

The Relationship Between Emotional Intelligence And Academic Achievement Among Fourth-Grade Elementary School Students

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ABSTRACT : Emotional intelligence is an important internal factor that supports students' learning success by enabling them to recognize and regulate emotions, maintain self-motivation, and establish positive social relationships during the learning process. This study aimed to examine the relationship between emotional intelligence and academic achievement among fourth-grade students at SD Negeri 2 Konda, South Konawe Regency. A quantitative approach with a correlational research design was employed. The population and sample consisted of all 32 fourth-grade students, selected using a total sampling technique. Data on emotional intelligence were collected using a questionnaire, while academic achievement data were obtained from students' first-semester report-card grades. The data were analyzed using descriptive statistics and Pearson's Product-Moment correlation with the assistance of IBM SPSS. The results showed that the students' emotional intelligence and academic achievement were generally in the good category. Pearson's correlation analysis produced a correlation coefficient of $r = 0.764$ with a significance value of $p < 0.001$, indicating a strong, positive, and statistically significant relationship between emotional intelligence and academic achievement. The coefficient of determination (R^2) was 0.583, indicating that emotional intelligence contributed 58.3% to the variation in students' academic achievement, while the remaining 41.7% was associated with other factors not examined in this study. Thus, higher emotional intelligence was associated with higher academic achievement among fourth-grade students at SD Negeri 2 Konda.

Keywords: Emotional Intelligence, Academic Achievement, Elementary School, Pearson Correlation.

INTRODUCTION

Education is a fundamental human need aimed at developing students' potential, abilities, and behavior through conscious, deliberate, systematic, and planned efforts. As formal educational institutions, schools play an important role in facilitating students' cognitive, affective, social, and emotional development through meaningful learning experiences. The success of the educational process is ultimately reflected in various student outcomes, one of which is academic achievement. Academic achievement is an important indicator of the extent to which students have mastered the knowledge and competencies developed through the learning process.

Academic achievement is an important indicator of the success of the learning process in elementary school. It is influenced not only by cognitive ability but also by various internal and external factors that affect students' learning processes. One of

the important internal factors is emotional intelligence. Emotional intelligence helps students recognize, understand, regulate, and express their emotions appropriately. These abilities enable students to maintain motivation, manage challenges, build positive relationships, and participate effectively in the learning process (Doho et al., 2023). Previous studies have also shown that students with well-developed emotional intelligence tend to demonstrate stronger learning motivation, better emotional regulation, and more positive academic outcomes (MacCann et al., 2020; Parker et al., 2021).

The importance of emotional development in elementary school is also supported by Saputra et al. (2024), who found that emotional intelligence influences students' social interaction. Students who are able to understand and regulate their emotions tend to interact more positively with peers and teachers. Positive social interaction can create a supportive learning environment, which in turn may contribute to students' involvement and success in the learning process. Thus, emotional intelligence is not only related to students' social development but may also support the development of academic abilities.

In addition, academic achievement represents one of the important indicators of students' success in learning. Saputra et al. (2025) demonstrated that students' academic achievement is related to their learning abilities, particularly critical reading ability. This finding indicates that academic achievement is influenced by various student competencies that develop through the learning process. Therefore, the achievement of optimal academic outcomes requires attention to both students' cognitive abilities and non-cognitive factors, including emotional intelligence.

The development of students' abilities also occurs within a learning environment that continues to experience changes due to technological and pedagogical developments. Ekadayanti et al. (2024) emphasized the importance of developing learning media and digital literacy in elementary education to support more effective and relevant learning experiences. Similarly, Kasmawati et al. (2025) explained that the transformation of learning media has become an important part of the development of elementary education. However, the availability of innovative learning media alone is not sufficient to guarantee optimal learning outcomes. Students' emotional readiness, self-confidence, ability to regulate emotions, and capacity to interact with others also remain important aspects of the learning process.

Furthermore, learning approaches that actively involve students can provide opportunities for students to develop cognitive and social competencies simultaneously. Ahmad et al. (2025) emphasized the importance of constructivist learning approaches that encourage students to actively construct knowledge through meaningful experiences. This perspective is relevant to the development of emotional intelligence because students' active involvement in learning provides opportunities

for them to communicate, collaborate, manage emotions, and respond to various learning challenges. In addition, education in elementary schools should recognize the diversity of students' abilities and backgrounds, as emphasized by Ummah et al. (2025) in their discussion of the integration of linguistics and multicultural education in elementary schools.

Based on initial observations and an interview with the fourth-grade teacher at SD Negeri 2 Konda, it was found that some students had not yet developed optimal emotional regulation skills. This condition was reflected in low self-confidence, a tendency to give up when facing difficult tasks, limited emotional control, and suboptimal collaboration with peers during learning activities. Some students also appeared to have difficulty maintaining concentration and responding positively to challenges during the learning process. These conditions may affect students' participation and ultimately influence their academic achievement.

Although numerous studies have reported a positive relationship between emotional intelligence and academic achievement, each school has distinct student characteristics, social environments, and learning conditions. Therefore, previous findings may not fully represent the conditions of fourth-grade students at SD Negeri 2 Konda, South Konawe Regency. In addition, studies examining the relationship between emotional intelligence and academic achievement among elementary school students in the local context remain limited. This gap provides a basis for conducting further empirical research.

Based on these considerations, this study addresses the following research question: Is emotional intelligence related to the academic achievement of fourth-grade students at SD Negeri 2 Konda, South Konawe Regency? Accordingly, this study aims to examine the relationship between emotional intelligence and academic achievement among fourth-grade students at SD Negeri 2 Konda.

This study is expected to provide empirical evidence for the development of educational psychology, particularly research concerning the relationship between emotional intelligence and academic achievement at the elementary-school level. In addition to strengthening previous findings, the results may provide practical information for teachers and schools in designing learning strategies that consider not only students' cognitive development but also their emotional intelligence. By paying attention to students' emotional abilities, schools may create learning environments that better support motivation, social interaction, emotional regulation, and academic achievement.

METHODS

This study employed a quantitative correlational design to examine the relationship between emotional intelligence and students' academic achievement. The

research was conducted at SD Negeri 2 Konda, South Konawe Regency, during the 2025/2026 academic year. The population consisted of 32 fourth-grade students. Because the population was fewer than 100 students, all members of the population were included as the research sample using a total sampling technique.

In this study, emotional intelligence served as the independent variable, while academic achievement served as the dependent variable. Data on emotional intelligence were collected using a questionnaire developed based on five dimensions of emotional intelligence. Meanwhile, data on students' academic achievement were obtained from the average scores of their first-semester report cards.

Before being used for data collection, the emotional intelligence questionnaire was first tested on 25 students who were not included in the research sample. The instrument validity test showed that 17 of the 20 questionnaire items were valid. The reliability test produced a Cronbach's Alpha coefficient of 0.825, indicating that the instrument had a high level of reliability and was suitable for use in the research.

The data analysis was conducted in several stages. First, descriptive statistical analysis was used to describe the characteristics of the emotional intelligence and academic achievement data, including the mean, minimum score, maximum score, and standard deviation. Second, prerequisite tests were conducted, consisting of a normality test and a linearity test. The normality test was used to determine whether the data were normally distributed, while the linearity test was conducted to determine whether there was a linear relationship between emotional intelligence and academic achievement.

After the prerequisite tests were fulfilled, hypothesis testing was conducted using the Pearson Product-Moment correlation test with the assistance of IBM SPSS Statistics. The test was conducted at a 5% significance level. The decision-making criterion was that if the significance value was less than 0.05, there was a significant relationship between emotional intelligence and academic achievement. In addition, the coefficient of determination was calculated to determine the percentage contribution of emotional intelligence to the variation in students' academic achievement.

RESULT AND DISCUSSION

RESULT

A. Descriptive Analysis of Emotional Intelligence and Academic Achievement

The descriptive analysis was conducted to provide an overview of the emotional intelligence and academic achievement of fourth-grade students at SD Negeri 2 Konda. The analysis included the number of respondents, mean, median, mode, standard deviation, minimum score, and maximum score. The results are presented in Table 1.

Table 1. Descriptive Statistics of the Study Variables

Statistic	Emotional Intelligence	Academic Achievement
N	32	32
Mean	50.9063	87.6563
Median	51.5000	88.0000
Mode	49.00	90.00
Standard Deviation	7.01316	3.38507
Minimum	36.00	82.00
Maximum	61.00	94.00

Based on Table 1, the mean score of students' emotional intelligence was 50.9063, with a standard deviation of 7.01316. The minimum score was 36, while the maximum score was 61. These results indicate that the emotional intelligence scores of the students varied, although the majority of students demonstrated relatively good emotional intelligence.

Meanwhile, the mean academic achievement score was 87.6563, with a standard deviation of 3.38507. The students' academic achievement scores ranged from 82 to 94, with a median score of 88 and a mode of 90. The relatively small standard deviation indicates that the academic achievement scores of the students were relatively homogeneous.

Overall, the descriptive results show that the fourth-grade students at SD Negeri 2 Konda demonstrated relatively good levels of emotional intelligence and academic achievement. These descriptive findings provide an initial overview before testing the relationship between the two variables.

B. Pearson Correlation Analysis

The Pearson Product-Moment correlation test was conducted to determine the relationship between emotional intelligence and academic achievement among fourth-grade students. The results are presented in Table 2.

Table 2. Pearson Correlation Test Results

Variables	r	Sig. (2-tailed)	Interpretation
Emotional Intelligence – Academic Achievement	0.764	< 0.001	Positive, significant, and strong relationship

Based on Table 2, the Pearson correlation coefficient was 0.764, with a significance value of less than 0.001. Because the significance value was lower than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted.

Thus, there was a statistically significant relationship between emotional intelligence and academic achievement among fourth-grade students at SD Negeri 2 Konda.

The correlation coefficient of 0.764 indicates a strong positive relationship. This means that students with higher emotional intelligence tended to demonstrate higher academic achievement. Conversely, students with lower emotional intelligence tended to have relatively lower academic achievement.

C. Coefficient of Determination

The coefficient of determination was calculated to determine the contribution of emotional intelligence to the variation in students' academic achievement. The results are presented in Table 3.

Table 3. Coefficient of Determination (R^2)

Variables	R	R Square (R^2)	Contribution
Emotional Intelligence – Academic Achievement	0.764	0.583	58.3%

Based on Table 3, the coefficient of determination (R^2) was 0.583. This indicates that emotional intelligence contributed 58.3% to the variation in students' academic achievement. The remaining 41.7% may be influenced by other factors that were not examined in this study, including learning motivation, cognitive ability, family support, learning environment, teacher factors, and other psychological factors.

The results of the correlation analysis and coefficient of determination indicate that emotional intelligence has an important relationship with academic achievement among fourth-grade students at SD Negeri 2 Konda.

DISCUSSION

The results of this study demonstrate a strong and statistically significant positive relationship between emotional intelligence and academic achievement among fourth-grade students at SD Negeri 2 Konda. The Pearson correlation coefficient of 0.764, with a significance value of less than 0.001, indicates that students with higher emotional intelligence tended to achieve better academic results. The coefficient of determination further showed that emotional intelligence explained 58.3% of the variance in academic achievement, while the remaining 41.7% was associated with other factors outside the scope of this study.

These findings support the view that academic achievement is not determined solely by students' intellectual abilities. Emotional intelligence also plays an important role in supporting the learning process. Students who are able to recognize, understand, and regulate their emotions are generally better prepared to face academic challenges. When students experience difficulties in understanding learning material or completing assignments, emotional regulation helps them remain calm,

maintain concentration, and continue making efforts to solve the problems they encounter.

The findings are consistent with the theory of emotional intelligence proposed by Goleman, which emphasizes five important dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. These five dimensions are closely related to students' daily learning experiences. Self-awareness helps students recognize their feelings and understand their strengths and weaknesses. Self-regulation enables students to control negative emotional responses when facing difficult tasks. Motivation encourages students to persist in achieving learning goals, while empathy and social skills support positive interactions with teachers and peers.

The results also reinforce the findings of MacCann et al. (2020), who identified emotional intelligence as an important predictor of academic success. Students with good emotional intelligence are better able to manage academic stress, maintain learning motivation, and establish positive relationships within the learning environment. These abilities can support concentration, task completion, and active participation in classroom activities.

In the context of elementary education, the relationship between emotional intelligence and academic achievement is particularly important because students are still developing their emotional and social abilities. The initial observations at SD Negeri 2 Konda indicated that some students experienced difficulties in managing emotions, maintaining confidence, and persisting when facing challenging learning tasks. Such conditions may influence their academic performance. Conversely, students who can manage their emotions effectively tend to be more prepared to participate in learning activities and overcome academic difficulties.

The findings of this study are also consistent with Saputra et al. (2024) who found that emotional intelligence influences students' social interaction in elementary schools. Emotional intelligence is closely related to students' ability to understand themselves and interact positively with others. In the classroom, positive social interaction can create a more supportive learning environment. Students who can cooperate, communicate, and manage conflicts with their peers may experience better learning conditions, which can indirectly support their academic achievement.

The results are also relevant to the findings of Parker et al. (2021) who explained that emotional intelligence supports students' ability to adapt to various academic demands. Students with higher emotional intelligence tend to respond more positively to learning difficulties, teacher feedback, and academic pressure. This adaptive capacity may explain why emotional intelligence demonstrated a strong relationship with academic achievement in the present study.

Furthermore, emotional development is influenced by the social environments in which children grow and learn. Denham (2022) emphasized that emotional

competence develops through interactions within the family, school, and broader social environment. Therefore, the classroom environment and teacher support are important in helping students develop emotional regulation, empathy, and social skills. A positive classroom climate can provide students with opportunities to practice emotional and social competencies while simultaneously supporting their academic development.

The present findings are also in line with previous studies that have reported positive relationships between emotional intelligence and learning outcomes among elementary school students. These findings suggest that emotional regulation and interpersonal skills are consistently associated with students' academic success across different educational contexts. The strong correlation found in this study further indicates that emotional intelligence is an important psychological factor in the academic development of fourth-grade students.

However, the finding that emotional intelligence contributed 58.3% to the variation in academic achievement should not be interpreted as indicating that emotional intelligence is the sole determinant of academic success. The remaining 41.7% indicates that other factors also contribute to students' academic achievement. These factors may include cognitive ability, learning motivation, study habits, family support, teacher competence, learning facilities, and the school environment.

From the researchers' perspective, the strong positive relationship identified in this study indicates that the development of emotional intelligence should become part of elementary-school education. Learning should not focus exclusively on the cognitive achievement of students but should also provide opportunities for students to develop self-awareness, emotional regulation, motivation, empathy, and positive social relationships. By integrating these aspects into the learning process, teachers may help students become better prepared to face academic challenges and achieve more optimal learning outcomes.

Thus, this study confirms that emotional intelligence is an important factor associated with academic achievement among fourth-grade students at SD Negeri 2 Konda. The findings provide empirical support for the importance of integrating social-emotional development into elementary education as part of a comprehensive effort to improve students' academic achievement and overall development.

CONCLUSION

This study concludes that there is a positive and statistically significant relationship between emotional intelligence and the academic achievement of fourth-grade students at SD Negeri 2 Konda. The Pearson Product-Moment correlation analysis produced a correlation coefficient of 0.764 with a significance value of < 0.001 , indicating a strong positive relationship between the two variables.

Furthermore, the coefficient of determination showed that emotional intelligence contributed 58.3% to the variation in students' academic achievement, while the remaining 41.7% was influenced by other factors outside the scope of this study.

These findings indicate that students with higher emotional intelligence tend to demonstrate better academic achievement. The ability to recognize and regulate emotions, maintain motivation, manage learning difficulties, and establish positive social relationships can support students in participating more effectively in the learning process. Therefore, emotional intelligence should be considered an important aspect of elementary education alongside the development of students' cognitive abilities.

The practical implication of this study is that teachers and schools should provide greater attention to the development of students' emotional intelligence through learning activities and a supportive classroom environment. Activities that encourage self-awareness, emotional regulation, motivation, empathy, cooperation, and positive social interaction can be integrated into the learning process to support students' academic development.

This study is limited to a relatively small sample of fourth-grade students from one elementary school and focuses on the relationship between emotional intelligence and academic achievement. Therefore, future research is recommended to involve larger samples from several schools and examine other factors that may influence academic achievement, including learning motivation, family support, cognitive ability, study habits, teacher factors, and the school environment. Further studies may also use longitudinal or mixed-method approaches to provide a more comprehensive understanding of how emotional intelligence develops and influences students' academic achievement over time.

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