

Analysis of Intrapersonal Communication in Increasing Students' Emotional Intelligence

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ABSTRACT

This research aims to analyze how intrapersonal communication plays a role in increasing students' emotional intelligence. Intrapersonal communication, which involves internal dialogue and understanding oneself, is considered an important element in the development of emotional intelligence. This research employs a qualitative research approach, utilizing a case study method to conduct interviews with students from a private university. Data was collected through in-depth interviews which were used to collect data from informants selected purposively, namely students from three study programs at this private university, observations were also carried out to obtain information regarding communication carried out and interactions between students, and questionnaires were used to collect data and analyze complex phenomena in appropriate contexts. The research results show that students who have good intrapersonal communication skills tend to have higher emotional intelligence, which is reflected in their ability to manage emotions, empathize, and build positive intrapersonal relationships.

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Introduction

Intrapersonal communication is an internal process in which individuals talk to themselves, either in the form of monologues or inner dialogues. It involves the thoughts, reflections, and feelings that occur in a person's mind. This process plays an important role in shaping an individual's perception of himself and the world around him. Furthermore, in the educational context, especially for students, intrapersonal communication is a crucial aspect in developing emotional intelligence. Emotional intelligence (EQ) includes the ability to recognize, understand, and manage one's own and other people's emotions (Goleman, D. 1995). Students who have good emotional intelligence tend to be better able to deal

with stress, communicate effectively, and work together in teams. This is important because college is often a period full of emotional and social challenges. The underlying importance of intrapersonal communication analysis in increasing students' emotional intelligence includes several aspects.

Academic and social challenges; students often face various pressures, both from the academic side such as assignments and exams, and from the social side such as adapting to new environments and establishing friendships. Intrapersonal communication helps them to understand and manage the emotions that arise from these situations. Personal and career development; Good emotional intelligence helps students in their personal and career development. They are better able to recognize their strengths and weaknesses, set realistic goals, and adapt to change.

Mental health; effective intrapersonal communication can be a tool in maintaining student mental health. By understanding and managing emotions, students can reduce the risk of experiencing mental disorders such as anxiety and depression. Better social interaction; Students with high emotional intelligence tend to have better social skills. They are able to empathize, listen actively, and interact with others in a positive way. This is important for building a strong and supportive social network. Ability to resolve conflict: in a campus environment, conflict can occur both in the classroom and outside the classroom. Emotional intelligence helps students to deal with conflict in a constructive way, avoid escalation, and find mutually beneficial solutions (DeVito, J. A. (2016).

Although intrapersonal communication analysis has great potential to increase students' emotional intelligence, there are several challenges that need to be faced, including a lack of self-awareness; many students are less aware of the importance of intrapersonal communication and how it can affect their emotional intelligence. Low self-awareness makes it difficult for them to recognize and analyze their own emotions and thoughts. Minimal formal education; Educational curricula often place little emphasis on developing emotional intelligence and intrapersonal communication. Most education still focuses on academic aspects without paying attention to the importance of emotional and social aspects. Stigma towards emotional issues; In many cultures, including Indonesia, there is a stigma towards emotional and mental health issues.

Students may feel embarrassed or afraid to talk about or analyze their feelings, which can hinder the development of their emotional intelligence. Resource limitations; many higher education institutions have limitations in providing adequate resources to support the development of emotional intelligence, such as professional counselors or special training programs. Social and academic pressure; The pressure to excel academically and socially can make students feel overwhelmed and ignore the importance of intrapersonal communication. They may focus more on external achievements than internal self-development (Schutte, NS, et.al. 2009).

Ignorance of effective techniques; not all students know effective techniques for communicating with themselves. For example, meditation techniques, self-reflection, and emotion journaling may not be widely known or formally taught.

Individual variation; Every individual has a different way of processing and expressing emotions. An approach that is effective for one student may not be appropriate for another student, making analysis and intervention more complex. Limited time; Students often have busy schedules with lectures, assignments, and extracurricular activities. This time limitation can be an obstacle in providing sufficient time for self-reflection and developing emotional intelligence. Environmental changes; the transition from high school to college is a major change that can affect a student's emotional stability. Adjusting to this new environment can be an additional challenge in the analysis of intrapersonal communication.

Based on the description above, there are many challenges that arise in the process of increasing emotional intelligence in students through intrapersonal communication. Analysis is required to explain what steps or processes can be taken to help students' emotional intelligence can develop well.

Intrapersonal Communication

According to (Noviariski, 2021, p. 110) intrapersonal communication is communication that takes place with oneself, oneself as the communicator and oneself as the communicant. Then obey (Ariati & Irene, 2023, p. 207) intrapersonal communication is a communication process that occurs within a person. People who carry out intrapersonal communication act as communicators as well as communicants, meaning that people talk to themselves, ask questions and get answers themselves.

Intrapersonal communication is communication that takes place by one person or occurs within an individual, such as when imagining, as if communicating with oneself. This communication helps develop creativity, imagination, understanding, self-control, and increases maturity in thinking before making decisions. Furthermore, this communication will also help in keeping a person or individuals aware of events occurring around them (Kustiawan et al., 2022, p. 3).

Implementation of the communication process described by (Afianty, 2024, p. 127) occurs within the individual, or in other words the process of communicating with oneself is intrapersonal communication, according to Hafied Cangara, that when a person gives meaning to an object that he observes and something occurs to his mind, the communication process occurs. The objects in question for humans can be various objects, events, natural occurrences, experiences, or facts, both those that occur outside and inside a person. This is the basis for humans in communicating with themselves in the decision-making process between yes or no, considering the pros and cons of a decision to be taken. This is one of the intrapersonal communication methods of communicating with oneself.

In general, intrapersonal communication is a communication relationship that takes place within an individual which includes the activity of observing and providing intellectual and emotional meaning to the surrounding environment, while interpersonal communication is communication that is carried out or occurs with two or more people directly or by using an intermediary or media (Maharani et al., 2018, p. 329).

Emotional Intelligence

Emotional intelligence is a person's ability to monitor their feelings and emotions both towards themselves and others, then being able to differentiate between the two things and then using that information to guide their thoughts and subsequent actions. A person with good emotional intelligence (EQ) is likely to be successful in life because they are able to master thinking habits that encourage productivity (Azansyah et al., 2023, p. 205).

Next, it is described by (Ratnasari et al., 2020, p. 99) that emotional intelligence as intelligence of the heart, is useful for honing or developing the sharpness of feeling needed to build social capital, namely capital in the form of networks or relationships with other people. This enables communities and organizations to work effectively for the common good.

Emotional intelligence is rooted in the concept of social intelligence, namely understanding and knowing how to behave wisely in relationships between people. Invest in emotional intelligence, which is divided into five main areas, namely being able to recognize oneself, being able to control emotions and expressing them appropriately, being able to stimulate oneself, being able to identify the feelings of others and being able to build relationships between others (Irwan & Latief, 2023, p. 150).

Also explained by (Permata et al., 2024, p. 62) that intelligence is how an individual can maintain his life as long as possible, that is intelligent. Being more emotionally intelligent turns out to lead to a better quality of life and a happier life. Manners are important and etiquette is what makes us work together even though we don't like each other. This is understood after studying neuroscience, that etiquette is important, so saying what is not true is good.

Method

Qualitative research methods were used in this case study to gain an in-depth understanding of how intrapersonal communication can help improve students' emotional intelligence. This research was carried out by conducting in-depth interviews with several students from 3 study programs at STIAB Jinarakkhita Lampung. Interviews were conducted using structured question guides that had been prepared previously. The data obtained from the interviews was then analyzed thematically, looking for patterns and themes that emerged from the data. Furthermore, observations were carried out to obtain a more complete picture of the intrapersonal communication that each student had by conducting dialogue about themselves with others. This research also involves documentation studies, such as collecting information about the extent to which intrapersonal communication can help increase emotional intelligence among students. Data obtained from documentation studies are used to support data analysis carried out from interviews and observations. Then a questionnaire was also used which was designed to measure the level of intrapersonal communication and emotional intelligence. With this qualitative research method, researchers can better understand the factors that influence intrapersonal communication and how

intrapersonal communication develops well within a person and help students understand their role.

Discussion

The results of this research explain the descriptive data obtained when carrying out the research. This data relates to the research topic, namely the analysis of intrapersonal communication in increasing students' emotional intelligence. The research results were obtained by conducting interviews with students from 3 study programs owned by STIAB Jinarakkhita Lampung. Students who actively carry out self-reflection and have constructive internal dialogue show higher levels of EQ. They are better able to manage stress, show empathy, and build better relationships with their peers.

UTo increase emotional intelligence, students need to develop various aspects of effective intrapersonal communication. The following are several important elements of intrapersonal communication that students must have. This starts from self-awareness, students must be able to recognize and understand their own emotions, thoughts and feelings. This involves awareness of personal strengths and weaknesses, as well as the influence of emotions on behavior and decisions. In line with the explanation (Widowati, 2005, p. 73) emotional self-awareness can be the foundation on which almost all emotional intelligence is built, as an important first step to exploring and understanding the self and to change. People with a strong sense of self-awareness can recognize when they are less enthusiastic, easily irritated, sad, or excited, and realize how these feelings can change their behavior, causing others to avoid them.

Furthermore, there are also things that influence increasing emotional intelligence through intrapersonal communication which is explained by (Nasution et al., 2023, pp. 655–656) relating to a) self-regulation, the ability to control negative emotions and impulses is key. Students must be able to remain calm and in control in stressful situations, and be able to delay gratification to achieve long-term goals; b) self-motivation, students must have internal drive to achieve goals and overcome obstacles. This includes enthusiasm, optimism, and determination to achieve academic and personal success; c) self-reflection, the ability to critically evaluate one's own experiences and actions. Students should regularly reflect on what they have learned from their experiences and how they can improve in the future; d) emotional understanding, students must be able to identify and understand the various emotions they experience. It helps in managing emotional responses in a constructive and healthy way; e) positive communication with yourself (positive self-talk), using positive internal language to encourage and motivate yourself. Avoid negative self-talk that can damage self-confidence and mental health. f) problem solving, the ability to think critically and find solutions to the problems faced. This includes the ability to analyze situations, consider various options, and make informed decisions; g) stress management, students must be able to recognize signs of stress and use effective techniques to manage it. This may include relaxation, meditation, exercise, or other activities that help reduce tension; h) listening to self skills, students must be able to listen to their own feelings and needs without ignoring them. It helps in making decisions that are in line with personal

values and goals; i) empathy towards oneself (self-empathy), students must be able to show empathy towards themselves, accept weaknesses, and forgive personal mistakes. This helps in building a healthy sense of self-esteem and reduces stress.

By developing and practicing these elements, students can improve their intrapersonal communication, which in turn will strengthen their emotional intelligence. These skills will not only help them in achieving academic success, but also in building a more balanced and fulfilling personal and professional life.

Apart from that, interviews were conducted with several students regarding the influence of intrapersonal communication on their emotional intelligence, several important findings were identified. The following is a summary of the interview:

1. Self-Awareness and Emotional Management

Student A: "I feel like I'm better able to recognize my emotions after starting a daily journaling routine. Writing about how I feel every day helps me identify stress triggers and the best ways to deal with them."

Student B: "Meditation helps me be more aware of my own feelings. With meditation, I can be more calm and control my emotions when facing stressful situations."

2. Self-Reflection and Personal Development

Student C: "Self-reflection is key for me. Every week, I take time to reflect on what I've accomplished and what I need to improve on. This helps me get better at managing my time and setting priorities."

Student D: "I often talk to myself when faced with difficult decisions. By asking myself what I really want, I can make better decisions that align with my values."

3. Positive Communication with Yourself

Student E: "I used to talk negatively to myself when I failed at something. Now, I try to be more positive and motivate myself, reminding myself that failure is part of the learning process."

Student F: "Changing my self-talk from negative to positive really helped increase my self-confidence. I feel more able to face challenges because I have more confidence in my own abilities."

4. Stress Management and Mental Health

Student G: "I deal with stress by exercising and talking with my closest friends. This helps me release tension and feel supported emotionally."

Student H: "Managing stress well is a skill I learned through experience. I use breathing and relaxation techniques to stay calm and focused during exams or stressful situations."

5. Self-Motivation and Goal Achievement

Student I: "I set short-term and long-term goals for myself. Seeing the progress I make day by day gives me the drive to keep going."

Student J: "Self-motivation comes from understanding what I want to achieve in life. By having a clear vision, I can stay motivated even when facing obstacles."

Based on the interview results, it is clear that intrapersonal communication plays an important role in increasing students' emotional intelligence. Those who are active in self-reflection, maintain positive communication with themselves, and manage stress effectively tend to have higher emotional intelligence. Developing habits such

as journaling, meditation, and positive self-talk has been proven to help them overcome emotional and social challenges, and achieve better mental well-being.

Conclusion

This research concludes that intrapersonal communication plays an important role in increasing students' emotional intelligence. Students who acquire these qualities can better regulate their emotions, demonstrate empathy, and form good interpersonal relationship. In addition, researcher recommends include intrapersonal communication training in higher education curricula to help students build emotional intelligence.

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