentioned hypothesis. It is also line with Herpertz et al. [22] who asserted that the ability of recognizing emotions has a positive impact on someone's performance. In addition, Awokiyesi et al. [23] inferred that academic performance has a positive correlation with social adjustment and emotional stability.

Some research results which have different conclusion were obtained from a research of Gaikward [24] which involved 147 university students of Art and Science Department. The result of the research concluded that emotional intelligence is not positively correlated with social adjustment. Even though it is not the major finding, but the reserch result of Gaikward [24] gives other researchers a marker about the different finding on the relationship between those two variables. It means that many same researches still need to conduct in order to gain various results.

3. RESEARCH METHODO

This research constitutes a quantitave research of *expost facto* type which means empirical research, which is a research when the researcher does not control the free variable directly because the variable embodiment is not manipulated at all. Accroding to Sugiyono[25], *expost facto* research is a research which is conducted to observe past events and circumstances to find out the factors that cause the events.

The subject of this research was selected through saturated sampling technique, which means a technique of selecting subject used all population members. Population of this research were 80 students of 5th grade of Muhammadiyah Karangwaru Yogyakarta Elementary School. Those all 80 students were involved in the process of this research. Yet, 26 students (class A) are only as the subjects to test the instrument validity, so there are only 54 students that became the subjects of this research (class B and C).

The instrument used to collect the data was questionnaire. The questionnaire used in this research was closed questionnaire sheet as the respondents only choose the provided answers. The collected data were then analyzed using simple regression analysis. The scoring process of this research used rating scale, for which the raw data obtained here were numbers which then were interpreted in term of qualitative[25]. Briefly, the respondents gave the answers which were in scores representing the respondents' attitude or opinions.

This research applied product moment formulation. The correlation of product moment Pearson's was used in this reseach since it used item validity by calculating the correlation between items with total items. To test the questionnaire reliability of this research, the writer used internal reliability and Alpha formulation.

4. RESULTS AND ANALYSIS
4.1. Data Description
4.1.1. Test of Validity and Reliability

The results of the validity test show that from 20 instrument items of EI, there are 18 valid items and 2 failed items. Those 2 failed items are items number 4 and 10 since they have r-count < r-table (0.388). It means that this research only uses 18 statements as the instruments of EI. Meanwhile, from 20 question items of social adjustment questionnaire, there are 16 valid items and 4 failed items. Those failed items are items number 7, 10, 14, and 16 since they have r count < r table (0.388). Thus, there are only 16 questions as the instruments of social adjustment used in this research.

According to the results of reliability test, it was obtained that the Cronbach alpha value of EI variable is 0.744, and 0.856 > 0.60 for social adjustment variable. The results show that emotional intelligence instruments and social adjustment indtruments are reliable or valid to use in this research.

4.1.2. Normality Test

According to the results of normality test, it was obtained significancy value of emotional intelligence variable which is 0.013 and social adjustment variable is $0.587 > α = 0.05$. This shows that the data of EI and social adjustment has a normal distribution. The results of normality test are shown in the following Table 1.

Table 1. Normality Test of Kolmogorov Smirnov

Variable	Z test	Sig.	Result
Emotional Intelligence	1.218	0.103	Normal
Social Adjustment	0.774	0.587	Normal

4.1.3. Linearity Test

Table 2 shows the inferred that significancy value of deviation from linierity is 0.106. The results show that there is a linear relationship between emotional intelligence and social adjustment of the students.

Table 2. Linearity Test of Relationship

Variable	F count	Sig.	Result
Emotional Intelligence – Social Adjustment	1.639	0.106	Linier

4.2. Variable of the Students' Emotional Intelligence

The instrument of emotional intelligence in this research consists of 18 statements along with the optional answers "always" as 4 scores, "often" as 3 scores, "sometimes" as 2 scores, and "never" as 1 score. According to the calculation results, it was obtained the description of the students' emotional intelligence of Muhammadiyah Karangwaru Elementary School, which the lowest score is 32, the highest score is 58, the mean is 44.67, the median is 45 and the standard deviation (SD) is 5.63.

The calculation of the ideal score of emotional intelligence variable is as follows:

Number of item = 18
Minimal Ideal   = 18 x 1 = 18
Maximal Ideal   = 18 x 4 = 72
Mean Ideal (Mi) = ½ (Maximal Ideal + Minimal Ideal)
                  = ½ (72 + 18)
                  = ½ (90)
                  = 45
SD Ideal (SDi)   = 1/6 (Maximal Ideal – Minimal Ideal)
                  = 1/6 (72 – 18)
                  = 1/6 (54)
                  = 9

The categorization of emotional intelligence variable based on the ideal score is as follows:

Low   = X < (Mi – SDi)
       = X < (45 – 9)
       = X < 36

Average   = (Mi - SDi) ≤ X < (Mi + SDi)
       = (45 – 9) ≤ X < (45 + 9)
       = 36 ≤ X < 54

High   = X ≥ (Mi + SDi)
       = X ≥ (45 + 9)
       = X ≥ 54

The frequency distribution of EI on the students of Muhammadiyah Karangwaru Yogyakarta Elementary School can be seen in Table 3.

Table 3. Frequency distribution of the students' EI

Interval	Category	Frequency	Percentage
X < 36	Low	5	9.3 %
36 ≤ X < 54	Average	44	81.4 %
X ≥ 54	High	5	9.3 %
Total		54	100 %

Based on the table 3, it can be inferred that from 54 students, there are 5 students (9.3%) whose low category of emotional intelligence, 44 students (81.4%) with average category of emotional intelligence, and 5 students (9.3%) whose high category of it. This results show that most of the students are in the average category of emotional intelligence.

4.3. Variable of Social Adjustment Ability

The instrument of social adjustment in this research consists of 16 statements along with the optional answers "always" as 4 scores, "often" as 3 scores, "sometimes" as 2 scores, and "never" as 1 score. According to the calculation results, it was obtained the social adjustment description of the students of Muhammadiyah Karangwaru Elementary scholl which the lowest score is 30, the highest score is 51, the mean is 9.54, the median is 40, and the standard deviation (SD) is 4.94. The calculation of the ideal score of the social adjustment variable is as follows:

Number of item = 16
Minimal Ideal = 16 x 1 = 16
Maximal Ideal = 16 x 4 = 64
Mean Ideal (Mi) = ½ (Maximal Ideal + Minimal Ideal)
       = ½ (64 + 16)
       = ½ (80)
       = 40
SD Ideal (SDi) = 1/6 (Maximal Ideal – Minimal Ideal)
       = 1/6 (64 – 16)
       = 1/6 (48)
       = 8

The categorization of social adjustment variable based on the ideal score is as follows:

Low   = X < (Mi – SDi)
       = X < (40 – 8)
       = X < 32

Average   = (Mi - SDi) ≤ X < (Mi + SDi)
       = (40 – 8) ≤ X < (40 + 8)
       = 32 ≤ X < 48

High   = X ≥ (Mi + SDi)
       = X ≥ (40 + 8)
       = X ≥ 48

Frequency distribution of the students' social adjustment is presented in Table 4. According to Table 4, it can be inferred that from 54 students, there are 4 students (7.4%) whose low category of social adjustment, 45 students (93.3%) with average category of social adjustment and 5 students (9.3%) whose high category of social adjustment. This shows that most of the students have social adjustment ability in the average category.

Table 4. Frequency Distribution of Social Adjusment

Interval	Category	Frequency	Percentage
X < 32	Low	4	7.4 %
32 ≤ X < 48	Average	45	83.3 %
X ≥ 48	High	5	9.3 %
Total		54	100 %

4.4. Correlation Analysis of Product Moment Pearson's

The correlation calculation of Product moment Pearson's between emotional intelligence and social adjustment can be observed in the Table 5.

Table 5. Correlation Calculation of Product Moment Pearson's

No	X	Y	XY	X^2	Y^2
1	44	40	1760	1936	1600
2	47	42	1974	2209	1764
3	46	42	1932	2116	1764
4	46	40	1840	2116	1600
5	36	31	1116	1296	961
6	32	36	1152	1024	1296
7	40	44	1760	1600	1936
8	33	31	1023	1089	961
9	46	42	1932	2116	1764
10	58	40	2320	3364	1600
11	49	35	1715	2401	1225
12	44	37	1628	1936	1369
13	43	37	1591	1849	1369
14	45	44	1980	2025	1936
15	43	37	1591	1849	1369
16	46	40	1840	2116	1600
17	46	40	1840	2116	1600
18	45	40	1800	2025	1600
19	55	48	2640	3025	2304
20	44	37	1628	1936	1369
21	47	42	1974	2209	1764
22	46	49	2254	2116	2401
23	46	43	1978	2116	1849
24	42	37	1554	1764	1369
25	33	30	990	1089	900
26	40	37	1480	1600	1369
27	38	33	1254	1444	1089
28	46	40	1840	2116	1600
29	54	49	2646	2916	2401
30	49	38	1862	2401	1444
31	44	39	1716	1936	1521
32	43	38	1634	1849	1444
33	45	40	1800	2025	1600
34	43	36	1548	1849	1296
35	46	35	1610	2116	1225
36	46	44	2024	2116	1936
37	45	42	1890	2025	1764
38	57	39	2223	3249	1521
39	44	39	1716	1936	1521
40	47	43	2021	2209	1849
41	46	41	1886	2116	1681
42	46	39	1794	2116	1521
43	42	35	1470	1764	1225
44	34	32	1088	1156	1024
45	40	33	1320	1600	1089
46	34	47	1598	1156	2209
47	54	51	2754	2916	2601
48	53	42	2226	2809	1764

Does Emotional Intelligence Affect the Social Adjustment Ability of Primary School Students? (Suyatno)

Table 5. Correlation Calculation of Product Moment Pearson's

No	X	Y	XY	X²	Y²
49	49	42	2058	2401	1764
50	44	50	2200	1936	2500
51	43	30	1290	1849	900
52	45	38	1710	2025	1444
53	43	37	1591	1849	1369
54	50	42	2100	2500	1764
Total	2412	2135	96161	109418	85705

From Table 5, it can be derived the score of each value as follows; N=54. $\sum X$=2412, $\sum Y$=2135, $\sum XY$=96161, $\sum X^2$=109418, $\sum Y^2$ =85705

$$r_{xy} = \frac{N\sum XY - \sum X\sum Y}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(54)(96161) - (2412)(2135)}{\sqrt{\{(54)(109418) - (2412)^2\}\{(54)(85705) - (2135)^2\}}}$$

$$r_{xy} = \frac{5192694 - 5149620}{\sqrt{\{5908572 - 5817744\}\{4628070 - 4558225\}}}$$

$$r_{xy} = \frac{43074}{\sqrt{\{90828\}\{69845\}}}$$

$$r_{xy} = \frac{43074}{\sqrt{6343881660}}$$

$$r_{xy} = \frac{43074}{79648,488}$$

$$r_{xy} = 0.541$$

The previous calculation shows the correlation value of emotional intelligence and social adjustment which is 0.541. The value of correlation coefficient obtained from the previous calculation is positive, which means that if the emotional intelligence increases the social adjustment increase as well.

Determinacy coefficient constitutes the squares of correlation coefficient value. Based on the previous calculation, the correlation coefficient value of the emotional intelligence and social adjustment is 0.541, so that the determinacy coefficient (R^2) will be 0.292. This refers that the variation of social adjustment enlightened by the emotional adjustment is only 29.2%. Meanwhile the rest of it, which is 70.8% of social adjustment is caused by other variables outside the emotional intelligence.

4.5. Hypothesis Testing
Hypothesis of this research is "There is a positive impact of emotional intelligence to social adjustment of 5th grade primary students of Muhammadiyah Karangwaru Yogyakarta Elementary School". To prove that the hypothesis of the research is true, the writers conducted this research by arranging these steps:

Hypothesis Formulation
Ho: There is no impact of emotional intelligence to social adjustment of the students of Muhammadiyah Karangwaru Yogyakarta Elementary School.
Ha: There is an impact of emotional intelligence to social adjustment of the students of Muhammadiyah Karangwaru Yogyakarta Elementary School.

Determining the Value of r-table and Critical Zone
The value of r-table on Degree of Freedom (DF) = n-2 = 54 – 2 = 52 with α = 0.05 is 0.268. The critical zone of the research hypothesis is:
Ho is denied if r-count > r table (0.268) or the value of r--count < - r table (- 0.268). Ho is accepted if -0.268 ≤ r-count ≤ r table (0.268).

Determining the r-count Value
Based on the results of manual calculation by using SPSS Program, the r-count obtained is 0.541.

Comparing the r-count Value to r-table
The result of the calculation shows that the value of r-count is 0.541 > 0.268 (to r-table), meaning that Ho is denied. This result shows that there is a positive and meaningful impact of emotional intelligence to the students' social adjustment.

5.   DISCUSSION

The research results reflect that most of the research subjects have EI in the average category. From 54 respondents, there are 5 students (9.3 %) whose low category of emotional intelligence, 44 students (81.4 %) who are in the average category of emotional intelligence, and 5 students (9.3 %) whose emotional intelligence in high category. The research results also show that most of the students have average category of social adjustment ability. From those 54 respondents of the research, there are 4 students (7.4 %) whose low category of social adjustment, 45 students (93.3 %) who are in the average category of social adjustment, and 5 students (9.3 %) whose social adjustment in high category.

From the results of regression analysis and hypothesis testing, it can be inferred that there is a positive and significant impact of emotional intelligence to the students' social adjustment. The acceptance of the hypothesis is indicated by the regression analysis for which the F_{cal} is 21.495 with significancy is 0.000. This indicates that there is a positive and significant impact of emotional intelligence to the students' social adjustment.

The positive impact here means that the emotional intelligence brings a positive impact to social adjustment, for which the higher the emotional intelligence is, the higher the social adjustment of the students will   be.   Meanwhile, the significant impact means that emotional intelligence does affect the social adjustment. It can be defined as having a significant impact since the significancy level obtained in this research is 0.000 (p < 0.05), for which the value of p is less than 0.05. The research results are in line with the statement asserted by Goleman [9] which mentioned that if an individual are able to adjust easily to the other's mood, or able to empathize, so the individu will have high emotions and will adjust easily to his social environment.

Based on the value of determinacy coefficient, it can be obtained a conclusion that emotional intelligence becomes a factor influencing the students' social adjustment at school. The value of determinacy coefficient (R^2) obtaibed in this research is 0.292 or 29.20 %. Besides emotional intelligence, there are also other factors that influence the social adjustment. Those factors are internal and external factors. Physical factor and psychological factor are considered as the internal factors that can affect social adjustment. The physical factors include physical condition and maturity of an individual as the elements, meanhwile psychological factors include an individual's experiences, lessons taken from experiences, conflicts encountered by an individual, and other determinants as the elements. For the external factors, there are several elements involved inside such as family parenting effect; harmonious relationship among family members which involves parents, children, and relatives in order to create a loving, warm, and cheerful atmosphere; roles of society, and school along with its members such as teachers, counselor, and others; culture; and religion.

The results of this research do support the previous researches which mostly mention that there is a positive impact between EI and the social adjustment ability of students [1,15–18]. On the other hand, the results of this research are not in line with a research conducted by Gaikward [24]. Thus, it can be concluded that the students who can control their emotions well will have a good relationship with their environment, behave properly, not being depressed, and have peace of mind as mentioned in the previous research [2,1].

Moreover, Abdullah et al. [14], Sjoberg [3], and Fernandez [4] explained that social adjustment is the main predictor of the individual's emotional intelligence. The results of this research also confirm the reasearch result of Gray et al. [12] which defined that the high emotional intelligence of someone will affect the someone's eagerness as well in studying at school. Such a condition is absolutely needed by the students of the primary school since they are in the golden age of their development. They need full supoort from their surrounding aspects, so that their development of life in the future can run normally and well. The development of social adjustment ability which is caused by the emotional intelligence will help the primary students plan their success in the future.

6.   CONCLUSION

According to the research results, a school should become a place to develop the emotional intelligence of the students for which it is considered as the proper place to realize it, even though emotional intelligence is not only formed at school, but also at home and in the society.

The research results also suggested that schools need to conduct some trainings which are designed particularly to develop the students' emotional intelligence which later affects the development of the ability of the students' social adjustment. The improvement of the ability of the students' social adjustment should become a priority for educational institutions since it constitutes the predictor of someone's success.

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