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## Emotional Intelligence In Improving Children's Academic Achievement : A Review Of Development Psychology

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### ABSTRACT

This study aims to examine the relationship between emotional intelligence and children's academic achievement using the literature study method from a developmental psychology perspective. This study reviewed 30 scientific articles obtained from the Scopus, ScienceDirect, and Google Scholar databases, with a publication range between 2013 and 2023. This method was chosen to gather relevant empirical evidence and strengthen the understanding of the contribution of intelligence to the academic emotional success of elementary school-aged children through adolescence. Inclusion criteria included publications containing quantitative or qualitative data on the influence of emotional intelligence on learning outcomes, academic engagement and social interactions in lin. Research was conducted using a thematic approach to identify consistent patterns of relationships in the literature. The results show that children with high emotional intelligence are better able to manage academic pressure, demonstrate good social skills and have high motivation to learn, which together contribute to improved academic performance. The study also emphasizes the importance of integrating emotional intelligence development in the education curriculum, as part of a holistic approach to learning. This research not only outlines the contribution of emotional intelligence to academic achievement, but also provides a basic concept for educational interventions that focus on the balance between cognitive and emotional aspects of development.

**Keyword** : Emotional Intelligence, Academic Achievement, Developmental Psychology, Literature Study.

### INTRODUCTION

Education is a process designed in a structured and planned manner to achieve certain goals, namely forming and developing individual behavior in accordance with the desired values (Elihami., 2018). In this context, education not only aims to provide knowledge, but also to build character and skills that support individuals in social life. This process is carried out systematically through various approaches designed so that the results are optimal and relevant to the needs of students. Schools as formal institutions have an important role in realizing educational goals (Darlis., 2017). Through the

education provided at school, students not only learn about science, but also develop their potential to achieve their life goals. Various activities at school, both academic and non-academic, provide valuable experiences for students to understand and face life's challenges (Ramadhani., 2024). Thus, schools become the main means of supporting the formation of quality individuals.

In everyday life, emotions play a very important role in shaping the way we live our lives. Emotions provide guidance on what matters most to us, whether in social relationships, value systems, or the activities we engage in. More than just spontaneous reactions, emotions drive motivation, passion, self-control, and persistence in dealing with various situations (Oemar & Fani, 2018). By understanding emotions, we can build a better life, maintain mental and physical health, protect our families, and achieve career success. Awareness and deep understanding of emotions is the key to creating a harmonious balance in life (Al Mustaqim, 2023). Research conducted by Lopes et al. (2006) proves that individuals with high levels of emotional intelligence tend to show better performance in the workplace because they are able to foster healthy interpersonal relationships and make wise decisions in situations.

Education is an effort carried out with the aim of changing or developing individual behavior so that it becomes better and in accordance with the expectations of society or educational institutions (Fiardi & Ilmi., 2022). A structured and planned educational process aims to equip students with the knowledge, skills and values needed in life. Schools, as formal institutions, play an important role in achieving these goals. Through a variety of subjects and learning experiences, students are expected to not only gain knowledge, but also practical skills that can be applied in everyday life. The learning process in formal education focuses on positive changes in students, reflected in improving academic abilities, developing attitudes, and improving social skills (Nurhaliza., 2024). At the end of the learning process, students are expected to show higher achievements, both in academic and non-academic terms. Learning achievement is the main indicator of the results achieved by students after participating in the educational process, which can be seen in the form of test scores, competencies mastered, and the ability to apply knowledge in everyday life.

Success in education is not only determined by students' attendance in class or their involvement in learning activities. Satisfactory academic achievement requires an effective learning process, which includes the use of appropriate learning strategies, high internal motivation, and support from the social environment. Good learning strategies include effective time planning, efficient reading techniques, note-taking skills, and the application of active learning methods tailored to each individual's learning style. Without a purposeful strategy, students tend to have difficulty in absorbing the subject matter optimally. In addition, the role of teachers, parents and classmates is very important in creating a conducive learning environment. Teachers act as facilitators who guide students in understanding the material and developing their academic potential. Parents provide moral, emotional support and learning facilities at home, while peers can be a source of motivation and collaboration in academic activities. All three together form a support system that strengthens the student learning process (Nasution, 2018). Therefore, an educational approach that is oriented towards cooperation between school, family and social environment is key in promoting optimal academic achievement.

In addition to the use of learning strategies and support from the social environment, psychological aspects such as emotional intelligence also play an important role in determining student academic achievement. Emotional intelligence includes an

individual's ability to recognize one's own and others' emotions, manage emotions effectively, show empathy, and foster healthy social relationships. In an educational context, these abilities are particularly relevant, given that students often face pressure from academic tasks, assessment demands, and social dynamics in the school environment.

Students with high levels of emotional intelligence tend to be more psychologically resilient in the face of learning stress, better able to manage their time and responsibilities, and more effective in communicating with teachers and peers. This contributes positively to learning focus, intrinsic motivation, and endurance in completing challenging academic tasks (Djollong et al., 2024). In contrast, students who struggle to manage their emotions often experience impaired concentration, easily feel anxious or frustrated, and experience barriers in social interactions, which ultimately have a negative impact on their academic performance.

Therefore, it is important for educational institutions to not only focus on mastery of subject matter, but also integrate emotional intelligence development programs into the curriculum. Character education, social skills training, and psychological counseling can be effective tools to help students build the emotional and social competencies needed to support their academic success and life in general.

The difference in academic achievement between students with high and low emotional intelligence is becoming increasingly clear (Purnama., 2016). Students who are able to manage emotions well often have higher adaptability in dealing with academic pressure and social relationships at school. This leads to increased learning motivation and better academic performance. This condition opens up opportunities for further research to explore how emotional intelligence can be integrated into formal education to improve student academic achievement. By paying attention to emotional intelligence, education can become more comprehensive, including academic and emotional aspects, which supports optimal student development. The ability to manage emotions, which is often referred to as emotional intelligence or emotional quotient (EQ), is an important aspect in human life, as explained by Goleman. EQ refers to a person's ability to use emotions intelligently, so that these emotions become tools that support decision making and interpersonal relationships (Andriani., 2024). Goleman emphasized that emotions are not only limited to surface reactions, but also include deep feelings, instincts, intuition and hidden sensations. When a person is able to recognize, respect, and manage their emotions, emotional intelligence allows for a more thorough understanding of oneself and others. Thus, EQ not only influences an individual's success in personal and professional life, but also becomes the foundation for building more empathetic and meaningful relationships.

Emotional intelligence has an important role in supporting children's academic success. The ability to recognize, understand and manage emotions helps children deal with various academic pressures, such as assignments, exams, as well as creating positive relationships with peers and teachers (Maharani et al., 2025). Children with good emotional intelligence tend to be more focused, able to manage stress, and have high learning motivation, so they can achieve optimal academic results. Children's psychological development is closely related to the emotional abilities they have. During the growth period, children begin to recognize various emotions and learn how to express them correctly (Wijayanto., 2020). A supportive environment, both at home and at school, is essential to helping children understand and express emotions healthily. This process

also supports the formation of empathy, namely the ability to understand and feel other people's feelings, which is important in their social life. However, children often face challenges in managing emotions, especially in the school environment. Academic pressure, such as demands for grades or competition with friends, can be a source of stress (Ayuningtyas et al., 2021). Additionally, interpersonal conflict, such as bullying or difficulty working together, often hinders children's emotional development. This inability to manage emotions can have an impact on reducing their learning achievement and emotional well-being.

A supportive school environment has a big role in helping children face these challenges (Hasani., 2024). Teachers can use an approach based on empathy and positive reinforcement to help children develop emotional abilities. In addition, character development programs that integrate social and emotional learning can provide practical skills for children in managing emotions and building good relationships with other people. The role of the family is also very important in supporting children's emotional intelligence. Parents need to set an example in managing emotions positively and create a safe atmosphere for children to share feelings (Harahap., 2024). With collaboration between school and family, children can develop emotional intelligence which not only supports academic success, but also helps them face various life challenges in the future. Emotional Intelligence is a concept that refers to an individual's ability to recognize, understand, regulate and utilize emotions, both their own and other people's emotions (Setyawan, 2018). Goleman (1995) defines emotional intelligence as the ability to recognize emotions, manage feelings, motivate oneself, and establish good social relationships. Meanwhile, Salovey and Mayer (1990) formulated emotional intelligence as a series of skills involving perception, understanding, management and use of emotions to support adaptive thinking and action.

Emotional intelligence is usually classified into several main dimensions. Based on Goleman's model, these dimensions include self-awareness, self-management, social awareness and relationship skills. Salovey and Mayer added a dimension related to the ability to use emotions to improve thinking, such as solving problems or making decisions. Emotional intelligence (EQ) is an important ability that involves self-control, endurance in facing obstacles, impulse management, and the ability to regulate mood and anxiety (Pebriyanto., 2018). This ability also includes empathy, which allows individuals to understand the feelings of others and interact effectively in social relationships. Emotional intelligence is not only related to managing one's own emotions, but also with the ability to build harmonious relationships with other people (Fadilah et al., 2021). A person with good emotional intelligence will find it easier to recognize their own feelings and those of others, motivate themselves, and manage emotions both within themselves and in relationships with others. Emotional intelligence also includes the ability to feel and understand emotions in a positive and constructive way. Effective emotional management allows individuals to use emotions productively to support thinking processes and decision making (Arfa., 2024).

A good understanding of emotions can strengthen intellectual capacities and help a person become more reflective of their emotional experiences. In everyday life, this ability also facilitates intellectual development and better decision making, because emotions that are not managed properly can interfere with the ability to think rationally. Good emotional intelligence supports individual social development, especially in the context of interactions in the family, school and workplace (Muali., 2022). Children with high emotional intelligence are better able to manage stress and anxiety, which allows them to

stay focused and calm in the face of academic and social challenges. Additionally, they are more able to empathize with peers, which can strengthen social relationships and create better bonds. Therefore, emotional intelligence plays an important role in helping individuals develop personally and achieve success in various aspects of life, both in the world of academics, work and social relationships. Measuring emotional intelligence in children requires an approach that is appropriate to their cognitive and emotional development. Instruments such as the Emotional Quotient Inventory: Youth Version (EQ-i:YV) are often used to measure the emotional intelligence of children and adolescents. This instrument assesses aspects such as emotional awareness, empathy, interpersonal skills, and stress control. Apart from that, direct observations by teachers or parents as well as semi-structured interviews can also be used to identify children's level of emotional intelligence in the context of everyday life.

A deep understanding of the concepts, dimensions and measurements of emotional intelligence is an important basis for designing interventions that support children's emotional development (Herdiyana et al., 2023). With this approach, children can be helped to improve emotional skills that are essential to supporting academic success and social relationships. Emotional intelligence plays a very important role in an individual's life, especially in facing challenges and interacting with other people. This intelligence not only involves the ability to understand and manage one's own emotions, but also the ability to respond appropriately to the emotions of others. The ability to recognize one's feelings, regulate emotional reactions effectively, and use these feelings in making rational decisions allows a person to act wisely in stressful situations (Hidayat et al., 2024). This interconnected intrapersonal and interpersonal intelligence, in turn, supports individuals to function optimally, both in personal relationships and in the wider social environment. The ability to motivate yourself, especially when facing difficulties or failure, is an important aspect of emotional intelligence (Yulika., 2019). When someone is able to manage their emotions well, they can remain calm and focused even in stressful situations. This allows individuals to maintain enthusiasm and continue to strive to achieve goals, despite facing various obstacles. Emotional intelligence contributes greatly to a person's mental resilience, which allows them not to give up easily in facing challenges, whether in the context of academics, work or personal life.

Emotional intelligence also plays an important role in building healthy and productive relationships with other people. By having empathy, individuals are able to feel and understand the feelings of others, thus facilitating the creation of better communication and harmonious relationships. Emotional intelligence allows a person to adapt more easily to their social environment, build effective cooperation, and resolve conflicts in a constructive way (Hidayat et al., 2024). These abilities not only support individual success in interacting with others, but also strengthen the social skills necessary to achieve shared goals in various contexts. Law no. 20 of 2003 concerning the National Education System underlines the importance of education as a tool for developing individual abilities and forming dignified national character and civilization. In this context, national education not only functions as a means to educate the nation's life, but also to form complete humans physically, mentally and socially.

This includes developing the potential of students to become individuals who not only have knowledge and skills, but also have strong moral values, positive attitudes, and the ability to adapt to current developments. The goals of national education stated in this law emphasize the importance of character formation which includes faith and devotion to God Almighty, noble morals, and individual health and welfare. Education aims to

produce individuals who are not only competent in the fields of science and technology, but also have a creative and independent attitude that allows them to face life's challenges with confidence (Pare., 2023). Apart from that, education is also directed at forming a democratic generation, which is able to actively participate in social, political and cultural life as responsible citizens. The importance of education in forming individuals who are balanced between cognitive, affective and psychomotor aspects shows that education must be designed to pay attention to all aspects of students' lives (Listia & Albina., 2024). Education does not only include academic teaching, but also the formation of attitudes, behavior and values that can help individuals to become better individuals, beneficial to society and ready to contribute to the progress of the nation. Therefore, holistic and sustainable education is really needed to achieve this goal, with support from various parties, including the government, educational institutions and society in general.

The learning process at school is a complex and comprehensive process, involving various physical, mental and social aspects of students. Many people believe that to achieve high learning achievement, a person needs to have a high Intelligence Quotient (IQ), because IQ is considered a potential provision that makes it easier for individuals to learn, so that it can produce optimal achievement. IQ is often considered an indicator of good cognitive ability, including the ability to think, analyze and solve problems effectively. According to Fedus on the kita.com education site (2008:1), IQ is a measure of a person's cognitive abilities which is used to determine the extent of the brain's ability to process information and adapt to intellectual challenges. However, true learning achievement is not only influenced by IQ, but also by other factors such as environmental factors, motivation, and emotional intelligence, which play a role in how a person interacts with subject matter, manages stress, and maintains focus in learning. Jean Piaget, a psychologist from the University of Geneva, Switzerland, divided human cognitive development into four stages, namely the sensorimotor stage, pre-operational stage, concrete-operational stage, and formal operational stage. The sensorimotor stage occurs from birth to two years of age, where babies begin to develop the ability to interact with the world around them through their senses. In the pre-operational stage (ages 2 to 7 years), children begin to develop symbolic thinking abilities even though their thinking is still limited and egocentric. The concrete-operational stage (7 to 11 years) marks the child's ability to think more logically and systematically, although it still relies on concrete experience. At the formal operational stage (age 12 years and above), individuals begin to be able to think abstractly, make predictions, and develop more complex thinking. Each stage of cognitive development has a significant influence on how an individual learns and overcomes the challenges faced in the educational process.

The development of emotional intelligence has been proven to play an important role in improving student academic achievement, as found in this research. The positive relationship between emotional intelligence and academic achievement encourages educators to focus more on integrating social-emotional learning in formal education curricula. This will help students manage stress, cope with academic pressure, and improve social interactions with peers and teachers, which in turn improves their academic results. These findings also provide a basis for policy makers to formulate more holistic education policies, which pay attention to the development of emotional intelligence as an important part of education. The role of parents and the community is vital in supporting this development, thereby creating synergy between schools, families and communities to create an environment that supports students' overall emotional, social and academic development. Based on the explanation above, the researcher is interested

in raising these problems with the title "Emotional Intelligence in Improving Children's Academic Achievement: A Review of Developmental Psychology".

## METHOD

This research uses a descriptive qualitative approach with literature study methods to analyze the relationship between emotional intelligence and children's academic achievement in the context of developmental psychology. This research examines various relevant literature, such as books, journals, articles and previous research, to explore the concept of emotional intelligence, the factors that influence academic achievement, and how the two interact with each other. The main focus of the research is to understand how emotional intelligence can contribute to improving children's academic achievement, as well as to identify important dimensions in developmental psychology that play a role in this process. Data collected from various sources will be analyzed thematically to find relevant patterns and relationships, as well as to provide new insights regarding the role of emotional intelligence in children's education. This research will also evaluate various theories and previous findings regarding emotional intelligence, emotional regulation, and psychological factors in children's development that influence their academic performance.

## RESULT AND DISCUSSION

Emotional intelligence (EQ) plays an important role in various aspects of life, including children's academic performance. The ability to recognize, understand and manage one's own emotions and interact with others effectively is believed to significantly influence children's academic performance (Putri et al., 2024). Research in developmental psychology shows that children with good emotional intelligence are better able to deal with stress, collaborate with peers and teachers, and maintain motivation even when facing academic challenges. Understanding the relationship between emotional intelligence and academic achievement is very important to improve the quality of education. The following table summarizes the data that supports the link between emotional intelligence and children's academic achievement, as well as its relevance in the context of developmental psychology.

Below is a more detailed table with additional data regarding the relationship between emotional intelligence and children's academic achievement, as well as its relevance in developmental psychology :

RESEARCH	METHOD	THEORY	RESULT
<b>The influence of emotional intelligence and interest in learning on math learning achievement at sman south jakarta</b>	Quantitative (survey method)	Cooper dan Sawaf (2024)	From the results of data collection through questionnaires distributed to students. It is known that students' interest in learning mathematics is good. Likewise, students' emotional intelligence is in the good category, this can be seen from the results of the test

				distribution. Good interest and good emotional intelligence affect students' math learning achievement.
<b>Relationship between Emotional Intelligence and Learning Achievement: A Mediation Analysis Career Adaptability on Learning Achievement</b>	Quantitative correlation	Tinto & Pusser (in York, Gibson & Rankin, 2020)		The results of this study indicate that during adolescence, within the span of one academic year, the level of learning achievement (as indicated through GPA) promotes and stimulates adolescents' strategies to position themselves towards their desired and lived careers.
<b>The influence of emotional intelligence and learning motivation on student learning achievement at smp negeri 1 sengkang</b>	Quantitative approach ex postfacto method	Daniel Goleman, Emotional Intelligence, 2020		Based on the research findings that there is. A relationship between emotional intelligence and learning achievement mediated by Career adaptability, provides the view that students. Need assistance services to Manage emotions positively, practice how to Express emotions appropriately, empathize, Be responsible and prepare themselves for Their tasks and roles will be able to support Satisfactory learning achievement.
<b>The relationship between emotional intelligence and physical education learning achievement of smp negeri 1 sawang students, south aceh district</b>	Quantitative and correlational research	Goleman (Suharsono, 2024:120)		The final finding of this study is that there is a positive influence between Emotional intelligence and student learning motivation together on learning achievement.  This shows that emotional intelligence and learning



<b>The influence of social interaction and environment on children's emotional intelligence: a developmental psychology perspective</b>	Literature review	Morris & Carter, (2021)	<p>motivation are factors that need to be considered in an effort to improve student achievement.</p> <p>Thus, the interaction between social influences and the environment has a profound impact on the development of children's emotional intelligence. Through diverse social experiences and supportive environments, children can develop the ability to understand, manage, and express their emotions in healthy and constructive ways. With a better understanding of these interactions, we can create optimal conditions to support children's emotional intelligence development, preparing them to better face emotional challenges in the future.</p>
<b>Effectiveness of an Emotional Intelligence Intervention and Its Impact on Academic Performance in Spanish Pre-Adolescent Elementary Students: Results from the EDI Program</b>	Quantitative	Bar-On, (2020)	<p>Suggested future lines of research include, on the one hand, expanding the evaluation instruments. By combining self-reports with performance measures, in order to complement the students' Self-perception with their performance on specific tasks. On the other hand, considering that in Previous studies the relationship between trait EI and AP was modulated by cognitive ability</p>

Emotional intelligence (EQ) plays an important role in supporting children's academic achievement, with various EQ components such as self-awareness, self-

management, empathy, and social skills that influence children's ability to learn (Rachmawati & Yasin., 2021). Children who have good emotional intelligence tend to be better able to manage their emotions, which allows them to stay focused, motivated, and overcome academic challenges. Good stress management is one of the main factors in the learning process, because children who are able to control anxiety and pressure will be more effective in completing assignments and exams. Emotional intelligence also influences academic motivation, because children who have a high EQ will be more confident and have an intrinsic enthusiasm for learning. In addition, the social skills that develop through emotional intelligence help children interact with peers and teachers in a positive way, creating a collaborative and supportive learning atmosphere (Zannatunnisya et al., 2024). Children's social and emotional development is also an important foundation in achieving academic achievement, because a supportive family and school environment can strengthen their emotional intelligence. Children who learn in an environment that encourages their emotional development will be better prepared to face academic challenges and achieve success in school. These factors show how much influence emotional intelligence has on a child's ability to learn and achieve optimal academic achievement.

### **The Relationship between Emotional Intelligence and Learning Achievement**

In the current era of increasingly fierce competition in the world of education, the pressure to achieve success often becomes a psychological burden for students. Worries about failure, the inability to achieve satisfactory learning achievements, or even the fear of missing class become real challenges. This condition encourages many students to make various efforts to achieve the best performance, such as taking tutoring, additional courses, or using more effective learning methods (Muna., 2024). These efforts certainly have a positive impact in supporting academic achievement. However, intellectual intelligence alone is not enough to face various complex challenges in life. There is another factor that is no less important, namely emotional intelligence, which is the key to long-term success. Emotional intelligence gives individuals the ability to understand and manage their own feelings, while also being able to read and respond to the emotions of others effectively. This ability not only helps individuals overcome emotional turmoil that may arise due to academic pressure, but also provides provisions for dealing with various life situations, both in social and professional relationships (Khalilah., 2017).

Individuals who have good emotional skills tend to be more motivated to achieve, are able to think clearly, and focus on the tasks at hand. On the other hand, individuals who cannot manage emotions well are often trapped in inner conflicts that disrupt concentration, hinder productivity, and even damage interpersonal relationships. Therefore, the development of emotional intelligence is an important aspect that needs to be considered in education, not only to support academic success, but also to form individuals who are balanced and resilient in facing the dynamics of life.

A report published by the National Center for Clinical Infant Programs in 1992 revealed that a student's success in school is not only determined by intellectual abilities, such as mastery of facts or early reading skills. This success is more influenced by the emotional and social abilities possessed by students. In addition, this report emphasizes that successful students tend to have self-awareness, interest in learning, understanding of behavior patterns expected by the environment, and the ability to control impulses so as not to act. Impulsive, students who are able to be patient, follow directions, ask the teacher

for help when facing difficulties, and express needs appropriately in social interactions show greater potential for achieving success.

The findings also suggest that students with low academic achievement often lack one or more elements of emotional intelligence, regardless of whether they face cognitive barriers such as learning difficulties. This emphasizes that emotional intelligence has an important role in supporting student success both in the academic and social fields (Sarnoto & Rom;i., 2019). With the ability to understand and manage emotions, students can build positive relationships with teachers and peers and overcome various challenges in learning. Therefore, the development of emotional intelligence needs to receive serious attention in education, in order to form individuals who are not only intellectually superior, but also able to face the dynamics of life wisely.

Research conducted by Walter Mischel in 1960, known as the "Marshmallow Challenge," at Stanford University provides a significant illustration of the importance of self-control abilities from an early age. This research showed that four-year-old children who were able to delay the urge to immediately eat the marshmallow in the experiment had better outcomes in various aspects of life when they were adults. After completing their education at the high school level, these children were proven to be more academically competent, better able to organize ideas logically, and had a higher passion for learning compared to children who were unable to postpone impulses. In addition, the group of children who have these abilities show significantly higher SAT test scores, confirming that self-control is an important factor in supporting academic success (Goleman, 2002: 81).

Individuals who have a high level of emotional intelligence also show various advantages in other aspects of life. People with good emotional intelligence tend to be more skilled at calming themselves when facing pressure, have a better ability to focus attention, and experience less stress-related health problems. In addition, their ability to relate to others and understand and respond to other people's emotions is also more developed, which contributes to better academic performance in school. Gottman's research (2001:xvii) reveals that emotional intelligence not only supports emotional health, but also plays an important role in social and academic success. Therefore, developing emotional intelligence from an early age is very important in forming individuals who are not only intellectually superior, but also resilient in facing various life challenges.

### **The Influence of Emotional Intelligence on Learning Achievement**

The low role of emotional intelligence on learning achievement can be caused by various factors that influence student academic achievement. Learning achievement reflects the level of student ability in following a learning program during a certain period in accordance with the established curriculum. Assessment of learning achievement is often carried out by measuring the knowledge students have, which can be in the form of memorizing questions, as well as their ability to apply knowledge to solve problems, both in the form of calculation and analysis questions. At the high school (SMU) level, most of the questions given focus more on recall competence, while the application and analysis competence level is only applied to subjects such as mathematics, physics and chemistry. Learning achievement assessed in the form of numbers or letters reflects the extent to which students have mastered the subject matter, but this does not fully describe all aspects that influence learning success. Factors such as student behavior, craft, skills and

attitudes also influence their achievement and can be measured by certain standards set by the teacher.

Cultural differences in the expression of emotions also play a role in a person's low emotional intelligence. Expressions of emotion that are acceptable in one culture may be considered inappropriate or inappropriate in another culture. In many Asian countries, for example, culture often teaches individuals to suppress or hide negative feelings, such as anger or disappointment. This can limit a person from managing and expressing their emotions healthily, which can ultimately affect the development of their emotional intelligence. Individuals with low emotional intelligence tend to have difficulty dealing with emotional pressure or stress, including in learning contexts, which can have an impact on their academic results. Therefore, developing emotional intelligence is important to help students manage and express their feelings more effectively in various situations, including in the learning process.

Some research also shows that emotional intelligence is often viewed separately from academic intelligence, with little or no relationship between academic achievement test scores or IQ and a person's emotional well-being. For example, even though someone may experience deep anger or depression, they can still experience well-being if they have compensatory experiences or moments that are pleasant or happy. This indicates that emotional factors and well-being are not always in line with the level of academic intelligence, and someone who does not always show high academic achievement can still have a good quality of life if they are able to manage their emotions well (Goleman, 2002: 78).

The results of a large survey conducted in the United States of parents and teachers also revealed that children in the current generation face emotional problems more often than previous generations. Children today tend to grow up lonely, often experience depression, are more irritable, more difficult to manage, and more anxious and impulsive. They are also more aggressive. Similar phenomena have been recorded in other countries around the world. Dr. Thomas Achenbach, a psychologist from the University of Vermont who conducted the research, stated that the decline in basic abilities in these children appears to be global. This decline is reflected in the increasing number of cases of young people facing various emotional and social problems, such as feelings of hopelessness about the future, social isolation, drug abuse, crime and violence, depression, eating disorders, unwanted pregnancies, juvenile delinquency, as well as high rates of dropout. This shows that low emotional intelligence can be a major factor affecting children's development and well-being, which in turn has an impact on broader social problems (Goleman, 2001:17).

Emotional intelligence is often not specifically taught in schools and is not recorded in report cards, which generally only record academic grades or other skills related to subjects. This causes its contribution to student learning achievement to often not be seen directly. In fact, the ability to manage emotions, control impulses, adapt to change, and build positive interpersonal relationships greatly influences the way students face academic challenges, interact with other people, and work in teams. Students who have good emotional intelligence tend to be more motivated to learn, more resistant to stress, and able to overcome failure in a constructive way. Therefore, developing emotional intelligence should be an important part of the educational curriculum, because it can help students not only achieve academic achievement, but also prepare them to face life challenges outside of school.

Developmental psychological factors that support emotional intelligence involve various aspects that influence an individual's ability to recognize, manage and express emotions in a healthy and constructive way (Saputra & Gusmaneli., 2024). One of the main factors is personality development, which includes elements such as self-esteem, self-control and self-awareness. Individuals who have good self-esteem and trained self-control tend to be better able to manage their emotions in stressful situations. In contrast, individuals who experience disturbances in their personality development, such as low self-esteem or difficulty controlling impulses, often face difficulties in maintaining their emotional balance, which can hinder the development of emotional intelligence.

The social experiences a person has since childhood also play a very important role in the formation of emotional intelligence (Muali & Fatmawati., 2022). Interactions with family, friends, and the school environment provide opportunities for individuals to learn various social skills, such as empathy, conflict management, and effective communication skills. Children who are raised in an environment that supports their emotional development such as an environment that encourages open communication, attention to feelings, and management of differences will more easily develop social intelligence which is a major component of emotional intelligence. These social experiences not only shape the way individuals interact with others, but also teach them to recognize and respect other people's emotions.

Learning processes related to managing emotions, such as recognizing basic emotions and controlling impulses, also support emotional intelligence. At an early age, children learn to recognize their emotions through parenting and daily interactions with parents and the surrounding environment. They also develop the ability to delay gratification and control impulses, which is critical in managing conflict and avoiding destructive behavior. These factors include the ability to express feelings in an appropriate way, as well as the skill to calm oneself in challenging emotional situations. Thus, emotional intelligence develops through social experiences and learning that individuals receive, which strengthens their ability to interact positively and effectively in various life contexts (Swandewi et al., 2024).

Student learning achievement is the result of the interaction of various factors that influence each other. The first factor that plays an important role is internal factors that come from the students themselves. These include motivation, intelligence, attitudes, interests, and the ability to manage emotions. Students who have high motivation tend to be more diligent in studying and strive to achieve academic goals. Apart from that, emotional intelligence also influences how students face challenges and stress during the learning process. Students who can control emotions well, such as frustration or anxiety, are better able to stay focused on learning and overcome existing obstacles, so they can improve their learning achievement (Tanjung & Namora., 2022).

External factors also have a big influence on student learning achievement. One of them is teacher competence in teaching and managing the learning process. Teachers who have adequate knowledge, skills in managing the class, and the ability to communicate well will create a conducive learning atmosphere for students (Erwinsyah., 2017). Apart from that, the curriculum implemented in schools also plays a role in determining student learning outcomes. A curriculum that is relevant and appropriate to students' developmental needs can provide challenges appropriate to their abilities, which in turn can increase students' motivation and achievement in learning.

School and community environmental factors also significantly influence student learning achievement. A safe, comfortable and supportive school environment will

provide space for students to develop well. Apart from that, social support provided by family and community also plays an important role in the student learning process. Students who receive positive support from parents, friends and the surrounding environment tend to be more motivated and have a higher enthusiasm for learning (Amrullah et al., 2024). Thus, internal factors of students, the quality of the school environment, and social support provided by the community have a very important role in improving student learning achievement.

## CONCLUSION

Emotional intelligence is an essential ability that has a significant influence on children's academic success, because it includes the ability to recognize and manage emotions, motivate oneself, and build positive social relationships. Children with high emotional intelligence tend to be better able to manage pressure, overcome stress, and maintain focus in the learning process, thereby increasing their intrinsic motivation to achieve academic achievement. In addition, skills such as empathy and mood management enable children to create a harmonious learning environment, both with peers and with teachers. Developing emotional intelligence from an early age is an important foundation not only for supporting academic success, but also for equipping children with relevant social and emotional skills in the future. Therefore, support from parents, educators and the environment is very necessary to ensure that children's emotional intelligence develops optimally, so that they can grow into mature individuals intellectually, emotionally and socially.

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