

The Relationship between Intellectual Intelligence and Emotional Intelligence and Student Communication Ability

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Abstract

The research aims to the relationship between intellectual intelligence and students' communication skills, the relationship between emotional intelligence and students' communication skills, the relationship between intellectual intelligence and emotional intelligence with students' communication skills. The research method is quantitative with a correlational design. Data analysis techniques use descriptive statistical analysis, normality, linearity and hypothesis testing. The research results show there is a positive and significant relationship between intellectual intelligence and communication skills of students at the Faculty of Education, Gorontalo State University with a coefficient value of 0.604 or 60.4%. There is a positive and significant relationship between emotional intelligence and the communication skills of students at the Faculty of Education, Gorontalo State University with a coefficient value of 0.665 or 66.5%. There is a positive and significant relationship between intellectual intelligence and emotional intelligence together with the communication skills of students at the Faculty of Education, Gorontalo State University with a coefficient value of 0.728 or 72.8%. For this reason, it is recommended the Faculty of Education is expected to further improve students' intellectual intelligence and emotional intelligence through scientific forum activities which can improve students' communication skills so that they become capital when working later; students can further improve their intellectual intelligence and emotional intelligence and improve their ability to communicate well in order to create good communication relationships.

Keywords: Intellectual Intelligence, Emotional Intelligence, Communication Ability

Introduction

Communication is a way of conveying messages or ideas that are in someone's mind, it can take place at any time and to anyone between two or more people. Communication is very essential in human life. Communication applies to all elements of society, including in the field of education. Most of the activities carried out in the campus community are filled with communication. Through communication, the campus community, including students, can exchange information, share experiences, develop themselves, and various other benefits. Communication that is carried out appropriately will lead to results that meet expectations. If communication does not go according to plan it can have negative effects.

Communication in the field of education is also not free from problems. Problems do not only come from outside but can also arise and develop from within the campus. Forms of internal problems such as causing misunderstanding, ignorance, hatred between the parties involved. In society, even in academic life, more and more people do not know ethics in communicating. As written in an introductory book on communication science (Suriati et al., 2022) that many people do not know the ethics of communicating, when conveying opinions or summons, they casually say words that can offend other people's feelings, thus breaking ties or their human relations.

Intellectual intelligence is the ability to solve problems independently. Intellectual intelligence is also a major concern that is very necessary for students to be able to design a framework for thinking rationally. Everyone has a different thinking capacity. However, just being armed with

grades cannot guarantee that graduates of the faculty of education can be successful in the world of work, they need to be supported by other abilities such as empathy, introspection, discipline, communication ethics, and so on.

Emotional intelligence is what will help support us so that we don't get stressed easily when faced with unexpected conditions. Managing emotions is important to know the feelings of ourselves and those around us so that we can empathize and position ourselves when interacting with other people (Muttaqin et al., 2024). Emotional abilities can support students in achieving the goals they aspire to. Emotional intelligence is also closely related in various aspects to students in various processes, including communication. Emotional intelligence is able to train students in managing feelings and motivating themselves, being tough in facing problems, being able to regulate mood and empathize and work together with other people (Kastberg et al., 2020).

From the results of initial observations carried out by researchers, from initial observations and the results of interactions with one of the students, it is known that when communicating face-to-face with peers they tend to use non-formal language, while when communicating with lecturers they often use formal language (Lajuna, 2024). Meanwhile, on social media or online, the language used by students when communicating with lecturers tends to use formal language, while with peers they tend to use informal language. There are still forms of violations of communication ethics, such as dirty and rude speech and not respecting the person you are talking to. Meanwhile, when students send messages to lecturers using social media (Whatsapp), there are some students who feel impatient or feel less appreciated if the message they send has not received a response, so students often send consecutive messages to the lecturer which gives the impression of being terrorized.

Methods

This research was conducted at the Faculty of Education, Gorontalo State University. This research uses quantitative methods (data in the form of numbers) with the type of correlational research or relationship research. In this research, the data source used was active students from the Faculty of Education, Gorontalo State University, class of 2021. This selection was based on the fact that the class of 2021 had gone through the lecture process for 5 semesters. Sampling in this research used *random sampling techniques Probability sampling* is a sampling technique that provides an equal opportunity for each element or member of the population to be selected as a sample. The data collection technique in this research uses a questionnaire. The scale used to measure the questionnaire distributed to respondents is the Likert scale. Data analysis techniques were carried out using descriptive statistical analysis, data normality and linearity tests, as well as partial and simultaneous hypothesis testing. This research consists of two independent variables and one dependent variable. The independent variables in this research consist of students' intellectual intelligence (X1) and students' emotional intelligence (X2). The dependent variable is students' communication skills (Y).

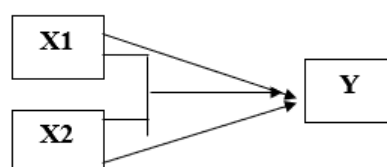


Figure 1. Relationship between Research Variables

Description:

Y = Communication Ability

X1 = Intellectual Intelligence

X2 = Emotional Intelligence

Results and Discussion

Statistical Analysis Description of Research Results

Student Communication Ability Variable (Y)

Based on the data entered from 84 respondents, you can see the results of calculating the student communication ability variable score (Y):

Pr. Statement Score = $SR/Skr \times 100\%$

Skr = Number of respondents x number of statements x highest answer option to the question
 $= 84 \times 21 \times 5 = 8820$

SR = Total score of all respondents = 7411

Pr. Statement Score = $7411/8820 \times 100\% = 84\%$

So the student communication ability variable is in the good category.

Intellectual Intelligence Variable (X1)

Based on the data entered from 84 respondents, you can see the results of calculating the student intellectual intelligence variable score (X1):

Pr. Statement Score = $SR/Skr \times 100\%$

Skr = Number of respondents x number of statements x highest answer option to the question
 $= 84 \times 17 \times 5 = 7140$

SR = Total score of all respondents = 5906

Pr. Statement Score = $5906/7140 \times 100\% = 82.70\%$

So the student's intellectual intelligence variable is in the good category.

Emotional Intelligence Variable (X2)

Based on the data entered from 84 respondents, you can see the results of calculating the student intellectual intelligence variable score (X1):

Pr. Statement Score = $SR/Skr \times 100\%$

Skr = Number of respondents x number of statements x highest answer option to the question
 $= 84 \times 21 \times 5 = 8820$

SR = Total score of all respondents = 7675

Pr. Statement Score = $7675/8820 \times 100\% = 87\%$

So the student's emotional intelligence variable is in the good category.

Hypothesis testing

Intellectual Intelligence Variable with Student Communication Ability

The results of the analysis above show that the calculated r correlation coefficient value is 0.604, while the r table value at a significance level of 5% and degrees of freedom $n-2 = 84-2 = 82$ is 0.215. So the calculated r value is greater than the table r value ($0.604 > 0.215$). In testing the significance coefficient, the calculated t price correlation is greater than the t table value ($6.86 > 2.00$). Thus, it can be concluded that the hypothesis which states that there is a relationship between intellectual

intelligence and students' communication skills is accepted. Based on the results of the coefficient analysis on the relationship, it shows that the correlation coefficient is 0.604 or in other words, the relationship between variables X1 and Y is 60.4%.

Variations of Emotional Intelligence and Student Communication Ability

calculated r correlation coefficient value is 0.665, while the r table value at a significance level of 5% and degrees of freedom $n-2 = 84-2 = 82$ is 0.215. So the calculated r value is greater than the table r value ($0.665 > 0.215$). In testing the significance coefficient, the calculated t price correlation was greater than the t table value ($9.04 > 2.00$). Thus, it can be concluded that the hypothesis which states that there is a relationship between emotional intelligence and students' communication skills is accepted. Based on the results of the coefficient analysis on the relationship, it shows that the correlation coefficient is 0.665 or in other words, the relationship between variables X2 and Y is 66.5%.

Variables of Intellectual Intelligence and Emotional Intelligence Together with Student Communication Ability

calculated r value is = 0.728 or in other words the relationship between variables X1 and X2 to Y is 72.8%. So it can be concluded that the variables of intellectual intelligence and emotional intelligence have a close relationship with students' communication skills.

Then it can be seen from the results of the simultaneous correlation significance test that the calculated F value is 45.60, while the F table value is obtained using the $nk-1$ formula ($84-2-1 = 81$) so the F table value is 3.96. So the calculated F value is greater than the table F value ($45.60 > 3.96$). Thus, the hypothesis which states that there is a relationship between intellectual intelligence and emotional intelligence and students' communication skills is accepted.

Table 1. Recapitulation of partial and simultaneous hypothesis test values

Connection	r count	r table	Decision (r count > r table)
X1 with Y	0.604	0.215	There is a positive and significant relationship
X2 with Y	0.665	0.215	There is a positive and significant relationship
X1, X2 with Y	0.728	0.215	There is a positive and significant relationship

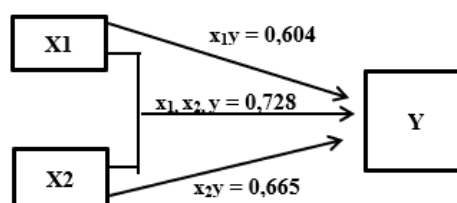


Figure 2. Relationship diagram between variables

Discussion

The relationship between Intellectual Intelligence and Student Communication Ability

Intellectual intelligence has a positive and significant relationship with students' communication skills. This can be proven from the results of the calculated partial correlation test which shows a relationship level of 0.604, meaning the relationship between intellectual intelligence and students' communication skills is 60.4%. Likewise, if the calculated r value is compared with the

table r value of 0.215 then the calculated r value is greater than the table r value ($0.604 > 0.215$). In testing the significance of the correlation coefficient, the calculated t value was greater than the t table value ($6.86 > 2.00$). So it can be concluded that there is a relationship or correlation between intellectual intelligence and students' communication skills.

The results of this research are also supported by the findings (Darmawan & Rahayu Mardikaningsih, 2022) that learning outcomes have a significant relationship to the quality of interpersonal communication with a significant value of 0.000, which means the value does not exceed the limit value of 0.05. Apart from that, the findings (Ridwan, et al. 2021) show that intellectual intelligence has a positive effect on communication skills.

Wijaya (2015) explains that intellectual intelligence aims to build and improve relationships through flexible communication methods. Individuals should take the time to assess their level of commitment and relationship style with the express goal of determining and eliminating current and desired differences. Subakri (2020) explains that by taking the position and role of a human being with good knowledge, students should have the provisions to form quality communication interactions.

The relationship between Intellectual Intelligence and Student Communication Ability

Emotional intelligence has a positive and significant relationship with students' communication skills. This can be proven from the results of the calculated partial correlation test which shows a relationship level of 0.665, meaning the relationship between emotional intelligence and students' communication skills is 66.5%. Likewise, if the calculated r value is compared with the table r value of 0.215 then the calculated r value is greater than the table r value ($0.665 > 0.215$). In testing the significance of the correlation coefficient, there was a calculated t value that was greater than the t table value ($9.04 > 2.00$).

The results of this research are also supported by the findings of Nggewaka (2015) that there is a significant relationship between emotional intelligence and student communication ethics with a correlation value of 69.1%. Regarding the better a student's emotional intelligence, the better the student's communication skills will be, as explained by (Djafri, 2017) "emotional intelligence is very important in developing relationships between people because emotions play a role in developing institutions and curiosity and will help anticipate the future, understand and solve important problems and make the right decisions for oneself and many people in an organization or institution."

Ngewaka (2015) emphasized that individuals or students who are unable to control their emotions will have an impact on poor communication ethics, which can affect less harmonious interactions between fellow students and even interactions between students and lecturers, thereby affecting the quality of the atmosphere in the campus environment. (Masaong, 2019) also emphasizes that out-of-control emotions can make smart people stupid. Without good emotional intelligence, people cannot use their cognitive (intellectual) abilities to develop their potential to the maximum.

The Relationship between Intellectual Intelligence and Emotional Intelligence Together with Students' Communication Ability

Intellectual intelligence and emotional intelligence have a positive and significant relationship with students' communication skills. This can be proven from the results of the simultaneous correlation test, where the calculated r value was 0.728, or in other words, the relationship between the intellectual intelligence and emotional intelligence variables and students' communication skills was 72.8%. Then it can be seen from the results of the significance testing that the calculated F value is greater than the table F value ($45.60 > 3.96$).

Iqbal et al. (2022) emphasized that students' emotional intelligence and intellectual intelligence can be factors in developing good communication skills. Ethical behavior can be supported by emotional intelligence and intellectual intelligence. This is supported by research which shows that twenty percent of a person's success is calculated based on intelligence, namely the ability to learn, understand and consider everything well.

Latinapa et al. (2021) explains that good communication skills will be able to understand other people correctly. Apart from that, they also have the ability to support each other and accept shortcomings and be able to resolve conflicts that occur, both personal and group conflicts.

Conclusion

Based on the research results that have been discussed, the following conclusions can be drawn: (1) There is a positive and significant relationship between the intellectual intelligence variable and students' communication skills at the Faculty of Education, Gorontalo State University. These results show that the better the intellectual intelligence, the better the students' communication skills. (2) There is a positive and significant relationship between the emotional intelligence variable and students' communication skills at the Faculty of Education, Gorontalo State University. These results show that the better the emotional intelligence, the better the students' communication skills. (3) There is a positive and significant relationship between the variables of intellectual intelligence and emotional intelligence together with students' communication skills at the Faculty of Education, Gorontalo State University. These results show that the better the intellectual intelligence and emotional intelligence, the better the students' communication skills.

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