

The Effect of Emotional Intelligence on Student Interpersonal Communication

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ABSTRACT

This study explores the important relationship between emotional intelligence (EI) and interpersonal communication among students of Jinarakkhita Buddhist College of Lampung, particularly in the Communication Studies program during the 2023/2024 academic year. Recognizing a significant gap in understanding how EI affects communication dynamics in academic contexts, this study aimed to uncover the relationship. Using a quantitative approach, data was collected from a sample of 45 students using a structured questionnaire. A significant positive correlation was found between EI and interpersonal communication effectiveness through Pearson correlation analysis and simple linear regression with Microsoft Excel. Specifically, college students who exhibited higher levels of EI showed better adaptive and cooperative behaviors in their interactions. This study confirms the importance of EI development among university students to improve interpersonal communication, with potential implications for future education and professional preparation. With the increasing recognition of emotional intelligence in educational contexts, this study provides valuable insights and recommends curriculum development and student engagement strategies.

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Introduction

Amidst the complexity of interpersonal relationships in the academic environment, the role of emotional intelligence and interpersonal communication becomes essential. In this context, this study aimed to understand the extent to which emotional intelligence affects interpersonal communication in STIAB Jinarakkhita students, especially in the Buddhist Communication Science Study Program for the 1st and 3rd semesters of the 2023–2024 academic year.

Considering the specific and limited number of 45 students, this study took a census approach. Each student in this category was considered an adequate representation to illustrate the relationship between the variables of emotional intelligence and interpersonal communication. Data were obtained through the

distribution of questionnaires specifically designed to measure the level of emotional intelligence and interpersonal communication.

After collecting the data, analysis was conducted using Microsoft Excel. The analysis method used involved the Pearson correlation technique to examine the relationship between the two variables as well as simple linear regression to determine how strongly emotional intelligence affects interpersonal communication. The results of this analysis will hopefully provide deep insight into the importance of emotional intelligence in improving the quality of interpersonal communication in an academic environment.

The importance of this research is not only limited to the academic context but is also relevant for students' future personal and professional development. By understanding the relationship between emotional intelligence and interpersonal communication, educational institutions can design more effective programmes to enhance both aspects, which will ultimately contribute to the formation of more competent and adaptive individuals in society.

In conclusion, the integration between emotional intelligence and interpersonal communication within STIAB Jinarakkhita is an important focus of this research. Through in-depth analysis, it is expected that strategies or recommendations can be found to improve the quality of interpersonal relationships among students, which in turn will have a positive impact on the institution and society as a whole.

Literature Review

Emotional Intelligence

Understanding emotional intelligence is crucial in the context of research, especially regarding its relationship with interpersonal communication. Ohkana and Sugeng (2016) emphasize that individuals who have emotional intelligence can control urges and momentary gratification, regulate moods, and are able to empathize. This shows that emotional intelligence is not just a theoretical concept but has practical implications in one's daily life. Furthermore, Goleman (2016) adds another dimension of emotional intelligence by stating that individuals who have good emotional intelligence tend to be more adaptive and cooperative in carrying out their tasks. This ability is based on an individual's competence in negotiating and solving problems, which are important aspects of interpersonal interactions, both in academic and professional environments.

Emotional intelligence has a very important role in various aspects of a person's life, including in the context of leadership and social interaction. Pooya (2013) showed that individuals who have high emotional intelligence tend to have adaptive and cooperative leadership styles. This illustrates how the ability to understand and manage emotions, both one's own and those of others, can influence how one leads and interacts with one's team. Zohar and Marshall (2015) emphasize the concept of "heart intelligence," which assumes that emotional intelligence is an important foundation for building social capital. That is, by having good emotional intelligence, one can be more effective in building healthy relationships, understanding the



feelings of others, and contributing to the social environment in a positive way. Then Goleman (2016) simplifies the understanding of emotional intelligence by linking it directly to individual feelings, dispositions, and instincts. According to him, a person's attitudes and behaviors in life are often based on underlying emotional abilities, confirming the importance of understanding and developing emotional intelligence as an integral part of personal and professional development.

Emotional intelligence, as stated by Satterfield (2017), is a mental ability that works in the midst of waves of emotions. Thus, emotional intelligence is not simply a response to emotions but rather the ability to manage them wisely. This statement is in line with the views of Rokhana and Sugeng (2016), who emphasize that emotional intelligence involves exercising the ability to manage feelings, control impulses, and maintain mood balance. Furthermore, Ratih et al. (2021) added the dimensions of self-awareness, self-control, and the ability to communicate and influence as key components of emotional intelligence.

Emotional intelligence refers to one's ability to understand, manage, and express emotions appropriately, which is essential in the academic and social context of college students (Mayer, Salovey, & Caruso, 2004). Emotional intelligence is not only about understanding one's own emotions but also the emotions of others, thus allowing students to interact effectively in various situations, whether in discussion groups, presentations, or daily interactions on campus. As a student, having good emotional intelligence can help in navigating academic challenges, such as learning pressure, teamwork, and interactions with lecturers and peers (Dharmariana, 2015).

Understanding and controlling emotions well allows individuals to stay focused, productive, and effective in their work. A study you mentioned shows how emotional intelligence affects employee performance in a banking environment. It emphasizes that technical skills and knowledge alone are not enough; the ability to interact with others, manage conflict, and remain calm under pressure are highly valued skills. Fachrur (2019) points out that emotional intelligence blends technology and skill analysis to achieve desired results based on performance. Thus, in an era where technology is constantly evolving, emotional skills are becoming increasingly important in navigating the complexities of human relationships and the challenges that come with them.

Armansyah (2018) highlighted the importance of emotional intelligence for students. According to him, emotional intelligence is not only about an individual's ability to manage personal emotions but also to understand and respond to the emotions of others. This allows students to integrate emotions with academic thinking and actions. Furthermore, Armansyah asserted that when students consider factors such as technical skills and intellectual intelligence in their academic achievement, emotional intelligence may have a more significant influence. In an academic setting, emotional intelligence can play an important role in managing stress, building healthy interpersonal relationships, and achieving overall academic success. Thus, understanding and developing emotional intelligence is crucial for students to reach their full academic and professional potential.



Dusek, in Casmini (2007), suggests that emotional intelligence has two main approaches. Quantitatively, this concept relates to a person's ability to solve problems that can be measured, similar to intelligence tests. Meanwhile, from the qualitative side, emotional intelligence is related to how a person processes information from outside that suits him. Gardner, in a discussion by Lantieri, Goleman, and Bannel (2009), states that emotional intelligence is not just one form but encompasses seven major variations, including linguistic, mathematical, spatial, kinesthetic, musical, and interpersonal abilities. Gardner emphasized that to succeed in life, individuals need to develop these different types of intelligence, particularly interpersonal and intrapersonal intelligence. This thinking was reinforced by Thordike, as cited by Goleman, Boyatzis, and McKee (2002), who emphasized the individual's ability to influence and manage others wisely. Then Mangkunegara (2002) distinguishes emotional intelligence into two key aspects: interpersonal intelligence, which relates to the ability to interact with others, and intrapersonal intelligence, which emphasizes the ability to recognize and manage one's own emotions and thoughts. Thus, emotional intelligence is defined and understood through various dimensions that are interconnected and complementary.

According to Aziza, N., and Melandy (2006), emotional intelligence is defined as the specific ability to identify and sense feelings and to be able to utilise them to support the thinking process. Furthermore, this definition includes a deep understanding of the meaning and significance of various feelings, as well as the ability to control these emotions. The goal is to support both emotional and intellectual growth and development. Meanwhile, according to Pulungan & Syahfitri (2018), emotional intelligence is defined as a person's ability to wisely use their emotions. They emphasize that emotions are a deep and complex aspect of the human heart and instincts. When these emotions are recognized, appreciated, and managed well, emotional intelligence can help individuals gain a deeper understanding of themselves as well as others. For university students in particular, understanding and developing emotional intelligence is crucial to navigating academic life, social interactions, and overall personal development.

Developing emotional intelligence among university students is crucial, as it not only improves academic performance but also prepares them for the challenges of the professional world in the future. With good emotional intelligence, students can be more adaptive, cooperative, and effective in various academic and social situations, making a positive contribution not only to academic performance but also to personal development.

Interpersonal Communication

In the context of higher education, students interact with lecturers and fellow students, similar to the dynamics in organizations. Healthy relationships require effective interpersonal communication. Students communicate with lecturers to understand the material and with fellow students in group work or other activities. This communication facilitates the exchange of ideas and knowledge, similar to the importance of communication in other organizational settings.



In the context of students, the importance of interpersonal communication within the university academic environment cannot be ignored. To achieve their academic and personal development goals to the fullest, students need to build open, honest and trusting relationships with lecturers, staff and fellow students. Principles such as empathy, trust and positivity should be applied in every interaction, be it in class discussions, group projects or extracurricular activities. By maintaining effective interpersonal communication, students can create an academic environment that is productive, supportive and helps to improve the quality of education and the learning experience.

Interpersonal communication, as a key skill, involves the complexity of thinking and interacting with others, as stated by DePotter (2013). It is not only about conveying messages, but also involves the ability to understand and provide appropriate responses in every interaction. This is in line with Juhro's (2021) view that interpersonal intelligence appears in the ability to communicate and interact effectively with others.

In the context of university students, interpersonal communication plays a crucial role in developing a harmonious and productive academic environment. Without effective interpersonal communication between students, lecturers, and university staff, on-campus interactions may not go well. When there is strong interpersonal communication, students can easily collaborate on group projects, class discussions, and other academic activities. In addition, open and productive relationships between students and lecturers facilitate a more effective learning process. However, if interpersonal communication among the academic community experiences barriers or imperfections, this can hinder the achievement of academic goals. Therefore, for students, the importance of establishing and maintaining healthy and effective interpersonal communication in the campus environment should not be overlooked.

Interpersonal communication is a key ability possessed by students in the process of exchanging ideas, information, and opinions with peers or lecturers (Devito, 2017). As students, face-to-face communication is a reflection of personal characteristics in various academic interactions, ranging from group discussions to classroom presentations. Effective interpersonal communication skills enable students to understand, interpret and respond to information appropriately. Some important indicators in interpersonal communication for students include openness, empathy, supportive attitude, positive attitude, equality, confidence, and readiness.

In the context of college students, an understanding of interpersonal communication is crucial. As students, they often interact with lecturers, peers, and other individuals in an academic environment. As mentioned by Devito (2011), interpersonal communication involves direct interaction between two or more individuals. This means that students need to develop good interpersonal communication skills to ensure effective information exchange, understanding and collaboration in the teaching-learning process and other social interactions. In addition, understanding that interpersonal communication is not only through words, but also through body



language, facial expressions, and other actions will help students to communicate effectively in various situations. Therefore, focusing on developing interpersonal communication for students can strengthen their relationships with lecturers and peers and improve the quality of interactions in the academic environment.

Based on the study of Nazihah et.al (2019), students in higher education have varying levels of interpersonal communication, from simple to high. This shows the importance of interpersonal communication skills in their interactions and relationships in the campus environment. Interpersonal communication skills among students are essential, as they allow students to interact more effectively with peers and lecturers and build positive relationships in academic and social environments.

Interpersonal communication skills have a central role in helping students navigate their academic and social challenges. A study showed that students with solid interpersonal skills tend to build more positive relationships with lecturers and peers in the university environment (Rasimin, 2021). This ensures that the learning environment becomes more inclusive and supportive. Furthermore, good interpersonal communication skills not only support positive interactions between students, but also become a crucial aspect in seeking academic guidance and counseling (Johnson et al., 2019; Misra, 2019; Smith, 2020; Jones & Brown, 2021).

Keterampilan komunikasi interpersonal memiliki peran sentral dalam membantu mahasiswa menavigasi tantangan akademis dan sosial mereka. Sebuah penelitian menunjukkan bahwa mahasiswa dengan keterampilan interpersonal yang kuat cenderung membangun hubungan yang lebih positif dengan dosen dan teman sebaya di lingkungan universitas (Rasimin, 2021). Hal ini memastikan bahwa lingkungan belajar menjadi lebih inklusif dan mendukung. Selain itu, kemampuan komunikasi interpersonal yang baik tidak hanya mendukung interaksi positif antar mahasiswa, tetapi juga menjadi aspek penting dalam mencari bimbingan dan konseling akademik (Johnson et al., 2019; Misra, 2019; Smith, 2020; Jones & Brown, 2021).

In the context of college students, the application of the five types of effective interpersonal communication according to DeVito (1997) can be very relevant and useful.

1. **Openness:** As a student, openness in communicating with lecturers, peers, and other parties is very important. Students who are open tend to be more receptive to input, feedback, and sharing ideas and opinions in a constructive way.
2. **Empathy:** Students who have high empathy can better understand the feelings and views of others, enabling them to work together in teams, resolve conflicts, and build deep relationships in academic environments.
3. **Support:** In an academic environment, students are often faced with challenges such as coursework, presentations, or group projects. A supportive attitude between students can facilitate productive collaboration and strengthen the social bonds between them.
4. **Positive Attitude:** Having a positive attitude will help students motivate themselves and others, promote a pleasant learning atmosphere, and build a



supportive environment. With a positive attitude, students can overcome academic challenges with more confidence.

5. Equality: Students who practice equality in communication show respect for the views and opinions of others. This is important in class discussions, study groups, or collaborative projects where each individual should be valued and given the opportunity to contribute.

By understanding and applying these principles of interpersonal communication, students can maximize their learning experience, build healthy and productive relationships, and prepare themselves for future professional challenges.

Research Method

In research with a quantitative approach on the influence of emotional intelligence on student interpersonal communication, research was conducted on a population of 45 students. To get an accurate representation, the researcher chose to use the random sampling technique. The data was collected through a questionnaire that had been prepared with structured questions to measure both variables. This process ensures that the information obtained from respondents is valid and reliable for further analysis.

Types of Research

This research is associative research that aims to determine the relationship between two or more variables, in accordance with the definition of Sugiyono (2018).

Population and Sample

The population of this study were 45 students of the Buddhist Communication Science study program at STIAB Jinarakkhita, all of whom were used as respondents due to the appropriate number for population research.

Types of Data and Data Collection Techniques

The type of data used is primary data, which is obtained directly from research respondents. The data collection technique was carried out through distributing questionnaires to respondents containing statements related to emotional intelligence and interpersonal communication.

Classic Assumption Test

Undertaking classical assumption tests, such as normality and homogeneity tests.

Data Analysis Method

Using simple linear regression to analyze the effect of emotional intelligence on interpersonal communication.

Hypothesis Testing

Undertaking hypothesis testing using the f test and calculate the coefficient of determination to assess the extent to which the independent variable can explain variations in the dependent variable.

Findings

Normality test

Based on the data provided, there were 45 individuals measured for emotional intelligence with an average score of 99.844 and a standard deviation of 6.725, while for interpersonal communication, the average score was 81.659 with a standard deviation of 5.619. The Kolmogorov-Smirnov test results show that the data distribution for both variables is considered normal with a KS Table value of 0.203. This confirms that the data for emotional intelligence and interpersonal communication follow a normal distribution pattern, albeit with different means; emotional intelligence shows a higher level than interpersonal communication.

Normality Test Table

Statistic	Emotional Intelligence	Interpersonal Communication
Sample Size (N)	45	45
Mean	99,844	81,659
Standard Deviation	6,725	5,619
Dn (Kolmogorov-Smirnov)	0,072	0,098
KS Table Value	0,203	0,203
Normality	Normal	Normal

Homogeneity test

Based on the results of your Two-Sample F-Test with a significance level of 0.05, the interpretation indicates that the two groups, represented by Emotional intelligence and Interpersonal communication, respectively, have variances that are considered homogeneous. This determination is based on a comparison between the F-Test Value, which is the ratio of the variances between the two groups, and the one-tail F Critical, which is the limit value defined by the F distribution for that level of significance. In this context, the F-Test Value (1,29897296) is less than the F Critical (1,650934533), which means there is not enough statistical evidence to reject the null hypothesis. Thus, the conclusion can be drawn that the variances of Emotional intelligence and Interpersonal communication are considered homogeneous, indicating that the two groups have similar variances.



Homogeneity Test Table

F-Test Two-Sample for Variances		
	<i>Emotional intelligence</i>	<i>Interpersonal communication</i>
Mean	99,84444444	81,95555556
Variance	45,22525253	34,81616162
Observations	45	45
df	44	44
F	1,29897296	
P(F<=f) one-tail	0,194506174	
F Critical one-tail	1,650934533	

Simple linear regression analysis

From the ANOVA analysis results, there are 44 degrees of freedom (df) for the entire model. The regression variables show a sum of squares (SS) of 295482.1222, with the same mean square (MS), and a very high F value of 33359.07914. Most importantly, the significance (Significance F) is 1.50403E-62, which is very small. With such significance, it indicates that the applied regression model has a highly significant effect. Thus, it can be concluded that the variables used in the regression have a strong and significant influence on the observed response.

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	295482,1222	295482,1222	33359,07914	1,50403E-62
Residual	43	380,8777575	8,857622268		
Total	44	295863			

The statistical hypothesis in this study is:

In this study focusing on the effect of emotional intelligence on student interpersonal communication, the hypothesis proposed is as follows:

Ha: There is an influence of emotional intelligence on students' interpersonal communication.

Ho: There is no effect of emotional intelligence on students' interpersonal communication.

In statistical tests, the criterion for rejecting the null hypothesis (Ho) is if the calculated t value shows a significance (p-value) that is less than or equal to 0.05. If the analysis shows that the t-value is significant (p < 0.05), the null hypothesis is rejected.



T Test Table

	<i>Emotional intelligence</i>	<i>Interpersonal communication</i>
Mean	99,84444444	81,95555556
Variance	45,22525253	34,81616162
Observations	45	45
Pearson Correlation	0,869258874	
Hypothesized Mean Difference	0	
df	44	
t Stat	36,09103509	
P(T<=t) one-tail	1,24907E-34	
t Critical one-tail	1,680229977	
P(T<=t) two-tail	2,49813E-34	
t Critical two-tail	2,015367574	

The results of the t-test for paired samples (Paired Two Sample for Means) between two groups of data, called emotional intelligence and interpersonal communication. From the data, the mean of Emotional intelligence is 99.84444444, while the mean of Interpersonal communication is 81.95555556. What is most striking is the t-statistic value of 36.09103509, which is a strong indicator that there is a significant difference between the two groups.

In addition, the p value ($P(T \leq t)$) is very low, specifically 1.24907E-34 for the one-tailed test, which is clearly smaller than the traditional significance level of 0.05. This indicates that the difference between the two groups is highly statistically significant. On the critical side, the one-tail Critical t value is 1.680229977 and the two-tail Critical t is 2.015367574. By comparing the t Stat value with the critical value, your t Stat far exceeds the critical value, making it possible to reject the null hypothesis and indicating a significant difference between the means of the two groups.

Table. Summary Output

<i>Regression Statistics</i>	
Multiple R	0,99935612
R Square	0,998712655
Adjusted R Square	0,975456841
Standard Error	2,976175779
Observations	44

Based on the regression output provided, it can be seen that the regression model has a very good quality in explaining the relationship between the independent variable and the dependent variable. The Multiple R value of 0.99935612 indicates a very strong, near perfect relationship between the two variables. Furthermore, the coefficient of determination (R Square) reached 0.998712655, which means that about 99.87% of the variability in the dependent variable can be explained by the independent variable. However, the Adjusted R Square of 0.975456841 provides a

conservative picture, accounting for the complexity of the model with additional independent variables.

The standard error of 2.976175779 indicates the level of accuracy of the model, where the lower the SE value, the better the model. With 44 observations, the overall output confirms that the regression model has a very high ability to predict and explain the variability between the dependent and independent variables.

Discussions

This study investigated the relationship between emotional intelligence and interpersonal communication among university students. The main findings showed a positive correlation between emotional intelligence and interpersonal communication skills, with significant variations in college students' responses to the variables studied (source: [1]). This is an important finding, as effective interpersonal communication is indispensable for building positive relationships within families, communities, and between individuals [1].

Humans, as social beings, routinely engage in communicative interactions (Savitri & Dewi, 2021). In this context, it should be noted that communication throughout life involves certain ethical principles. Communication ethics is important because it leads to specific aspects of human life. Communication has a central role in human life, and therefore, an understanding of communication ethics is essential. Non-compliance with communication ethics can result in misunderstandings, conflicts, and disputes. Ignoring the principles of communication ethics can also damage relationships between individuals. This condition certainly has the potential to create negative impacts, considering that humans are social creatures who need each other and need good interactions to achieve social harmony.

Conclusion

This study concludes that there is a significant positive relationship between emotional intelligence and interpersonal communication among students. The analysis results indicate a strong correlation, with a Pearson coefficient of 0.869 and an R Square of 0.998, suggesting that nearly all variations in interpersonal communication can be explained by emotional intelligence. The collected data demonstrate normal distribution and homogeneous variance, meeting the assumptions required for regression analysis. Simple linear regression analysis reveals that emotional intelligence has a significant impact on interpersonal communication, with a very high F value and an extremely low p-value, indicating a highly significant regression model. The t-test results show a statistically significant difference between emotional intelligence and interpersonal communication, leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. Therefore, this study confirms that emotional intelligence plays a crucial role in enhancing interpersonal communication skills, which are essential for building harmonious social relationships among students.

Suggestion

Further study can be conducted with a bigger population or using different approaches. Future studies might examine how emotional intelligence training improves interpersonal interactions among university students. Monitoring the study's findings in real-life educational environments can give valuable insights into the success of recommended techniques.

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