The Impact Of Emotıonal Intellıgence And Famıly Envıronment On Socıalızatıon Abılıtıes Of Upper-Grade Sd Muhammadıyah Pk Baturan Students

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ABSTRACT

Elementary school students' socialization skills are influenced by various factors, including emotional intelligence and family environment. This study examines the influence of both on the socialization skills of high school students. This research aims to: 1) determine the influence of emotional intelligence on the socialization abilities of upper-grade elementary school students; 2) examine the impact of family environment on the socialization abilities of upper-grade elementary school students; and 3) investigate the combined effect of emotional intelligence and family environment on the socialization abilities of upper-grade elementary school students. The study employed a quantitative ex-post facto approach, conducted with 48 fourth and fifth-grade students at SD Muhammadiyah Special Program Baturan, selected through proportionate stratified random sampling. Data was collected using questionnaires with good reliability for each variable (emotional intelligence 0.851, family environment 0.845, and socialization ability 0.887). The research findings indicate that: 1) emotional intelligence significantly influences students' socialization ability, with tcount = 6.096 > ttable = 2.015 and Sig. = 0.000; 2) family environment significantly affects students' socialization ability, with tcount = 2.545 > ttable = 2.015 and Sig. = 0.014; and 3) emotional intelligence and family environment collectively have a significant impact on students' socialization ability, with Fcount = 63.259 > Ftable = 3.21 and Sig. = 0.000. The coefficient of determination (R2) of 0.738 indicates that 73.8% of the variation in students' socialization ability can be explained by emotional intelligence and family environment, while 26.2% is influenced by other factors outside the scope of this study. In conclusion, this study shows that emotional intelligence and family environment play an important role in students' social skills. The combination of both contributes greatly to forming children's social skills and interaction development.
Keywords: emotional intelligence; family environtment; socialization abilities; students.

ABSTRAK

Kemampuan bersosialisasi siswa sekolah dasar dipengaruhi oleh berbagai faktor, termasuk kecerdasan emosi dan lingkungan keluarga. Penelitian ini mengkaji pengaruh keduanya terhadap kemampuan bersosialisasi siswa kelas tinggi SD.Penelitian ini bertujuan untuk: 1) mengetahui pengaruh kecerdasan emosi terhadap kemampuan bersosialisasi siswa kelas tinggi sekolah dasar; 2)

mengetahui pengaruh lingkungan keluarga terhadap kemampuan bersosialisasi siswa kelas tinggi sekolah dasar; 3) mengetahui pengaruh kecerdasan emosi dan lingkungan keluarga secara bersama-sama terhadap kemampuan bersosialisasi siswa kelas tinggi sekolah dasar. Jenis penelitian menggunakan pendekatan kuantitatif ex-post facto, penelitian dilakukan pada 48 siswa kelas IV dan V SD Muhammadiyah Program Khusus Baturan yang dipilih melalui teknik proportionate stratified random sampling. Data dikumpulkan menggunakan kuesioner dengan reliabilitas yang baik untuk setiap variabel (kecerdasan emosi 0,851, lingkungan keluarga 0,845, dan kemampuan bersosialisasi 0,887). Hasil penelitian menunjukkan bahwa: 1) kecerdasan emosi berpengaruh signifikan terhadap kemampuan bersosialisasi siswa, dengan nilai thitung = 6,096 > ttabel = 2,015 dan Sig.= 0,000; 2) lingkungan keluarga berpengaruh signifikan terhadap kemampuan bersosialisasi siswa, dengan nilai thitung = 2,545 > ttabel = 2,015 dan Sig. = 0,014; dan 3) kecerdasan emosi dan lingkungan keluarga secara bersama-sama berpengaruh signifikan terhadap kemampuan bersosialisasi siswa, dengan nilai Fhitung = 63,259 > Ftabel = 3,21 dan Sig.= 0,000. Koefisien determinasi (R^2) sebesar 0,738 menunjukkan bahwa 73,8% variasi kemampuan bersosialisasi siswa dapat dijelaskan oleh kecerdasan emosi dan lingkungan keluarga, sementara 26,2% dipengaruhi oleh faktor lain di luar penelitian. Kesimpulannya, Penelitian ini menunjukkan bahwa kecerdasan emosi dan lingkungan keluarga berperan penting dalam kemampuan bersosialisasi siswa. Kombinasi keduanya berkontribusi besar dalam membentuk keterampilan sosial dan perkembangan interaksi anak.

Kata Kunci: kecerdasan emosi; lingkungan keluarga; kemampuan bersosialisasi; siswa sekolah dasar

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INTRODUCTION

Socialization is a fundamental need for every individual. From an early age, humans have the instinct to interact and build relationships with their surroundings. Through social interaction, humans learn various values and norms that apply in society and strengthen the social skills needed in daily life. This need for socialization grows with age and becomes increasingly complex as life experiences accumulate. When children enter elementary school age, the ability to socialize becomes increasingly important as they begin to interact with peers, teachers, and their surrounding environment (Salsabilah et al., 2024).

Good socialization skills can help someone form positive and harmonious relationships with others. According to Patrick in (Karimizzah et al., 2020) socialization ability is one's capacity to interact with others. Patrick views socialization skills as crucial abilities for success in daily life, workplace communication, teamwork, and understanding others' feelings. With good social skills, a person can more easily adapt to various social situations, build strong networks, and create a more supportive environment. Therefore, developing these skills from an early age is key to a person's social and professional well-being in the future.

Furthermore, that socialization skills play a vital role in child development. Those who are proficient in social interaction are generally more flexible in adapting to various conditions in their surroundings. This ability brings widespread positive impacts, not only in establishing healthy relationships with others but also in managing anxiety levels and mental pressure. Moreover, children with good social skills tend to show better performance in education and have more stable mental and emotional conditions (Aini et al., 2023).

However, in reality, not all children have good socialization skills. Research by (Mursalim et al., 2020) shows that some children have difficulty socializing. These difficulties can vary greatly, including disruptive behavior towards friends, high levels of egoism, and tendency to dominate peers. Children who tend to disturb their friends often don't understand accepted social boundaries, so their behavior can disturb and irritate their friends. Meanwhile, children

with high egoism tend to be more self-centered, making it difficult for them to share or cooperate with others. Dominant behavior in play or study groups can make individuals disliked by their peers as they tend to display traits such as aggression, intimidation, and coercion. Dominant individuals often appear arrogant and disrespectful of others' opinions, resulting in physical and social rejection from other group members. This rejection occurs because most interactions with dominant individuals are aggressive and unpleasant, thereby reducing group cohesion. This causes dominant individuals to be avoided and even hated by their friends, which ultimately hinders their further social development due to reduced opportunities to build positive interactions with peers (Rodriguez-Santiago et al., 2020).

Two main factors suspected to play significant roles in children's socialization abilities are emotional intelligence and family environment. Emotional Intelligence encompasses various important aspects of self-management and social interaction. According to Casmini in (Rahayu & Iman, 2022) Emotional Intelligence is an individual's ability to manage emotions, both their own and others'. This involves the ability to recognize and differentiate various emotions and use this information to guide thinking and actions. This includes the ability to control and regulate personal emotions, maintain spirit and self-motivation, and build and maintain positive relationships with others. In modern psychology studies, the understanding of emotional intelligence was first introduced in depth through Daniel Goleman's work (Goleman, 2018). According to him, a person's ability to manage emotions encompasses five fundamental aspects. First, the ability to recognize personal emotions reflecting self-awareness. Second, the capacity to control emotional responses showing self-regulation ability. Third, internal drive that moves someone to achieve goals, which is the motivation element. Fourth, sensitivity in understanding and feeling others' emotional conditions reflecting empathy. Fifth, the ability to establish and maintain relationships with others, which is a manifestation of social skills (Nasution et al., 2023). Children with good emotional intelligence tend to be more capable of recognizing and understanding their feelings, using effective strategies to manage stress, communicating effectively, and understanding others' feelings. Additionally, they can establish harmonious and mutually beneficial interpersonal relationships with peers, teachers, and family members. This is particularly important at elementary school age, especially in higher grades (grades 4 and 5), where children begin to face more complex social challenges.

In addition to emotional intelligence, the family environment is another crucial factor influencing children's socialization abilities. The family serves as the primary and most essential educational foundation that significantly impacts its members' future. It becomes the space where children experience comprehensive growth and development (Framanta, 2020). According to (Aida et al., 2020) the family environment represents the smallest social unit formed through genealogical bonds among its members. Based on kinship scope, this institution is divided into two main categories: the extended family network encompassing multiple generations, and the simpler unit consisting solely of parents and their children. Therefore, the family environment plays a vital role in shaping children's character and personality, as their emotional well-being and character quality are heavily influenced by the family environment and parental care. Families that provide opportunities for children to interact with others through activities such as games, social events, or family discussions help

enhance children's social capabilities. These interactions teach children how to collaborate, negotiate, and understand others' perspectives - essential skills in socialization.

A supportive family environment also contributes to developing children's self-confidence and sense of security. When children feel accepted and supported at home, they are more likely to feel confident in interactions beyond the family environment (Sari & Karneli, 2021). This sense of security is crucial for children in facing social challenges and building broader relationships in society. Thus, a positive and harmonious family environment is essential not only for children's emotional intelligence development but also for their social skills (Aida et al., 2020). The emotional support, communication examples, and opportunities for interaction provided by families help children develop the necessary skills for more effective socialization. This ultimately contributes to establishing constructive and harmonious relationships across various contexts, encompassing both personal and professional aspects of life.

Based on observations conducted in grades 4 and 5 of Muhammadiyah PK Baturan Elementary School, several problems were found in socializing among students. Some children have difficulty interacting with peers. There are students who tend to disturb their friends, causing them to be shunned in socializing. In addition, there are children who show dominant behavior towards their peers, which ultimately leads to social rejection. Some students also appear less confident in socializing, preferring to be alone rather than interacting with their friends. Observations also show that in various school activities, such as group work, class discussions, and group games, children with less developed social skills often have difficulty in participating actively. This indicates the need for a more supportive approach to help students develop better socializing skills.

Observation data shows that the level of emotional intelligence of students in grades 4 and 5 of Muhammadiyah PK Baturan Elementary School varies significantly. Some students show good emotional intelligence, while others still have difficulty managing their emotions. Students with low emotional intelligence tend to face challenges in controlling their feelings. Some children get angry easily and are easily provoked, which sometimes leads to physical confrontation. There are also students who are too sensitive and easily offended in social interactions. In addition, there are children who are passive and tend to be submissive, so they have difficulty expressing their thoughts and feelings, making them vulnerable to becoming victims of bullying. These findings were obtained from observations during teaching and learning activities, interactions in group work, and social situations in the school environment, which showed significant differences in students' abilities to understand and manage their emotions.

Some students come from less conducive family environments, facing various challenges in their social development. Some parents are too busy working so that they do not pay enough attention to their children. In addition, some students come from families experiencing internal conflict, where parents often fight, even in front of their children. Conflicts with siblings also often occur, while unhealthy parenting patterns vary, from approaches that are too rigid and harsh to parenting that is too indulgent.

According to research by (Sharma & Raina, 2024) in the IOSR Journal of Humanities and Social Science, the family environment plays a major role in the development of children's emotional intelligence and contributes to their academic achievement. This study emphasizes that children who come from harmonious family environments tend to have better emotional

intelligence, which in turn has a positive impact on academic achievement. Conversely, an unsupportive family environment can hinder students' social and academic development.

Furthermore, (Kaur, 2019) in the International Journal for Innovative Research in Multidisciplinary Field highlighted that the home environment and emotional intelligence have a significant correlation with adolescents' critical thinking skills. This study found that adolescents from families with high levels of conflict tend to have more rigid thinking and difficulty in decision-making, which can negatively impact their social skills.

In the context of mental health, (Sánchez-Núñez et al., 2020) in the International Journal of Environmental Research and Public Health emphasized that perceived emotional intelligence in the family has a direct impact on the mental health of children and adolescents. When children see their parents as having high emotional intelligence and being able to manage their emotions well, they tend to have better mental well-being. However, when parents often fight or are unable to manage their emotions well, children are more susceptible to stress and anxiety.

In addition, research by (Molina Moreno et al., 2024) in Education Sciences highlighted the relationship between family functioning, psychological well-being, and emotional intelligence in high school students. This study showed that adolescents from families with high levels of dysfunction are more susceptible to psychological problems and have lower emotional intelligence than those who grow up in more harmonious families.

Finally, (Trigueros et al., 2020) in the International Journal of Environmental Research and Public Health found that emotional intelligence and social skills are closely related to the level of bullying in schools. Children who receive less attention at home, especially from families experiencing internal conflict or divorce, tend to have difficulty in building healthy social relationships and are more vulnerable to becoming victims or perpetrators of bullying. Thus, these studies reinforce that an unfavorable family environment can have a negative impact on students' social development, emotional intelligence, and mental well-being. Therefore, interventions in the form of parenting education for parents and social support programs for children from less harmonious families are needed to help them develop better social and emotional skills.

This research aims to examine the influence of emotional intelligence and family environment on the socialization abilities of upper-grade students at SD Muhammadiyah PK Baturan.

METHODS

Type and Design

This study utilized a quantitative approach with an ex-post facto design. The procedure involved identifying specific variables that had already occurred and analyzing their relationships or effects. Data were collected through surveys and secondary sources, followed by statistical analysis to determine correlations, differences, or causal relationships among variables. The research was conducted at SD Muhammadiyah Special Program Baturan, focusing on fourth and fifth-grade students during the 2024/2025 academic period. The study examined two independent variables (emotional intelligence aspects and family conditions) and one dependent variable (student socialization ability).

Data and Data Sources

The total number of students in grades IV and V at Muhammadiyah PK Baturan Elementary School is 55. Specifically, grade IV has 31 students, while grade V consists of 24 students.The study population consisted of 55 students, This data reflects the overall enrollment for these two classes in the school. from which 48 respondents were selected using proportionate stratified random sampling. Data was collected through questionnaires, which were initially pilot tested with 20 respondents to ensure instrument validity and reliability.

Data collection technique

Data collection for this study was carried out using questionnaires. The instrument was designed to assess specific variables related to the research objectives. To ensure the quality of the instrument, a pilot test was conducted prior to the main data collection. The validity of the questionnaire was determined using Pearson's Product Moment correlation analysis, which measures the relationship between the items and the constructs they are intended to measure. For reliability, Cronbach's Alpha was used to evaluate the internal consistency of the questionnaire, ensuring that the items reliably measured the intended variables. These procedures helped refine the instrument and ensure its appropriateness for the study.

Data analysis

In the data analysis process, several stages were carried out to ensure the validity and reliability of the research findings. The first stage involved prerequisite testing, which included normality and linearity tests. The normality test aimed to determine whether the data used followed a normal distribution, while the linearity test ensured that there was a linear relationship between the independent and dependent variables. Once these prerequisite tests were met, the analysis proceeded with multiple linear regression, which was used to assess the simultaneous influence of multiple independent variables on the dependent variable. Subsequently, a partial test (t-test) was conducted to evaluate the significance of each independent variable's effect on the dependent variable individually. Additionally, an F-test was applied to measure whether the independent variables collectively had a significant impact on the dependent variable. All statistical calculations in this study were performed using Microsoft Excel and SPSS software to ensure the accuracy of the analysis results.

RESULTS AND DISCUSSION

The study involved 48 students as research samples. Data was obtained through questionnaire distribution measuring emotional intelligence (X1), family environment (X2), and students' socialization ability (Y). Before implementation, the questionnaire was pilot tested with 24 students to ensure validity and reliability. The pilot results showed that: (1) the emotional intelligence questionnaire had 10 valid questions out of 10 proposed questions, with reliability of 0.851; (2) the family environment questionnaire had 11 valid questions out of 11 questions, with reliability of 0.845; (3) the socialization ability questionnaire had 13 valid questions out of 13 questions, with reliability of 0.887.

Based on pilot test results, both emotional intelligence and family environment questionnaires met valid and reliable criteria with high category ratings. After confirming validity and reliability, questionnaires were distributed to 48 students as respondents. Collected data was then analyzed using hypothesis testing to explain the influence of independent variables on the dependent variable.

Prior to regression analysis, prerequisite analysis tests comprising normality and linearity tests were conducted. The normality test aimed to evaluate whether data obtained from research samples followed a normal distribution pattern in their population. This testing process utilized the Kolmogorov-Smirnov non-parametric method as an analytical tool.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		48
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	2,98994356
Most Extreme Differences	Absolute	0,104
	Positive	0,91
	Negative	-0,104
Test Statistic		0,104
Asymp. Sig. (2-tailed)		,200[c,d]

In Table 1 normality testing, data is considered normally distributed when its significance value exceeds 0.05. SPSS analysis revealed a significance value of 0.200, exceeding the 0.05 threshold, indicating that the data met normality requirements for regression analysis. Meanwhile, linearity testing was conducted to identify significant relationships between independent and dependent variables. Linear relationships were confirmed when significance values exceeded 0.05, enabling regression analysis. In this study, linearity testing showed significance values exceeding 0.05 for both variables, indicating linear relationships among all three variables and meeting requirements for further regression analysis. After ensuring all analysis criteria were met, research proceeded with hypothesis verification stages including: examination using multiple linear regression, evaluation of individual variable significance using t-test methods, assessment of overall model significance through F-tests, calculation of determination values, and measurement of both relative and effective contribution magnitudes. The following findings detail results from these hypothesis testing sequences.

The Impact of Emotional Intelligence (X1) on Socialization Ability (Y) and the Impact of Family Environment (X2) on Socialization Ability (Y)

Table 2. The results of multiple linear regression analysis

Variabel	Unstandardized B	Std. Error	Coefficients Beta	t	Sig.
Constant	3,127	3,680		0,850	0,400
Kecerdasan Emosi (X1)	0,802	0,132	0,648	6,096	0,000
Lingkungan Keluarga (X2)	0,352	0,138	0,271	2,545	0,014
$t_{table} = 2,015$					

Tabel 3. The coefficient of determination

Regression Statistics	
Multiple R	0,859
R Square	0,738
Adjusted R Square	0,726
Standard Error	3,056

Based on the interpretation of the presented multiple regression analysis table, a mathematical model can be formulated in the form of a regression equation involving several variables: $Y = 3.127 + 0.802x_1 + 0.352x_2$. This equation indicates that if emotional intelligence (X_1) and family environment (X_2) are zero, students' socialization ability (Y) equals 3.127. Each unit increase in emotional intelligence will enhance socialization ability by 0.802, and each unit increase in family environment will improve socialization ability by 0.352, assuming other variables remain constant.

Based on partial significance testing (t-test), emotional intelligence shows a t-count value of 6.096 > t-table value of 2.015 with significance at 0.000, indicating a significant and positive influence on socialization ability. Family environment also demonstrates significant influence with a t-count value of 2.545 and significance at 0.014. The determination coefficient (R^2) of 0.738 indicates that 73.8% of variation in students' socialization ability can be explained by emotional intelligence and family environment, while the remaining 26.2% is influenced by factors outside the model. These results suggest that emotional intelligence and family environment collectively contribute significantly to students' socialization abilities.

According to research conducted by (Anisah et al., 2021) emotional intelligence significantly shapes elementary school students' social interaction patterns. Like a harmonious dance, their research illustrates that over three-quarters of students (78.12%) with good emotional intelligence can navigate their social arena effectively. The correlation coefficient reaching 0.88 demonstrates the strong relationship between emotional maturity and social behavior, both within and outside the school environment.

This aligns with research by (Irawan, 2018) at SMPN 10 Jember, which reveals diverse emotional intelligence spectrums. Like a pyramid, the majority of students (66%) occupy the middle level, while 19% remain at the base, and 15% reach the peak. A similar pattern appears in their social interactions - like ocean waves, 62% show moderate interaction, 18% demonstrate low interaction, and 20% exhibit high interaction. Statistical analysis presents a correlation coefficient of 0.552 with probability 0.000 (<0.005), proving significant synchronization between emotional intelligence and social interaction ability.

Data shows strong correlation with significance value p = 0.000. From parenting pattern mapping, children raised with authoritarian styles show socialization difficulties (57.9%), while those with permissive parenting demonstrate fairly good socialization abilities (43.5%). Most notably, the majority of children under democratic parenting (79.4%) display excellent socialization abilities. These results emphasize the substantial relationship between parenting methods and preschool children's social competence.

This is further reinforced by recent research from (Pratama & Purnomo, 2023) who studied family conditions' impact on elementary school students' social skills. Their study proves that family atmosphere positively influences fourth and fifth-grade students' social abilities. Statistical analysis yields a regression coefficient of 0.289, confirming that family environment plays a tangible role in shaping students' social expertise.

The Combined Influence of Emotional Intelligence (X1) and Family Environment (X2) on Socialization Ability (Y)

Table 4. The significance of the F-tes (ANOVA)

	df	SS	MS	F	Significance F
Regression	2	1181,310	590,655	63,259	0,000
Residual	45	420,169	9,337		
Total	47	1601,479			
$F_{tabel} = 3,21$					

Based on Table 4, F-test analysis results show that F-count = 63.259 > F-table = 3.21 with significance value 0.000. Since the significance value is less than 0.05, H_0 is rejected, concluding that emotional intelligence (X1) and family environment (X2) simultaneously have significant influence on socialization ability (Y). In this regression model, the determination coefficient (R square) of 0.738 indicates that 73.8% of variation in students' socialization ability can be explained by emotional intelligence and family environment, while 26.2% is influenced by other factors.

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For instance, (Gao et al., 2023) demonstrate that emotional intelligence plays a critical role in shaping children's behaviors, suggesting that students with higher emotional intelligence are better equipped to engage socially and handle aggressive behavior, directly influencing their socialization skills. Similarly, (Mattar, 2018) finds an inverse relationship between emotional intelligence and maltreatment, indicating that students with better emotional intelligence tend to experience more positive social interactions and less emotional strain, which contributes to improved socialization.

Furthermore, (Shuo et al., 2022) emphasize that emotional intelligence positively impacts well-being through social support and resilience, suggesting that emotionally intelligent students are more likely to adapt effectively to their social environments. This aligns with the finding that emotional intelligence is a significant factor influencing socialization ability. The role of the family environment, as highlighted by Nader-Grosbois et al. (2022), further supports this claim, where maternal emotional socialization practices are shown to influence children's

emotional regulation and social skills, suggesting that a supportive family environment significantly contributes to developing socialization abilities. Finally, the findings in (Kgosiemang & Khoza, 2022) reinforce the broader context of how emotional intelligence, when cultivated in educational settings, influences not only teacher performance but also student behavior and social interactions, emphasizing the significance of emotional intelligence in shaping both academic and social outcomes.

These studies collectively support the conclusion that emotional intelligence and family environment significantly influence students' socialization abilities, with emotional intelligence accounting for a substantial portion of the variation in socialization outcomes, as reflected in the R-squared value of 0.738.

Overall, this research emphasizes the crucial roles of emotional intelligence and family environment in building students' social skills. Interventions focusing on enhancing emotional intelligence through training or character education programs, along with efforts to create harmonious family environments, can be effective steps in comprehensively improving students' socialization abilities.

CONCLUSION

The research findings clearly demonstrate the profound impact that both emotional intelligence and family environment have on the socialization abilities of fourth and fifth-grade students at SD Muhammadiyah Special Program Baturan. This relationship highlights the interconnected nature of a child's internal emotional capabilities and their external support systems in shaping their social development.

Children with higher emotional intelligence consistently demonstrate superior socialization abilities. This suggests that students who can effectively recognize, understand, and manage their emotions are better equipped to navigate social interactions with peers and adults. Their ability to empathize with others, regulate emotional responses, and interpret social cues serves as a foundation for building meaningful relationships in both educational and personal settings.

Similarly, the family environment plays a crucial role in shaping students' social development. Children from supportive family environments, characterized by positive communication patterns, appropriate parenting styles, and emotional security, demonstrate enhanced socialization skills. These environments provide children with the confidence, values, and behavioral models necessary for successful social engagement beyond the home.

Most significantly, the research reveals that when combined, emotional intelligence and family environment account for nearly three-quarters of the variation in students' socialization abilities. This powerful relationship underscores the complementary nature of these factors – emotional intelligence helps children process and respond to social situations, while supportive family environments provide the foundation and reinforcement for developing these skills.

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