



Unlocking the Potential of Second Grade Students : Emotional Quotient as a Catalyst for Early Reading Skills Development

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Abstract: This study aims to analyze the Emotional Quotient level, reading achievement level, and emotional quotient's effect on reading achievement in grade II students. This method of research was ex-post facto with a quantitative approach. The instrument used to measure students' emotional quotient levels was a questionnaire; meanwhile, the instrument used to measure students' reading achievement levels was documentation. Furthermore, the data analysis technique was descriptive analysis, then proceeded with the prerequisite analysis test, starting from the normality and linearity tests. Finally, the research hypothesis was tested using a simple linear regression test and the F test. The result was that most students have a relatively low EQ, so their reading achievement was relatively low too. The results of a straightforward regression analysis yield the equation $Y = 45.788 + 0.406X$, which showed that an increase in the reading performance score of 0.406 would occur for every additional unit of emotional quotient score. Thus, a significant positive relationship existed between kids' EQ and reading achievement. Self-awareness, mood management, self-motivation, empathy, and relationship management were essential considerations when increasing students' emotional quotient (EQ). While age, teaching strategies, the environment in which students learn, and parental and educational support for encouraging and assisting students in learning to read were among the elements that influence students' reading achievement.

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Introduction

The learning process occurs at school, an important location for pupils to acquire knowledge. Along with a student's Intellectual Quotient (IQ), other variables like Emotional Quotient (EQ) and Social Quotient (SQ) are considered when determining the level of learning results (Dave et al., 2021; Owusu-Manu et al., 2019; Pishghadam et al., 2022). Students with high emotional quotients are excited about their studies, leading to satisfactory academic results. Students' emotional quotient directly impacts how they learn and are educated (Gavín-Chocano et al., 2020; González et al., 2021; Pozo-Rico et al., 2020). As a result, they can better control their emotions, stay motivated, get over irritation, and accomplish their goals. Students must gain knowledge through an effective learning process considering the EQ element to obtain satisfying learning results.

Because without Emotional Quotient (EQ), pupils will feel empty and find it difficult to focus while learning, Intellectual Quotient (IQ) alone is insufficient to ensure a student's success in the teaching and learning process (Gavín ChoCano & Molero, 2019; Syaiful et al., 2020). Under these conditions, students frequently seek entertainment by playing video games rather than concentrating on their studies. They may even turn to shady tactics like



cheating on exams if they feel pressured to get good scores. The current low academic performance is also a result of internal issues, such as the pupils' psychological state and intellect, including language, logical thinking, and intelligence. Student academic success is also influenced by motivation and self-concept. Develop emotional quotient by practicing courage, playing skills, empathy, patience, honesty, and patience to solve this issue (Owusu-Manu et al., 2019; Syaiful et al., 2021). Furthermore, improving mental intelligence skills, like creating good beliefs and being motivated and enthusiastic about studying, is crucial. Emotional quotient development is crucial for pupils to succeed in their academic endeavors.

However, students' success in their academic endeavors is not solely influenced by internal factors. The family, school, and social environments are examples of external variables that have an impact (Gràcia et al., 2021; Horsnell et al., 2021). The effectiveness of particular teachers in a classroom setting can significantly impact how well students learn. Economic concerns also affect students' interest in particular disciplines. Addressing the internal and external factors affecting pupils is essential to help them attain the desired learning results. The learning outcomes for students in schools may suffer due to this disorder (Domenici, 2022; Petrigna et al., 2022). So that they can show up in effective learning outcomes, kids need to be taught how to learn with emotional Quotient.

On the other hand, reading is a crucial skill for kids to learn at all educational levels because it contributes to their overall intellect development. Because reading can increase comprehension and memory, it is required in educational settings (Ardoin et al., 2020; Lorencová et al., 2019; Özkan, 2021). The course material will only be understood by pupils if they read it. Reading thus significantly aids someone in grasping a subject under study. However, several internal and external (external) elements can affect students' ability to read fluently.

Based on the issues in the field, the researcher observed students at Inpres Pajjaiang II Elementary School in Makassar City and gathered information on the difficulties they had learning to read, which impacted their ability to learn to read. The kids' emotional health is one of the internal and external causes of these challenges. The ability to read letters, pronounce words, and comprehend word meanings are internal variables that may influence children's beginning reading abilities. Environmental aspects, including classroom circumstances, noise levels, and the accessibility of quality reading materials, are among the external elements influencing reading abilities. It was also discovered that students' emotional states, such as worry and dread, could impact their capacity to concentrate and focus on reading tasks, which in turn could affect their reading abilities.

Referring to several studies have examined emotional quotient, such as the influence of reading habits and emotional quotient on Indonesian language learning achievement (Khalidin, 2021), emotional quotient and online English academic student achievement (Maqbool, 2019), as well as family environment and emotional quotient in elementary school students (Kucukkaragoz, 2020). No research gives an overview of kids' reading achievement levels, emotional quotient levels, and the impact of emotional quotient on reading achievement in grade II children between the ages of 7 and 8.

Therefore, paying attention to the importance of emotional quotient and reading in educational activities at the beginner level is important. Hence, this study aims to analyze the description of the emotional quotient level of grade II students, the level of reading achievement of grade II students, and the effect of emotional quotient on reading achievement in grade II students. With this research, it is hoped to increase understanding of EQ and reading in early childhood students and help develop reading skills through the ability to manage and understand the emotions of oneself and others. So that a good

understanding of EQ and reading skills can help students become more potential individuals in the world of education and everyday life.

Research Method

This method of research was ex-post facto with a quantitative approach. The class II students of Inpres Pajjalang II Elementary School in Makassar City who were in this study's population ranged in age from 7 to 8 years. 28 pupils from Inpres Pajjaiang II Elementary School Makassar City's class IIC—12 boys and 16 girls—constituted the study's sample. The number given to the students was the tool employed in this study to gauge the emotional quotient of the participants. The evaluation was tailored to the Likert scale by the emotional quotient questionnaire employed in this study. While the documentation in the archive list of student scores collected from the second-grade teacher at Inpres Pajjaiang II Elementary School, Makassar City, was the tool used to determine the level of student reading achievement. Additionally, a review of the documentation of the list of student scores was done to determine how Inpres Pajjaiang II Elementary School Makassar City's class II students' reading proficiency was described or measured. So, questionnaires and documentation were used as this study's data-gathering methods.

In this study, descriptive analysis was used to present emotional achievement and intelligence, which were broken down into four categories: extremely low, low, medium, and high (Jayanti et al., 2019; Ramadina & Marlina, 2020). The score range or interval scale used to classify the reading achievement and emotional quotient variables (x) is as follows:

Table 1. Categorization of Student Reading Achievement

Intervals	Category
63-70	Very low
71-78	Low
79-86	Currently
87-94	Tall

Table 2. Categorization of Emotional Quotient

Intervals	Category
49-59	Very low
60-70	Low
71-81	Currently
82-92	Tall

Furthermore, the data obtained were analyzed using the normality and linearity checks, until the F test and a simple linear regression test were used to test the study hypothesis.

Results and Discussion

Student Emotional Quotient Descriptive Results

Table 3. Emotional Quotient Descriptive Analysis

	N	Range	Min	Max	Sum	Mean	Std. Drviance	Variance
Emosional quotient	28	39	44	83	1855	66.25	10.197	103.972
Valid N	28							

Based on the table above, the descriptive statistics results from 28 respondents had a range of 39, a minimum score of 44, a maximum score of 83, a total score of 1855, a standard deviation or standard deviation of 10.197, and a variance of 103.972.

Descriptive Results of Students' Reading Achievement

Table 4. Descriptive Analysis of Students' Reading Achievement

	N	Range	Min	Max	Sum	Mean	Std. Drviance	Variance
Reading achievement	28	27	63	90	2165	77.31	5.608	31.448
Valid N	28							

Based on the table mentioned above, the descriptive statistics results from 28 respondents had a minimum value of 63 and a maximum score of 93, meaning that the range was 27, the total score was 2165, the standard deviation or standard deviation was 5,608, and the variance was 31,448.

Emotional Quotient Normality Test Results

Table 5. Emotional Quotient Normality Test

		Unstandardized Resudual
N		28
Normal Parameters ^{a,b}	Mean	66.25
	Std. Deviation	10.197
Most Extreme Differences	Absolute	.142
	Positive	.116
	Negative	-.142
Test Statistics		142
Asymp. Sig. (2-tailed)		.156 ^c

The sign value for the emotional question data, as determined by the data processing with SPSS Version 26.0 above, was 0.156, which indicates that the sign value is more than a (0.156>0.05). The tested data can originate from a population with a normally distributed distribution based on the sign value of the variable.

Normality Test of Students' Reading Achievement

Table 6. Normality Test of Student Achievement

		Unstandardized Resudual
N		28
Normal Parameters ^{a,b}	Mean	77.31
	Std. Deviation	5.608
Most Extreme Differences	Absolute	.137
	Positive	.137
	Negative	-.114
Test Statistics		137
Asymp. Sig. (2-tailed)		.191 ^c

Based on data processing with SPSS Version 26.0 higher, the emotional question data's sig value was 0.191, which indicates that the sign value is more than a (0.191>0.05). The tested data can originate from a population with a normally distributed distribution based on the sign value of the variable.

Linearity Test Results

Table 7. Linearity Test

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Reading Achievement*	Between Groups	(Combined)	794.577	20	39.729	2.241	.139

Emotional Question	Linearity	29.444	1	29.444	1.661	.238
	Deviation from Linearity	765.133	19	40.270	2.272	.135
	Within Groups		124.074	7		17.725
	Total		918.651	27		

Based on the SPSS 26 processing results in the table mentioned above, the sign obtained was 0.135, indicating that the sign in this instance was bigger than a (0.135>0.05). Thus, there is a linear relationship between the reading achievement variable and the emotional question variable. The significant value of the deviation from linearity for the emotional quotient variable and the reading achievement variable, which was more than 0.05, namely 0.135, was consistent.

Results of Simple Regression Analysis

Table 8. Simple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig
	B	Std. Error	Beta			
(Constant)	45.788	7.660			5.978	.000
Emotional questions	.406	.121	.548		3.343	.003

To create the regression equation $Y = 45.788 + 0.406X$, the constants and coefficients of the equation were taken from column B based on the findings of the regression test that was run. 3.343 and a p-value of $0.003 < 0.05$ were found from the analysis. As a result, the emotional question variable affects the reading achievement variable.

F Test Results

Table 9. Test F

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	339.219	1	339.219	11.174	.003 ^b
Residual	789.332	26	30.359		
Total	1128.552	27			

It is possible to conclude that there is a significant relationship between the emotional quotient and reading achievement of class II pupils at Inpres Pajjaiang II Elementary School Makassar City based on the results of the SPSS output in the table above, which reveals a significant value of $0.003 < 0.05$ and the rejection of H_0 .

Discussion of Students' Emotional Quotient Level Description

This study examines how the Emotional Quotient (EQ) level is described. Twenty-eight students participated in this study, of whom 21% fell into the very low category, 39% into the low category, 32% into the medium category, and 7% into the high category. In that instance, the average EQ of pupils was 66.25, which is relatively low. Therefore, it may be inferred from the results of the description of class II pupils—most of whom are 7 to 8 years old—that students generally have low emotional quotients (EQ). It demonstrates how most



students at that age struggle to manage and control their emotions. It is vital to pay attention to several variables that can affect EQ in order to help kids, including (Carlos Torrego-Seigo et al., 2021; Ebrahimi et al., 2018; Puspitacandri et al., 2020)

- 1) *Self-awareness*: Students must be able to identify their feelings and emotions and their various feelings.
- 2) *Mood management*: It is important to teach students how to control their emotions to avoid disrupting their everyday routines. Diverting attention or engaging in enjoyable activities can help with this.
- 3) *Motivate yourself*: Students require understanding and encouragement to accomplish the objectives. It can be accomplished by setting necessary goals or targets.
- 4) *Empathy*: Teaching students to comprehend other people's emotions is essential. It can be accomplished through observing other people's verbal and nonverbal cues.
- 5) *Managing relationships*: Students must learn how to handle interpersonal interactions. It can be accomplished through negotiation, dispute resolution in a constructive manner, or both.

By focusing on these aspects, pupils between the ages of 7 and 8 will develop better emotional Quotient (EQ) and be better able to regulate their emotions. Both student achievement and interpersonal relationships will benefit from this. By focusing on these aspects, pupils between the ages of 7 and 8 will develop better emotional Quotient (EQ) and be better able to regulate their emotions. Both student achievement and interpersonal relationships will benefit from this.

Description of Student Reading Achievement

Reading is a useful pastime since it allows people to learn new things. Reading can also improve one's ability to solve issues, comprehend concepts, and think creatively (Aziz & Rawian, 2022; de Vink et al., 2023; Malyn et al., 2020). The study of the 28 respondents revealed that up to 10% of kids had extremely low reading achievement (3 students), 46% fell into the low category (13 students), 35% fell into the medium category (10 students), and 7% fell into the high category (2 students). These findings showed that, with an average score of 77.31, grade II students at Inpres Pajjaiang II Elementary School in Makassar City had relatively low reading achievement. Additionally, it was shown that there was a correlation between reading achievement levels and pupils' ages between 7 and 8 years old. It is possible since reading comprehension at that age still grows and needs much practice (Hollocks et al., 2022). Learning strategies, the learning environment, and parental and educational support in encouraging and assisting pupils in learning to read are other variables influencing student reading accomplishment (Jensen et al., 2019; Robles-Bello et al., 2021). It is intended that by focusing on these elements, second-grade elementary school pupils' reading achievement will increase.

The Effect of Emotional Quotient on Students' Reading Achievement

In this study, the reading achievement (Y) of second-grade children at Inpres Pajjaiang II Elementary School, Makassar City, was examined about emotional quotient (X) using straightforward linear regression analysis. The analysis's findings led to the simple regression equation $Y = 45.788 + 0.406X$, which predicts that for every unit added to the emotional quotient score, pupils' reading achievement scores will rise by 0.406. The reading achievement variable (Y) was significantly influenced by the emotional quotient variable (X), according to the results of the hypothesis test conducted using the SPSS application version 26. The t count was 3.343, and the p-value was $0.003 < 0.05$. Table 10 shows that the



estimated F is 11,174 with a significance level of $0.003 < 0.05$, supporting the hypothesis that emotional quotient influences students' reading achievement. The findings of this study showed that pupils' reading achievement increased in direct proportion to their emotional quotient or emotional quotient. However, the study's findings indicate that poor EQ directly drives low student accomplishment. EQ is the capacity to detect, comprehend, manage, and express emotions effectively in the appropriate circumstances (Hutabarat et al., 2023; Jimenez, 2021; Wahab et al., 2022). Academic progress can be impacted by EQ's ability to assist pupils in dealing with difficulties and stress while learning (Izquierdo et al., 2022). The capacity to control emotions, recognize emotions, and manage social connections are some of the characteristics that affect the association between EQ and pupils' reading proficiency. Students with high EQ are more likely to be able to control their emotions, focus while studying, comprehend the subject better, and work out reading-related problems. Students who can identify emotions can also better comprehend the reading's content. In order to acquire good reading achievement, EQ is crucial. In an educational setting, it is important to focus on developing students' emotional quotient (EQ) by using suitable teaching strategies and integrating families and communities.

Therefore, contextually, this study showed that emotional quotient affected students' reading achievement, with increasing emotional intelligence directly proportional to increasing reading achievement. This finding showed how important EQ was in the educational context, with EQ abilities such as controlling, recognizing, and managing social relationships playing an essential role in reading skills. Apart from that, this research encourages the development of students' emotional intelligence through appropriate teaching strategies involving family and society. To improve reading achievement, educators and student education policymakers need to pay special attention to developing EQ by freeing up emotional control skills, focusing while studying, and having a deep understanding of reading.

Conclusion

This study's results conclude that most kids had relatively low EQs and low reading achievement. The results of a straightforward regression analysis yield the equation $Y = 45.788 + 0.406X$, which showed that an increase in the reading performance score of 0.406 would occur for every additional unit of emotional quotient score. Thus, a significant positive relationship exists between kids' EQ and reading achievement. Self-awareness, mood management, self-motivation, empathy, and relationship management were essential considerations when increasing students' emotional Quotient (EQ). While age, teaching strategies, the environment in which students learn, and parental and educational support for encouraging and assisting students in learning to read were among the elements that influence students' reading achievement.

Recommendation

Recommendations based on the results of this study are that parents can encourage children to practice reading at home to increase interest in reading. At the same time, teachers are responsible for informing parents about their children's reading progress. Because student intelligence consists of three types, namely Intellectual Quotient (IQ), Emotional Quotient (EQ), and spiritual Quotient (SQ), the suggestion for future researchers is to conduct further research on the variables of students' spiritual Quotient on students' enlightenment reading ability so that research it could be perfect.



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