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### THE INFLUENCE OF INFORMATION SERVICES TO IMPROVE THE EMOTIONAL INTELLIGENCE OF CLASS X STUDENTS AT TAMANSISWA VOCATIONAL SCHOOL MEDAN

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#### Abstract

This research aims to determine the effect of Information Services to Increase the Emotional Intelligence of Class X Students at SMK Tamansiswa Medan for the 2023/2024 Academic Year." This type of research uses quantitative experimental methods, namely one group pretest and posttest design. The subject of this research is class n-k = 23-1= 22 then from the t table we get  $t = 2.074$ . Thus  $t_{count} > t_{table}$  on emotional intelligence is  $0.000 < 0.05$  so that  $H_0$  is rejected and  $H_a$  is accepted. "It can be concluded that there is an influence of Information Services to Increase the Emotional Intelligence of Class X Students at SMK Tamansiswa Medan.

**Keywords:** Information Services, Emotional Intelligence.

#### INTRODUCTION

Education is a process to help humans to develop themselves, so that humans can face all changes for the better. One of the goals of education is the ability to develop one's potential for the purpose of making a person have good self-understanding, self-control and the ability to make good decisions. Schools have an important role in helping students develop emotional intelligence. Goleman believes that schools should teach students emotional skills, such as recognizing their own and others' emotions, managing

emotions effectively, and communicating well. According to him, emotional intelligence is an important key to personal and academic success.

Emotional intelligence includes different abilities, but influences academic intelligence. People will not be able to use their cognitive abilities to their maximum potential without having emotional intelligence. Salovey and Mayer define emotional intelligence as a subset of social intelligence that involves the ability to monitor social feelings involving abilities in other people, sort them all out and use this information to guide thoughts and actions (Shapiro in Safari & R, 2019). Emotional intelligence is a person's ability to manage their emotional life with intelligence (to manage our emotional life with intelligence), maintaining the harmony of emotions and their expression (the appropriateness of emotion and its expression) through the skills of self-recognition, self-control, self-motivation, empathy and social skills.

Emotional intelligence is one of the keys to success, because with an individual's ability to manage their own emotions and be able to motivate themselves, the individual will be able to face all unpleasant possibilities and be able to test their patience. Emotional intelligence is influenced by the surrounding environment. Emotional intelligence is a person's ability to control their emotional life with intelligence, maintain emotional harmony and is applied through the skills of self-awareness, control, motivation, empathy and social skills. This is in accordance with the opinion of Ary Ginanjar Agustian (2001) who stated that emotional intelligence is the ability to feel, understand and effectively apply emotional power and sensitivity as a source of energy, emotion, and human connection and influence. (Illahi et al., 2018)

Emotional intelligence can be trained, studied and developed during childhood, so that there is still an opportunity to develop and improve it to contribute to a person's success in life, especially during the adolescent development period. Ali and Ansori (2011) "adolescence is a transition period between childhood and adulthood, during this period adolescents experience development to reach physical, mental, social and emotional maturity. Generally, this period lasts from around 13 years to 18 years." Based on the opinion above, researchers can see that adolescence ranges from 12 to 21 years where the individual experiences development to reach physical, mental, social and emotional maturity.

Bearing in mind that adolescence is a period where behavior and actions are most influenced by the environment and peers, in order to avoid negative things that might

happen, teenagers should understand and have what is called emotional intelligence. This emotional intelligence is manifested in how teenagers are able to give a good impression about themselves, are able to express their own emotions well, try to balance themselves with the environment, can control feelings and are able to express emotional reactions according to the time and conditions so that interactions with other people can be established smoothly and effectively. (Susilo, 2018).

Individuals who have a better level of emotional intelligence can become more skilled at calming themselves down quickly, less likely to contract illnesses, more skilled at concentrating, better at relating to others, more adept at understanding others and for academic work at school. better (Gottman in Safari & R, 2019)). Thus, emotional intelligence has a very important role in achieving success at school and in communicating in society.

Based on interviews obtained from counselors, it was found that there were students who had low emotional intelligence, such as: solving problems from thoughts rather than feelings, criticizing without a solution, pessimistic in dealing with problems, selfish, self-oriented and personal satisfaction, sometimes feeling satisfied if they were able to insult and beats other people, is easily offended, is a bad listener and lacks empathy for other people, really likes debates, for him he is always right, has a bad temper, easily gives up, if this is allowed to continue it will hinder students' emotional development. Phenomenon that the author often finds At school there are still many students who behave aggressively, don't know how to control their emotions, are rude to other people and even their teachers, make friends with problematic students so that they create groups and divisions in relationships, create chaos in the school environment, are violent head in accepting teacher directions, bullying or intimidation of peers, even students who have high temperaments often trigger hostility and so on.

By seeing that there were students who were not good at controlling their emotions, the researchers made an alternative by using information services as an effort to increase students' self-control. Researchers also looked at how big the influence of information services was in increasing students' emotional intelligence, so researchers were interested in providing information services aimed at self-control in students.

According to (Saputra et al., n.d.) Information services aim to provide individuals with knowledge and understanding of various things that are useful for knowing themselves, planning and developing life patterns as students, family members and

society. Meanwhile, the reason for using the field of personal guidance is because emotional intelligence is related to the student's personality.

## METHOD

This research is quantitative descriptive. The population in this study was all class X students at SMK Tamansiswa Medan, totaling 88 students. The sample in this study used a random sampling technique, where each member of the population had the same opportunity to be selected as part of the sample, so the total sample in this study was 23 students. Data collection techniques include observation, questionnaires, interviews and documentation. The data analysis technique used in this research is the paired sample t test which is processed using SPSS.

## RESULTS AND DISCUSSION

### a. Research Result

#### 1) Hypothesis Testing

Hypothesis testing was carried out using the T Test Formula using SPSS Statistics Version 23. Paired sample t-test was used to test the research hypothesis regarding the influence of each independent variable partially on the dependent variable.

- 1) If the sig value  $< 0.05$  indicates there is a significant difference then there is an influence of variable x and variable y
- 2) If the sig value  $> 0.05$  indicates there is no significant difference, this indicates there is no influence of variables x and variable y.

The takeaway from the t test is that if the sig (2-tailed) value is  $< 0.05$  then  $H_a$  is accepted and  $H_0$  is rejected. The following are the results of the hypothesis test as follows:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	60.04	23	4.931	1.028
	posttest	85.48	23	4.209	.878

Based on SPSS output data, it is known that the Mean Pre-test Value is 60.04. Meanwhile, the mean post-test value is 85.48. These results state that emotional intelligence using information services has an effect on increasing students' emotional intelligence by 25.44.

		N	Correlation	Sig.
Pair 1	pretest & posttest	23	.450	.031

In the correlations column 0.450 shows the magnitude of the correlation coefficient of the paired data and P-value  $0.031 > 0.05$  shows that the paired data provides a significant correlation.

### T-test test results

The T-test is a statistical test used to test the truth or falsity of a hypothesis which states that between two sample means taken randomly from the same population, there is no significant difference (Sudjiono, 2010).

### T Test Results on Pre-test and Post-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-25.435	4.832	1.008	-27.524	-23.345	-25.245	22	.000

Based on the table, the sig (2-tailed) value is  $0.000 < 0.05$ . and it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. Accepted because there is a striking difference between the two tests. There was an increase in the post-test on the influence of information services to increase the emotional intelligence of class X MP SMK Tamansiswa Medan students for the 2023-2024 academic year.

The aim of this research is to determine the effect of information services on increasing the emotional intelligence of class X MP SMK Tamansiswa Medan students for the 2023-2024 academic year.

This research is quantitative research which is measured using a questionnaire. Before distributing the questionnaire to research sample respondents, the questionnaire was first tested for validity to test the validity of the questionnaire. If any of the questionnaire items is declared invalid then the item is not used to measure respondents. Meanwhile, from a valid questionnaire, the researcher distributed it to sample respondents totaling 23 students from class X MP at SMK Tamansiswa Medan.

The pretest results from class X MP were in the medium category as many as 5 students and in the low category as many as 18 students. As a result of group division of the data obtained, the average pretest score from the emotional intelligence questionnaire was obtained with an average of 60.04 in the low category. The medium category is 5 students with a percentage of 22% and the low category is 18 students with a percentage of 78%.

After being provided with information services, there were 6 students in the medium category and 17 students in the very high category. So the results of group division based on the data obtained from the posttest results were obtained with an average score of 85.47 in the high category. The medium category is 6 students with a percentage of 26% and the high category is 17 students with a percentage of 74%.

Information services are guidance and counseling services that enable clients to receive and understand various information (educational, position, career information) which can be used as material for consideration and decision making in the interests of individual clients. In this case, the researcher's aim is to provide information services to students to increase students' emotional intelligence in training students so that they can position themselves to train their emotions so that they can be controlled, so that nothing that is actually undesirable happens. This increase in emotional intelligence can help students understand, control and develop the intelligence that already exists in them. To find out the results of this research. Researchers distributed research instruments with (X), namely information services (Y) Student Emotional Intelligence.

Based on the results of the research conducted, it can be concluded that before being given treatment (pretest) the highest score was 70 and the lowest score was 49 with a total pretest score of 1381 and an average of 60.04 in the low category. After being given treatment (posttest) the highest score was 91 and the lowest score was 76 with a total posttest score of 967 and an average of 85.47 in the high category.

This is shown by the value of the t test results which can be seen at a significance level of 0.05 with a probability of  $1 - \alpha$  and degrees of freedom  $dk = n - k = 23 - 1 = 22$ , so from the

t table we get  $t = 2.074$ . Thus  $t_{count} > t_{table}$  ( $-25.245 > 2.064$ ) or  $Sig .000 < 0.05$ . Where the sig (2-tailed) value is smaller than 0.05, so it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected.

Thus, before the treatment (pretest) the score was 1381 with an average of 60.04 in the low category, then after the treatment (posttest) the score increased to 1966 with an average of 85.47 in the high category.

From the analysis of the results of the data that has been collected through the Pre-test and Post-test systems, there is a significant effect of using information services to increase the emotional intelligence of class X MP SMK Tamansiswa Medan students. This is indicated by the sig (2-tailed) value of  $0.000 < 0.05$ , there is a difference which shows that there is a significant influence between variable X and variable Y on the influence of information services to increase the emotional intelligence of class X MP SMK Tamansiswa Medan.

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## CONCLUSION

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