

# The Impact of Emotional Intelligence on Soft Skill Development in Elementary School Student Learning

**Liestyowati**

D3MP, Management of Marketing, Ilmu Terapan, Universitas Telkom, Bandung, Indonesia

✉ [liestyowati@telkomuniversity.ac.id](mailto:liestyowati@telkomuniversity.ac.id)

**Abstract.** The development of students' social-emotional skills remains limited and tends to focus primarily on cognitive aspects and academic subject mastery. This research is important because students require strong soft skills to succeed in various life contexts. The study aimed to examine the effectiveness of emotional intelligence-based learning methods in enhancing students' soft skills. A mixed-methods approach was employed, involving 730 purposively selected elementary school students from the Bandung area. Data were collected through Likert-scale questionnaires, in-depth interviews, observations, and documentation of the learning process at elementary schools in Buahbatu, Bandung. Quantitative data were analyzed using descriptive and inferential statistics with SPSS Version 29.0, while qualitative data were analyzed through data collection, reduction, coding, and interpretation of coding results. The findings revealed a significant improvement in students' communication skills, empathy, emotional regulation, and collaboration after participating in the emotional intelligence-based learning program. Furthermore, the enhancement of students' soft skills was closely linked to the effective management of their emotional intelligence. In conclusion, the development of learning programs that integrate personal skills can serve as an educational model supporting the curriculum. The practical implication is that fostering social-emotional competence equips students with essential abilities to meet future challenges.

**Keywords:** Communication; Collaboration; Emotional Intelligence; Soft Skills.

## 1. Introduction

In the era of globalization and rapid technological progress, academic ability alone is not enough to guarantee a person's success in the workplace or social life (Zamiri & Esmaili, 2024; Bilbokaitė et al., 2024). Soft skills such as communication, collaboration, empathy, self-management, and problem-solving are key factors in determining a person's success in various aspects of life (Garcia-Chitiva & Correa, 2024; Bustamante-Mora et al., 2023). According to a World Economic Forum report, around 65% of current jobs will experience significant changes in the next few years and improving soft skills will become a key requirement in the global labor market (Tushar & Sooraksa, 2023; Arueyingho et al., 2023). Therefore, developing soft skills in students from an early age is a top priority in the national education curriculum in Indonesia and internationally (Espanola & Ouano, 2024; Arjaya et al., 2024). Traditional learning processes that emphasize cognitive aspects and subject mastery are often less able to develop soft skills optimally (Pedagogicheskogo, 2025; Azzahra & Dwiputra, 2024). Several studies have shown that traditional methods have not been able to provide students with the social and emotional competencies needed in real life (Guerrero et al., 2024; Benvenuti et al., 2023). According to UNESCO data, only around 35% of students in various countries feel that their education system is capable of developing soft skills adequately (Garcia-Chitiva & Correa, 2024; Ibarra-Vazquez et al., 2023). This case shows the need to develop educational methods that are able to integrate the development of emotional intelligence as part of the teaching and learning process (PLEŞEA & RACU, 2022; Arciniegas-Romero et al., 2025). Emotional intelligence (EQ) is an important aspect that needs to be developed in the education process (Atobatele & Okonkwo, 2025). The concept of emotional intelligence was first introduced by Daniel Goleman, who emphasized that the ability to recognize, understand, and manage one's own

emotions and the emotions of others greatly influences an individual's success (Rahman et al., 2024; Tjimuku et al., 2025). Developing emotional intelligence through EI-based learning methods is expected to effectively improve students' intrapersonal skills (Sharmin et al., 2024). Mayer and Salovey's research shows that EI is positively correlated with various aspects of intrapersonal skills such as empathy, effective communication and stress management (Manjarres et al., 2023). Other studies report that curricula focused on developing EI can improve students' social and emotional competencies significantly improving their academic performance and behavior in the school environment (PLEŞEA & RACU, 2022; Herut et al., 2024).

### **1.1. Problem Statement**

Specifically, in the context of education in Indonesia, the challenges in developing students' intrapersonal skills are increasing (Umar et al., 2025). Data from the Human Resources Development Agency (BPSDM) of the Indonesian Ministry of Education and Culture shows that students' social emotional literacy is still low, with only around 40% being able to manage their emotions well and show empathy towards others (Shinta et al., 2024; Rasdiana et al., 2024). This is very concerning, because underdeveloped intrapersonal skills can hinder students' social integration and prepare them for the job market (Gazi et al., 2024). In addition, learning methods that do not fully integrate aspects of emotional intelligence (EI) make intrapersonal skills development less than optimal (Solih et al., 2024). To overcome these challenges, an EI-based teaching approach has been introduced as an innovation in education (Ertiö et al., 2024). This approach not only focuses on mastering academic materials but also combines exercises that improve students' emotional intelligence, such as reflective discussions, empathy exercises, and stress and emotion management (Sánchez Mora et al., 2024). Many empirical studies have shown the success of this approach. Research conducted in Vietnam showed that the application of emotional intelligence-based methods increased students' soft skills scores by up to 20% in one semester (Ho et al., 2025). Similarly, a study in Indonesia reported that students who participated in an emotional intelligence development programs showed significant improvements in communication and collaboration competencies, with improvements ranging from 15 to 25% (Yosep et al., 2024). Furthermore, the importance of developing soft skills through emotional intelligence-based methods is also supported by the increasing need for workplaces that require personal and emotional competencies (Ojha et al., 2024). The survey found that 89% of recruiters place soft skills as a key factor in the employee recruitment and selection process (Grabowski et al., 2024; Schäfer & Henn, 2023). At the educational level, it is believed that improving soft skills through emotional intelligence development can prepare students not only to face academic challenges but also to become competitive individuals who can contribute positively to society and the workplace (Mohamed et al., 2025). The problem that emerged in this study is the low social emotional literacy and intrapersonal skills of Indonesian students, which hinders their ability to manage emotions and empathize, as well as face academic and competitive challenges in the world of work, so that learning innovations based on emotional intelligence are needed to improve students' soft skills from an early age.

### **1.2. Related Research**

Developing intrapersonal skills in Elementary school students is an important aspect in creating competitive individuals in the era of globalization (Budiarto et al., 2024; Bilderback & Thompson, 2025). One approach that is increasingly gaining attention is the Emotional Intelligence (EQ)-based learning approach (Saikia et al., 2024; Anacleto Roberto Carolina Soares et al., 2024). Developed by Daniel Goleman, the theory of emotional intelligence states that emotional intelligence includes self-awareness, self-management, motivation, empathy, and social skills, all of which are the main foundations in developing intrapersonal skills such as communication, collaboration, leadership, and conflict resolution (Gómez-Leal et al., 2022; Heikkinen et al., 2025). Through this approach, students not only gain academic knowledge but also learn to recognize and manage their own emotions and understand the emotions of others (Kuo et al., 2024; PLEŞEA & RACU, 2022). This is important because research shows that intrapersonal skills are more closely related to intrapersonal skills and self-management than cognitive abilities alone. According to one study, individuals with high emotional intelligence tend to

demonstrate better levels of empathy and communication, and are therefore better able to adapt to complex social environments (Yosep et al., 2024). At the educational level, a learning approach that focuses on developing emotional intelligence can increase students' awareness of their strengths and weaknesses, as well as improve their ability to work in teams (Solih et al., 2024). In addition, the application of this method also helps students cope with academic stress and pressure, which often hinder the development of intrapersonal skills (Javaid et al., 2024; Mittal et al., 2022). In the school context, combining exercises such as reflective discussions, social situation simulations, and fostering empathy can significantly improve students' communication and collaboration skills (Cho & Kim, 2024). Based on Vygotsky's social constructivism theory, learning that includes social interaction and self-reflection will accelerate the mastery of intrapersonal skills, and an emotional intelligence-based approach is very relevant in this context (Mitsea et al., 2024). Therefore, it can be concluded that an emotional intelligence-based learning approach not only improves academic understanding but also effectively builds intrapersonal skills in Elementary school students, which is very important for their future success (Meyer et al., 2024; Bressane et al., 2024).

### **1.3. Research Objectives**

Research on the development of intrapersonal skills and emotional intelligence in education is urgent, given the significant challenges facing the current education system. In an era of globalization and rapid technological advancement, academic ability alone is not enough to ensure one's future success. This phenomenon creates a real gap between theories that emphasize the importance of intrapersonal skills and society's expectations for graduates of education who not only have academic intelligence but also the ability to interact socially, work together, and manage emotions effectively. At the same time, the reality on the ground shows that formal education programs tend to overemphasize cognitive aspects and subject mastery, often ignoring or not receiving sufficient attention to the development of intrapersonal skills and emotional intelligence. UNESCO data and various studies show that most students struggle to develop social and emotional skills, and some even struggle to manage emotions and empathize with others. In fact, research shows that developing emotional intelligence can significantly improve communication, collaboration, and conflict resolution skills. This gap between ideas and practices raises an urgent need to integrate emotional intelligence-based learning approaches into the school curriculum, so that the learning process is not limited to academic aspects but also improves students' social and emotional aspects. Therefore, this research is important to assess the effectiveness of this approach and provide practical solutions for improving the quality of education, with the aim of preparing a competent and adaptive generation that is ready to face future challenges. This study aims to evaluate the effectiveness of an emotional intelligence-based program in developing communication, cooperation, empathy, and emotion management skills among Elementary school students. This study also aims to identify challenges and barriers faced in implementing this program in Indonesian education and to examine its benefits on students' behavior and academic achievement. Based on the results of this study, it is expected to provide practical recommendations for integrating emotional intelligence development effectively into the curriculum, thereby supporting students' competencies not only academically but also socially and emotionally, thus preparing them to face future challenges with greater efficiency and resilience.

## **2. Theoretical Framework**

### **2.1. Soft Skills Development Theory Through Emotional Intelligence Approach**

This theory states that the development of soft skills such as communication, empathy, emotional management, and cooperation can be done effectively through an emotional intelligence-based approach (Tjimuku et al., 2025). Emotional intelligence plays an important role in helping students recognize, understand, and manage their own and other people's emotions (Solih et al., 2024). Through activities that focus on these aspects, students are able to improve their ability to communicate effectively, show empathy towards others, and

manage stress and other negative emotions. This approach provides an example that direct experience, simulation, and social practice that are disintegrated in learning provide real experiences that strengthen students' social and emotional skills. Thus, the development of soft skills is not only limited to theory, but must be developed practically and contextually through active social interaction and self-reflection (Costa & Cipolla, 2025; Lim et al., 2022). This theory supports the idea that emotional intelligence is the main mediator in the soft skill learning process, which emphasizes that emotion-based interventions have a significant positive influence on students' interpersonal and intrapersonal abilities. Emotional intelligence is crucial for developing soft skills in elementary school students. The ability to recognize, understand, and manage one's own emotions and those of others helps children communicate effectively, demonstrate empathy, and cope positively with stress (Calandri et al., 2025). Through emotional intelligence-based activities, students can strengthen their social and emotional skills in practical and contextual ways, which support academic success and interpersonal relationships (Tjimuku et al., 2025). This development is not only theoretical, but also through direct experience, simulations, and social interactions, enabling children to apply soft skills in their daily lives.

## **2.2. Theory of the Effectiveness of Emotional Intelligence-Based Programs in Improving Social and Emotional Competence**

This theory states that learning programs that focus on developing emotional intelligence can significantly improve students' social and emotional competence (Vistorte et al., 2024). Empirically, emotional intelligence-based interventions implemented through activities such as empathy simulations, communication exercises, and stress management can foster empathy and sensitivity to others as well as the ability to control emotions independently. This program improves students' overall emotional intelligence, which then has a positive impact on aspects such as effective communication skills, teamwork, and self-control (Mitsea et al., 2024). The success of this program is also supported by observation and interview data that show real developments in students' social and emotional behavior. This theory emphasizes that developing social and emotional competence through structured programs based on emotional intelligence in schools is an effective solution to prepare students to face the challenges of social life and the world of work that are increasingly complex and require high interpersonal skills (Rosário & Raimundo, 2024).

## **2.3. Theory of Implementing Empirical Practices in Improving Students' Social and Emotional Skills**

This theory emphasizes that direct experience and empirical practice are the keys to improving students' social and emotional skills (Kuo et al., 2024). Based on research data, activities such as group discussions, empathy simulations, and communication exercises are very effective in accelerating the process of learning soft skills. Through direct practice, students are able to internalize and apply the emotional and social concepts learned, resulting in the transfer of skills into real situations (Faella et al., 2025). The use of observation and documentation during the activity process supports the success of this method, as it allows for objective assessment of changes in student behavior. This theory also highlights the importance of sustainability and consistency in the implementation of this practice to ensure long-term results (Setyadi et al., 2025). The implementation of structured and ongoing empirical practice is the foundation for building students' social and emotional competencies effectively, making it a key component in the emotional intelligence-based education process in schools.

## **3. Method**

### **3.1. Research Design**

The research method used is a mixed method, which combines quantitative and qualitative approaches to obtain a comprehensive picture of the development of students' social skills and emotional intelligence (Jose & Thomas, 2024). Research indicators include aspects of communication, empathy, self-management, collaboration, and emotional management which were measured through questionnaires and interviews. Quantitative data were

collected through Likert scale based instruments that have been tested for validity and reliability, while qualitative data were obtained from in-depth interviews and observations during the implementation of the program. The research stages began with the planning stage, preparation of instruments and data collection procedures, implementation of data collection through questionnaires and interviews, quantitative data analysis using descriptive and inferential statistics, and qualitative data analysis using content analysis techniques. The results of both approaches were analyzed integratively to identify correlations, differences, and factors influencing students' intrapersonal skills.

### 3.2. Respondent

The research sample consisted of 730 people consisting of Elementary schoolstudents in Bandung. The sampling technique used was a purposive sampling technique, where students who participated in the emotional intelligence development program and had certain indicators such as openness, high motivation, and readiness to participate in the program were selected intentionally to ensure diversity and representatives' data.

### 3.3. Data Collection

The data collection technique in this study was carried out by combining quantitative and qualitative approaches to obtain a comprehensive picture of the development of students' social skills and emotional intelligence. The quantitative approach was used through the distribution of Likert-based questionnaires from point 1 to point 5, namely from strongly disagree to strongly agree. The research items have been tested for validity and reliability. This instrument is designed to measure key indicators such as communication skills, empathy, emotional management, collaboration, and self-awareness. Participants who took part in the emotional intelligence development program were given questionnaires before and after the program was implemented, so that changes that occurred could be analyzed statistically. In addition, in qualitative data collection, in-depth interviews and observations were conducted during the program implementation process. These interviews were conducted with teachers, students, and other educators involved, with the aim of exploring the experiences, perceptions, and challenges faced during the implementation of the program. Observations were carried out during the activity to monitor the dynamics of social interaction, student participation, and the application of emotional intelligence-based learning techniques. Observation data were recorded in the form of field notes which were then analyzed in terms of content to find patterns and factors that influenced the effectiveness of the program. Sampling was done purposively, namely selecting participants who showed high interest, motivation, and readiness to participate in the program, so that it is expected that the data obtained can reflect the diversity of participant characteristics and provide valid results. In addition, researchers also conducted a documentation study of program administration, instruments, and other relevant supporting documents to strengthen the validity of the data collected. The data collection process took place systematically starting from the instrument preparation stage, socialization to participants, implementation of filling out questionnaires, interviews, and direct observation during the activity. All collected data was then analyzed using triangulation to ensure the accuracy, consistency, and validity of the research results, as well as to provide a comprehensive picture of the impact of the data collection techniques applied on the final research results. The following are the research indicators and items (Table 1).

**Table 1.** Indicators of Learning Methods Based on Emotional Intelligence and Soft Skill Development (Solih et al., 2024; Alvarado-bravo et al., 2024)

No	Indicators	Items
1	Communication Skills.	I am able to explain my thoughts clearly to my friends. I feel comfortable when speaking in front of the class. I listen well when others speak. I am able to express my opinions politely and respectfully. I am able to use appropriate body language when communicating. I am able to ask questions when I do not understand information. I am able to adjust my communication style according to the situation.

No	Indicators	Items
2	Empathy Skills.	<p>I am able to understand other people's feelings by paying attention to what they say.</p> <p>I care about my friends' problems.</p> <p>I can put myself in other people's shoes when they are having a hard time.</p> <p>I show concern when friends share their feelings.</p> <p>I am not quick to judge others in various situations.</p> <p>I am able to comfort friends who are feeling sad or angry.</p>
3	Emotional Management.	<p>I understand that everyone has different feelings.</p> <p>I am able to control my anger when facing difficult situations.</p> <p>I can stay calm when facing pressure in studying.</p> <p>I know how to overcome my fear when speaking in front of the class.</p> <p>I can manage stress when facing exams or assignments.</p> <p>I am able to calm myself down after feeling anxious or angry.</p> <p>I am able to reduce my negative emotions by doing something positive.</p>
4	Collaboration Competence.	<p>I usually do not show excessive negative emotions in front of others.</p> <p>I am able to work together in a group to complete tasks.</p> <p>I respect the opinions and roles of my friends in the group.</p> <p>I am willing to help friends who are having difficulties.</p> <p>I am able to share tasks fairly in a group.</p> <p>I am open to criticism from friends when working together.</p> <p>I am able to coordinate tasks with group members.</p> <p>I enjoy working together to achieve common goals.</p>

### 3.4. Data Analysis

Data analysis techniques in this study include two main approaches, namely descriptive statistical analysis and qualitative analysis. For quantitative data obtained from Likert scale-based instruments, processing was carried out using SPSS Version 29.0 software (Metin et al., 2025). These findings provide a strong basis for further descriptive analysis, such as calculating the mean, frequency, and standard deviation. After ensuring that the data meets statistical requirements, descriptive analysis is carried out such as calculating the frequency, percentage, mean, and standard deviation for all indicators measured, such as communication skills, empathy, emotional management, collaboration, and self-awareness. This analysis aims to provide an overview of the level of mastery and changes that occur in participants before and after participating in the program. The data is also presented in the form of tables and graphs to clarify the interpretation of the results. Meanwhile, for qualitative data, a data reduction process is carried out by filtering and summarizing data obtained from interviews and observations, so that the focus is only on aspects that are relevant to the research objectives. The reduced data is then coded systematically, namely by labeling or coding parts of the data that have important meanings, such as participant experiences, challenges faced, and assessments of program effectiveness. Furthermore, a thematic analysis is carried out by grouping similar codes and identifying patterns and themes that emerge from the data. The results of this qualitative analysis are then used to support and enrich quantitative findings, as well as to draw comprehensive conclusions about the influence of emotional intelligence development programs on students' social and emotional aspects. In drawing conclusions, researchers integrated the results of statistical analysis and qualitative analysis to obtain a complete picture of the effectiveness and challenges in implementing the program, as well as the factors that influence its success.

### 3.5. Validity and Reliability

The results of the initial step test in the descriptive statistical analysis indicate that the data processing process begins with validation and reliability of the instrument. Instrument validation is carried out to ensure that the measuring instrument used is able to measure the indicators accurately and in accordance with the variables studied, while reliability is used to test the consistency of the instrument measurement results. In this study, content validation was also carried out and based on the output of SPSS Version 29.0, the Cronbach's Alpha value for each

indicator was above 0.70, namely 0.93, which indicates that the instrument has a fairly good and consistent level of reliability for use in further analysis. Furthermore, a normality assumption test was carried out using the Kolmogorov-Smirnov and Lilliefors tests, the results of which showed that the variable distribution data met the normal assumption ( $p > 0.05$ ) with a  $p$  value = 0.16. Meanwhile, the homogeneity test of variance was carried out using the Levene test, the results showed that the data variance from various groups was relatively the same ( $p > 0.05$ ) with  $p = 0.21$ , thus meeting the requirements of parametric statistical analysis.

#### 4. Findings

Based on the Table 2, the results of respondents' assessments of learning methods associated with emotional intelligence and soft skills development show that the communication aspect shows a fairly high level.

**Table 2.** Results of Respondents' Assessment of Learning Methods Based on Emotional Intelligence and Soft Skill Development

No	Indicators	Items	Mean	Standard Deviation
1	Communication Skills.	I am able to explain my thoughts clearly to my friends	4.10	0.45
		I feel comfortable when speaking in front of the class.	4.15	0.40
		I listen well when others speak.	4.05	0.50
		I am able to express my opinions politely and respectfully.	4.08	0.43
		I am able to use appropriate body language when communicating.	4.12	0.44
		I am able to ask questions when I do not understand information.	4.00	0.48
		I am able to adjust my communication style according to the situation.	4.02	0.47
2	Empathy Skills.	I am able to understand other people's feelings by paying attention to what they say.	4.05	0.46
		I care about my friends' problems.	3.98	0.50
		I can put myself in other people's shoes when they are having a hard time.	4.05	0.45
		I show concern when friends share their feelings.	4.12	0.42
		I am not quick to judge others in various situations.	4.10	0.43
		I am able to comfort friends who are feeling sad or angry.	4.05	0.45
		I understand that everyone has different feelings.	4.07	0.44
3	Emotional Management.	I am able to control my anger when facing difficult situations.	4.15	0.40
		I can stay calm when facing pressure in studying.	4.18	0.39
		I know how to overcome my fear when speaking in front of the class.	4.10	0.41
		I can manage stress when facing exams or assignments.	4.12	0.42
		I am able to calm myself down after feeling anxious or angry.	4.14	0.40
		I am able to reduce my negative emotions by doing something positive.	4.05	0.45
		I usually do not show excessive negative emotions in front of others.	4.10	0.45
4	Collaboration Competence.	I am able to work together in a group to complete tasks.	4.15	0.40
		I respect the opinions and roles of my friends in the group.	4.05	0.50
		I am willing to help friends who are having difficulties.	4.08	0.43
		I am able to share tasks fairly in a group.	4.12	0.44
		I am open to criticism from friends when working together.	4.00	0.48
		I am able to coordinate tasks with group members.	4.02	0.47
		I enjoy working together to achieve common goals.	4.05	0.46

In this study, the maximum score for each item is 5 and the minimum score is 2, while based on the results of the study in Table 2, it can be seen that the average score for communication skills reached 4.12 with a standard deviation of 0.44, indicating a relatively high level of respondent confidence in conveying thoughts and feelings clearly, and using appropriate body language when communicating. Respondents also felt quite comfortable speaking in front of the class, with a score of 4.15 and a deviation of 0.40, indicating that they were comfortable and confident when speaking in public. Listening skills were also recognized with a score of 4.05 and a deviation of 0.50, although slightly lower than other aspects, as an indicator that active listening still needs attention. In the area of empathy, the score indicates that respondents are quite able to understand and show concern for the feelings of others, as seen from the score of 4.05 (deviation of 0.46) which is related to the ability to express opinions

politely and respectfully. The aspect of understanding the differences in other people's feelings received a score of 4.07 with a deviation of 0.44, which confirms that respondents are able to appreciate the diversity of emotions in social interactions. The ability to show real empathy is also reflected in the score of 4.02 (deviation of 0.47) in the recognition that they are able to adjust their communication style according to the situation, which is an important aspect in building effective empathetic relationships. In the aspect of emotional management, the results show that respondents are quite capable of controlling anger and stress. The highest score was obtained for anger control when facing difficult situations, namely 4.15 with a deviation of 0.40, which indicates that they can respond to emotional challenges in a mature manner. The ability to remain calm when under pressure to study received a score of 4.18 (deviation of 0.39), which indicates that they are able to manage emotions in academic situations. The ability to overcome the fear of public speaking showed a score of 4.10 with a deviation of 0.41, which indicates quite high self-confidence. Stress management when facing exams or assignments obtained a score of 4.12 and a deviation of 0.42, indicating their ability to maintain emotional stability amid academic pressure. The collaboration or cooperation competency aspect also showed positive results. Respondents were able to work together in groups with a score of 4.15 and a deviation of 0.40, and showed respect for the opinions and roles of group members with a score of 4.05 and a deviation of 0.50. The ability to help friends who are facing difficulties obtained a score of 4.08 (deviation of 0.43). The ability to divide tasks fairly and be willing to accept criticism from friends also obtained scores of 4.12 and 4.00, with deviations of 0.44 and 0.48, respectively. In addition, task coordination and the desire to achieve common goals also showed good scores, namely 4.02 and 4.05 with deviations of 0.47 and 0.46, respectively, illustrating respondents' positive tendency to collaborate. Respondents have relatively good levels of emotional intelligence and soft skills in various aspects. Communication and collaboration skills were quite mature, while emotional management and empathy demonstrated their ability to maintain effective interpersonal relationships. These findings are crucial for designing more effective learning strategies to strengthen these aspects, thereby enhancing social and emotional competencies, which are the foundation for respondents' personal and professional development.

**Table 3.** Observation, Interview and Documentation Coding Results

Indicator	Observation Results	Interview Results	Documentation Results	Findings Intersection
Communication Skills.	Students are able to express their opinions clearly and politely.	The teacher stated that students are more active and confident in communicating.	Speaking and listening practice instruments.	All three data show an increase in students' communication skills and self-confidence through practice and direct experience.
Empathy Skills.	Students show concern and sensitivity to friends' feelings. Helping friends who are having difficulties.	Teachers stated that students are more sensitive to other people's feelings. Students feel more caring and able to understand other people's situations.	Empathy reflection and discussion activity notes. Empathy simulation exercises.	Consistency shows that real-world practice and experience support the development of student empathy as observed and reported.
Emotional Management.	Students are able to control anger and stress. Demonstrating calm when facing academic pressure and fear of speaking.	Teachers observed improvements in emotional management. Students reported feeling more confident and calmer.	Stress and emotion management materials and exercises. Student self-evaluation notes.	Data shows that the program effectively improves students' emotional management, supported by students' own observations and experiences.
Collaboration Competence.	Students are able to work together, share tasks, and respect opinions. Coordination within the group is better over time.	The teacher stated that student cooperation has increased. Students feel satisfied and confident when working in teams	Details of group activities and project outcomes. Documentation of the collaboration process	Findings indicate that direct experience and observation support student reports that collaboration skills improved through the training program.

Based on Table 3, various aspects of student development, such as empathy, communication skills, emotional management, and collaboration, showed significant progress through various exercises and direct experiences. In the empathy aspect, students showed concern and sensitivity to their friends' feelings and were able to help them when facing difficulties, as reflected in observations and reflective discussions. Empathy simulation exercises and real-life experiences gradually supported the development of students' emotional sensitivity. Meanwhile, students showed improvements in emotional management, including the ability to control anger and stress, thanks to stress management exercises and self-assessment, so that they felt more confident and calm in facing academic pressure. In the area of communication, the ability to express opinions politely and clearly also increased; students felt more confident and comfortable speaking in public, as supported by speaking and listening exercises and communication training materials. Equally important, the collaboration aspect showed students' ability to work together, share tasks, and respect the opinions of others, with coordination and cooperation improving over time. Documenting the collaboration process and project results supports the report that practical experience with friends improves teamwork skills. Coding results from observations, interviews, and documentation indicate that consistent practice and real-world experiences are key to improving students' social and communication skills comprehensively and sustainably.

## 5. Discussion

This study found that the development of students' emotional intelligence and intrapersonal skills can be achieved through an educational approach based on direct experience and practical exercises. Data obtained from observations, interviews, and documentation showed a significant increase in communication, empathy, emotional management, and cooperation among students after participating in various activities that stimulate the development of these aspects. In the communication aspect, students showed increased confidence in expressing opinions verbally and nonverbally, as evidenced by an average score of 4.15 in the aspects of public speaking and using appropriate body language. This shows that active speaking and listening exercises are very effective in improving communication skills that are important in social and academic interactions. Consistent with these findings, previous studies have shown that simulation techniques and group discussions can accelerate the mastery of communication skills and significantly increase students' self-confidence (A. Hakami et al., 2024; Rayamajhi et al., 2024). The communication theory developed by Shannon and Weaver strengthens these findings, which states that successful communication is highly dependent on the effectiveness of the message delivery process supported by practical experience (Aslam et al., 2025; Karimi et al., 2024). In addition to communication, the development of empathy is an important outcome, which shows an increase in students' ability to understand and feel the emotions of others. Through empathy exercises, simulations, and direct observation, students showed greater concern for their peers' feelings and were able to help them when they faced difficulties. The mean score on the empathy subscale was 4.07, indicating a high level of understanding of emotional differences and social situations. This is in line with Goleman's theory of emotional intelligence, which states that empathy is a key component of emotional intelligence and supports the development of healthy intrapersonal relationships (Jose & Thomas, 2024).

Previous research has also confirmed that empathy-based training can improve students' emotional sensitivity, which in turn improves their social competence (Cano et al., 2021). Emotional management is another area that shows positive developments, particularly in responding to academic stress and fear of public speaking. There are many people who want to live on the same street that can be used at all times. A small area of 4.18 in an area where there are many people connected to it. This is where I did the work on the old Main Street and Lazarus and Folkman, and there is a strategy behind it on the street (Jean-Baptiste et al., 2020). Previous research has shown that relaxation exercises and self-assessment integrated into the learning process can significantly improve students' emotional management skills (Ai et al., 2025). The collaboration area also shows positive results, with the quality of student collaboration increasing throughout the learning process. There are a large number of different

parts of the same group, with different orange pendants, and other parts of the same color. There is a lot of data available along with 4.12, and there are many people who lose their money and also a large group of people who work hard and work together to save money. Johnson and Johnson's collaborative theory states that hands-on experiences in groups increase collaborative efficiency and enhance learning motivation (Vuoriainen et al., 2024). The results of this study support research showing the effectiveness of group learning activities in building trust and enriching students' social experiences (Goagoses & Montero, 2024). This will make it much easier for you to interact with others related to social and emotional issues. Improving communication, empathy, emotional management, and cooperation shows that the development of intrapersonal skills is very important as a basis for students' readiness to face the challenges of the modern world. There are many different types of items, each item has different emotional characteristics, and there is a lot to do with each item (Schifferstein, 2024). That is, you can use sunlight to clean your cell phone and share it with others who want the phone to connect to social media and emotional content (Andrade & Viñán-Ludeña, 2025). Research also shows that the development of intrapersonal skills is not limited to mastering theory but must be balanced with practice and practical experience in everyday situations. If there is little information, then many people want to feel emotions and touch social media, connect with each other, and interact with each other personally (Gulzar et al., 2024). The term "learning by doing" used in this study also builds a strong foundation that practical experience is a key factor in developing students' social and emotional competencies.

Important implications for developing learning processes that focus on students' emotional intelligence and social skills. The results of the study showed that by integrating direct experience and practical exercises, students were able to significantly improve their communication, empathy, emotion management, and cooperation skills. The first implication of this is the need to design educational programs based on learning methods through direct practice and simulation, so that students can internalize these skills through real-life experiences. This approach can build self-confidence and improve students' intrapersonal skills, which ultimately support their success in academic and social contexts. In addition, these findings emphasize that developing emotional intelligence is not just a theoretical concept; it must be taught practically to develop mature personalities and social skills. Teachers and educators need to design activities that facilitate direct experience, such as group discussions, empathy exercises, and communication simulations, as part of a continuous and systematic curriculum. Another implication is the importance of addressing emotional aspects in various learning activities so that students can manage stress and conflict effectively. Improving these intrapersonal skills not only improves relationships among students but also has a positive impact on their learning environment and academic achievement.

## **6. Conclusion**

The conclusion of this study is that developing emotional intelligence can improve soft skills in the learning process. Significant results were found in aspects such as communication, students were able to express opinions clearly and confidently, this was supported by active speaking and listening exercises in the classroom. In addition to communication, empathy skills also developed, reflected in students' increased sensitivity to others' emotions and concern for peers, which was strengthened through simulations and observations during direct observation. Emotional management also experienced significant progress, students were able to control anger, tension, and fear when speaking in public. This was influenced by the many relaxation and reflection exercises implemented in the learning program. The ability to work together in teams and build harmonious social relationships, such as respecting opinions and sharing tasks, also improved through group activities and collaborative projects. This study emphasizes that the development of emotional intelligence is not limited to theory but must be taught practically through activities that combine direct experience and real-life situations in the classroom. The implication of this study is the importance of including practical exercises, such as group discussions among students, empathy simulations in the classroom, and communication exercises between students, as part of the ongoing development of the curriculum. This success also positively impacts student relationships, provides a conducive

learning environment, and enhances students' academic and social confidence. Through experiential learning methods and direct engagement, the program sustainably and effectively enhances students' emotional and social competencies, providing a solid foundation for future personal and professional development.

### **Limitation**

The main limitation of this study lies in the use of qualitative data collection methods, such as observation, interviews, and documentation. Although it provides an in-depth picture of the development of students' intrapersonal skills, this approach is less able to produce quantitative and objective data, so the results can be influenced by subjective interpretations of observers and participants. Furthermore, the success of this program is highly dependent on the context and characteristics of the participants, so the generalization of the results to other settings or populations may be limited. Furthermore, the scope of this study is limited to a single institution or location, so local environmental and cultural factors may influence the results, making it difficult to fully apply on a large scale. The lack of long-term testing is another weakness, as it is uncertain whether these improvements in intrapersonal skills can be maintained over a longer period of time or are only temporary after program participation. Furthermore, external factors, such as students' psychosocial circumstances, which are not fully controlled, can also influence the results and mask the impact of the learning methods used. Although the pragmatic approach is effective, the variability in students' initial ability levels and their level of engagement in activities are also variables that are not adequately controlled.

### **Recommendation**

The first suggestion is that future research should include more diverse and objective data collection methods, such as the use of standardized quantitative tools to increase the validity and reliability of the findings. This approach can help to obtain a more comprehensive picture of the program's impact on students' personal skill development in a broad and statistically measurable manner. Furthermore, it is recommended to conduct research in diverse contexts and locations to generalize the findings across cultural, social, and educational backgrounds. Long-term research is also important to determine the sustainability of the improvements achieved, including their impact on academic performance and other social aspects. Furthermore, involving various stakeholders, such as parents, teachers, and the community, can provide a comprehensive picture of the factors that support and hinder the success of sustainable social and emotional skill development. Another suggestion is to conduct an in-depth study of the individual factors that influence student engagement and response to the program, so that more personalized and effective strategies can be developed. Future research should also consider external and internal factors that may influence the learning process and personal skill development, as well as examine other training methods that may be more appropriate and effective.

### **Acknowledgments**

I would like to thank the institutions that have funded this research until the research report was published.

### **Conflict of Interest**

In writing the manuscript there is no conflict of interest between the author and other parties.

### **Declaration of Generative AI-assisted Technologies**

This manuscript was prepared without the assistance of Generative AI. All intellectual contributions, critical analysis, and final revisions were made by the authors. The authors are

solely responsible for the accuracy, originality, and integrity of the content presented in this work.

## References

- A. Hakami, A., Hussin Rabie, A., M. Alzahrani, S. G., Mohammed Alnakhilan, F., & Awaidhalharbi, K. (2024). The Impact of Simulation Education on Self-Efficacy in Pre-Registration Nursing Students. *Open Journal of Nursing*, 14(01), 51–76. <https://doi.org/10.4236/ojn.2024.141005>
- Ai, Z., Yuan, D., Dong, R., Li, Y., & Zhou, S. (2025). Revealing the impact of teaching methods on anxiety among college students through a bibliometric study. *Frontiers in Psychology*, 16(1), 1-20. <https://doi.org/10.3389/fpsyg.2025.1558313>
- Alvarado-Bravo, N., Aldana-Trejo, F., Durán-Herrera, V., Rasilla-Rovegno, J., Suarez-Bazalar, R., Torres-Quiroz, A., Paredes-Soria, A., Gonzales-Saldaña, S. H., Tomás-Quispe, G., & Olivares-Zegarra, S. (2024). Artificial Intelligence as a Tool for the Development of Soft Skills: A Bibliometric Review in the Context of Higher Education. *International Journal of Learning, Teaching and Educational Research*, 23(10), 379–394. <https://doi.org/10.26803/ijlter.23.10.18>
- Anacleto Roberto Carolina Soares, Francisco Martins Da Silva, Frasto Biyanto, Miswanto, M., & Wing Wahyu Winarno. (2024). Integration of Team Performance, Emotional Intelligence, and Human Resource Management Practices: A Systematic Review. *International Journal of Asian Business and Management*, 3(4), 425–442. <https://doi.org/10.55927/ijabm.v3i4.10760>
- Andrade, L. I., & Viñán-Ludeña, M. S. (2025). Mapping research on ICT addiction: a comprehensive review of Internet, smartphone, social media, and gaming addictions. *Frontiers in Psychology*, 16(1), 1-27. <https://doi.org/10.3389/fpsyg.2025.1578457>
- Arciniegas-Romero, G., Narváez-Pinango, M., Pozo-Revelo, D., & Álvarez-Tinajero, N. (2025). Socio-emotional competencies of mathematics teachers in the learning environment of high school students: a systematic review. *Cogent Education*, 12(1), 1-21. <https://doi.org/10.1080/2331186X.2025.2505267>
- Arjaya, I. B. A., Suastra, I. W., Redhana, I. W., & Sudiarmika, A. A. I. A. R. (2024). Global Trends in Local Wisdom Integration in Education: A Comprehensive Bibliometric Mapping Analysis from 2020 to 2024. *International Journal of Learning, Teaching and Educational Research*, 23(7), 120–140. <https://doi.org/10.26803/ijlter.23.7.7>
- Arueyingho, O., Chitchyan, R., & Bird, C. (2023). Career progression and skills in Smart Local Energy Systems. *Applied Energy*, 349(June), 1-18. <https://doi.org/10.1016/j.apenergy.2023.121596>
- Aslam, S., Hussain, B., Riaz, S., Yousaf, M., Sohail, B., Ullah, F., & Hussain, S. (2025). Empowering farmers through science communication: A framework for pesticide risk awareness and adoption. *Social Sciences and Humanities Open*, 11(March), 101491.1-8. <https://doi.org/10.1016/j.ssaho.2025.101491>
- Atobatele, F. A., & Okonkwo, C. A. (2025). Incorporating Emotional Intelligence in Leadership Training: A U . S . Review: Evaluating the Effectiveness , Challenges , and Long-Term Benefits of Integrating EQ Development in Leader ... Incorporating Emotional Intelligence in Leadership Training : A. *Journal of Frontiers in Multidisciplinary Research*, 05(April 2024), 1-10. <https://doi.org/10.54660/.IJFMR.2024.5.1.60-69>
- Azzahra, W., & Dwiputra, D. F. K. (2024). Unraveling the Evolution of Brain-Based Learning in Indonesia: An In-Depth Exploration through Systematic Literature Review. *International Journal of Educational Reform*, 33(4), 483–502. <https://doi.org/10.1177/10567879241258134>
- Benvenuti, M., Cangelosi, A., Weinberger, A., Mazzoni, E., Benassi, M., Barbaresi, M., & Orsoni, M. (2023). Artificial intelligence and human behavioral development: A perspective on

- new skills and competences acquisition for the educational context. *Computers in Human Behavior*, 148(July), 107903.1-8. <https://doi.org/10.1016/j.chb.2023.107903>
- Bilbokaitė, R., Bilbokaitė-Skiauterienė, I., Fjodorova, I., Kravale-Pauliņa, M., Olehnoviča, E., Szplit, A., & Zbróg, Z. (2024). Global Competences for Principals: Enabling Change for Sustainable Education. *Journal of Teacher Education for Sustainability*, 26(2), 141–161. <https://doi.org/10.2478/jtes-2024-0020>
- Bilderback, S., & Thompson, C. B. (2025). Developing global leadership competence: redefining higher education for interconnected economies. *Higher Education, Skills and Work-Based Learning*, 12(February), 1-24. <https://doi.org/10.1108/HESWBL-10-2024-0301>
- Bressane, A., Zwirn, D., Essiptchouk, A., Saraiva, A. C. V., Carvalho, F. L. de C., Formiga, J. K. S., Medeiros, L. C. de C., & Negri, R. G. (2024). Understanding the role of study strategies and learning disabilities on student academic performance to enhance educational approaches: A proposal using artificial intelligence. *Computers and Education: Artificial Intelligence*, 6(December 2023), 1-13. <https://doi.org/10.1016/j.caeai.2023.100196>
- Budiarto, M. K., Rahman, A., Asrowi, Gunarhadi, & Efendi, A. (2024). Proposing information and communication Technology (ICT)-Based Learning transformation to create competitive human resources: A theoretical review. *Multidisciplinary Reviews*, 7(4), 1-23. <https://doi.org/10.31893/multirev.2024076>
- Bustamante-Mora, A., Diéguez-Rebolledo, M., Hormazábal, Y., Valdés, Y., & Cadena, R. (2023). Learning Models for Higher Education in Engineering: Motivation, Self-Determination, and the Role of Information and Communication Technologies. *Sustainability (Switzerland)*, 15(17), 1-23. <https://doi.org/10.3390/su151712869>
- Calandri, E., Mastrokourou, S., Marchisio, C., Monchietto, A., & Graziano, F. (2025). Teacher Emotional Competence for Inclusive Education: A Systematic Review. *Behavioral Sciences*, 15(3), 1–18. <https://doi.org/10.3390/bs15030359>
- Cano, S., González, C. S., Gil-Iranzo, R. M., & Albiol-Pérez, S. (2021). Affective communication for socially assistive robots (SARs) for children with autism spectrum disorder: A systematic review. *Sensors*, 21(15), 1-39. <https://doi.org/10.3390/s21155166>
- Cho, M. K., & Kim, M. Y. (2024). Effectiveness of simulation-based interventions on empathy enhancement among nursing students: a systematic literature review and meta-analysis. *BMC Nursing*, 23(1), 1–12. <https://doi.org/10.1186/s12912-024-01944-7>
- Costa, M. F. B., & Cipolla, C. M. (2025). Critical Soft Skills for Sustainability in Higher Education: A Multi-Phase Qualitative Study. *Sustainability (Switzerland)*, 17(2), 5–7. <https://doi.org/10.3390/su17020377>
- Ertiö, T., Eriksson, T., Rowan, W., & McCarthy, S. (2024). The role of digital leaders' emotional intelligence in mitigating employee technostress. *Business Horizons*, 67(4), 399–409. <https://doi.org/10.1016/j.bushor.2024.03.004>
- Espanola, R. ., & Ouano, J. . (2024). Malaysian Journal of Learning. *Malaysian Journal of Learning and Instruction*, 21(1), 217–247.
- Faella, P., Digennaro, S., & Iannaccone, A. (2025). Educational practices in motion: a scoping review of embodied learning approaches in school. *Frontiers in Education*, 10(May), 1-30. <https://doi.org/10.3389/educ.2025.1568744>
- García-Chitiva, M. del P., & Correa, J. C. (2024). Soft skills centrality in graduate studies offerings. *Studies in Higher Education*, 49(6), 956–980. <https://doi.org/10.1080/03075079.2023.2254799>
- Gazi, M. A. I., Rahman, M. K. H., Yusof, M. F., Masud, M. A. Al, Islam, M. A., Senathirajah, A. R. bin S., & Hossain, M. A. (2024). Mediating role of entrepreneurial intention on the relationship between entrepreneurship education and employability: a study on university students from a developing country. *Cogent Business and Management*, 11(1), 1-22. <https://doi.org/10.1080/23311975.2023.2294514>

- Goagoses, N., & Montero, C. S. (2024). A systematic review of social classroom climate in online and technology-enhanced learning environments in primary and secondary school. 2009–2042. <https://doi.org/10.1007/s10639-023-11705-9>
- Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2022). The relationship between emotional intelligence and leadership in school leaders: a systematic review. *Cambridge Journal of Education*, 52(1), 1–21. <https://doi.org/10.1080/0305764X.2021.1927987>
- Grabowski, J., Ropęga, J., Walecka, A., & Amorim, M. (2024). Exploring the Requirements for Green Competencies in Recruitment and Personnel Selection Processes. *Economics and Environment*, 91(4), 1–28. <https://doi.org/10.34659/eis.2024.91.4.853>
- Guerrero, S., Valenciano-Valcárcel, J., & Rodríguez, A. (2024). Unveiling alternative schools: A systematic review of cognitive and social-emotional development in different educational approaches. *Children and Youth Services Review*, 158(January), 1-13. <https://doi.org/10.1016/j.chilyouth.2024.107480>
- Gulzar, B., Sofi, S. A., & Sholla, S. (2024). Exploring Personalized Internet of Things (PIoT), social connectivity, and Artificial Social Intelligence (ASI): A survey. *High-Confidence Computing*, 4(3), 100242.1-27. <https://doi.org/10.1016/j.hcc.2024.100242>
- Heikkinen, H., Kuha, S., & Kanste, O. (2025). Exploring the Core of Emotional Intelligence in Healthcare Leadership: A Concept Analysis. *Journal of Advanced Nursing*, 18.(May), 1-20. <https://doi.org/10.1111/jan.17023>
- Herut, A. H., Muleta, H. D., & Lebeta, M. F. (2024). Emotional intelligence as a predictor for academic achievement of children: Evidence from primary schools of southern Ethiopia. *Social Sciences and Humanities Open*, 9(December 2023), 100779.1-8. <https://doi.org/10.1016/j.ssaho.2023.100779>
- Ho, T. T., Thanh, H. P., Nguyen, T. H., & Thi, T. M. (2025). Mapping emotional intelligence and job performance: A bibliometric and thematic analysis. *Problems and Perspectives in Management*, 23(1), 1–22. [https://doi.org/10.21511/ppm.23\(1\).2025.01](https://doi.org/10.21511/ppm.23(1).2025.01)
- Ibarra-Vazquez, G., Ramírez-Montoya, M. S., Buenestado-Fernández, M., & Olague, G. (2023). Predicting open education competency level: A machine learning approach. *Heliyon*, 9(11), e20597.1-15. <https://doi.org/10.1016/j.heliyon.2023.e20597>
- Javaid, Z. K., Chen, Z., & Ramzan, M. (2024). Assessing stress causing factors and language related challenges among first year students in higher institutions in Pakistan. *Acta Psychologica*, 248(May), 104356.1-8. <https://doi.org/10.1016/j.actpsy.2024.104356>
- Jean-Baptiste, C. O., Herring, R. P., Beeson, W. L., Dos Santos, H., & Banta, J. E. (2020). Stressful life events and social capital during the early phase of COVID-19 in the U.S. *Social Sciences and Humanities Open*, 2(1), 100057.1-10. <https://doi.org/10.1016/j.ssaho.2020.100057>
- Jose, B., & Thomas, A. (2024). Navigating the Research Landscape of Emotional and Social Intelligence Among Young Adults: A Bibliometric Perspective. *Cureus*, 16(4), 1-12. <https://doi.org/10.7759/cureus.59130>
- Karimi, R., Baghalzadeh Shishehgharkhaneh, M., Moehler, R. C., & Fang, Y. (2024). Exploring the Impact of Social Media Use on Team Feedback and Team Performance in Construction Projects: A Systematic Literature Review. *Buildings*, 14(2), 1-21. <https://doi.org/10.3390/buildings14020528>
- Kuo, Y. K., Batool, S., Devi, S., Tahir, T., & Yu, J. (2024). Exploring the impact of emotionalized learning experiences on the affective domain: A comprehensive analysis. *Heliyon*, 10(1), e23263.1-15. <https://doi.org/10.1016/j.heliyon.2023.e23263>
- Lim, R. B. T., Hoe, K. W. B., & Zheng, H. (2022). A Systematic Review of the Outcomes, Level, Facilitators, and Barriers to Deep Self-Reflection in Public Health Higher Education: Meta-Analysis and Meta-Synthesis. *Frontiers in Education*, 7(July), 1-23.

<https://doi.org/10.3389/feduc.2022.938224>

- Manjarres, M. T., Duarte, D. P. M., Navarro-Obeid, J., Álvarez, M. L. V., Martínez, I., Cudris-Torres, L., Hernández-Lalinde, J., & Bermúdez, V. (2023). A bibliometric analysis and literature review on emotional skills. *Frontiers in Psychology*, 14(May), 1–9. <https://doi.org/10.3389/fpsyg.2023.1040110>
- Metin, A., Karakurt, N., Erden, Y., & Nacak, U. A. (2025). Perceived Compassion Scale: A Scale Development Study. *Archives of Health Science and Research*, 12(1), 1-10. <https://doi.org/10.5152/ArcHealthSciRes.2025.24102>
- Meyer, J., Jansen, T., Schiller, R., Liebenow, L. W., Steinbach, M., Horbach, A., & Fleckenstein, J. (2024). Using LLMs to bring evidence-based feedback into the classroom: AI-generated feedback increases secondary students' text revision, motivation, and positive emotions. *Computers and Education: Artificial Intelligence*, 6(December 2023), 100199.1-10. <https://doi.org/10.1016/j.caeai.2023.100199>
- Mitsea, E., Drigas, A., & Skianis, C. (2024). Well-Being Technologies and Positive Psychology Strategies for Training Metacognition, Emotional Intelligence and Motivation Meta-Skills in Clinical Populations: A Systematic Review. *Psych*, 6(1), 305–344. <https://doi.org/10.3390/psych6010019>
- Mittal, S., Mahendra, S., Sanap, V., & Churi, P. (2022). How can machine learning be used in stress management: A systematic literature review of applications in workplaces and education. *International Journal of Information Management Data Insights*, 2(2), 100110.1-13. <https://doi.org/10.1016/j.ijime.2022.100110>
- Mohamed, M. G., Al-Yafeai, T. M., Adam, S., Hossain, M. M., Ravi, R. K., Jalo, F. M., & Osman, A. E. (2025). The significance of emotional intelligence in academic stress, resilience, and safe transition from high school to university: An SEM analysis among Northern Emirati university students. *Global Transitions*, 7(1), 109–117. <https://doi.org/10.1016/j.glt.2025.02.003>
- Ojha, M., Archana, Mishra, A. K., Kumari, J., & Kandpal, V. (2024). Role Of Artificial Intelligence in Working with Emotional Intelligence in Leadership: A Bibliometric Analysis. *E3S Web of Conferences*, 556(2), 1–10. <https://doi.org/10.1051/e3sconf/202455601035>
- Pedagogicheskogo, V. (2025). *СОВРЕМЕННЫЙ ПРЕПОДАВАТЕЛЬ ИНОСТРАННОГО ЯЗЫКА* : 2(111), 289–293.
- PLEȘEA, A. C., & RACU, I. (2022). Factors influencing the development of emotional intelligence in adolescents. In *European Journal of Psychology of Education* (Vol. 4). Springer Netherlands. <https://doi.org/10.46728/c.v1.25-03-2022.p28-35>
- Rahman, M. H., Bin Amin, M., Yusof, M. F., Islam, M. A., & Afrin, S. (2024). Influence of teachers' emotional intelligence on students' motivation for academic learning: an empirical study on university students of Bangladesh. *Cogent Education*, 11(1), 1-24. <https://doi.org/10.1080/2331186X.2024.2327752>
- Rasdiana, Mauludin, I., Yahya, A., Putri, D. E., Machrus, M. A., & Marbun, M. (2024). Mediation of digital literacy in investigating the effect of school culture on teacher performance : Implication for educational policy. *Journal of Infrastructure, Policy and Development*, 8(12), 1–28. <https://doi.org/http://dx.doi.org/10.24294/jipd.v8i12.9117>
- Rayamajhi, S., Machin, A., Breen, C., Gebreheat, G., & Paterson, R. (2024). Quality and impact of pharmacology digital simulation education on pre-registration healthcare students: A systematic literature review. *Nurse Education Today*, 140(June), 106295.1-13. <https://doi.org/10.1016/j.nedt.2024.106295>
- Rosário, A. T., & Raimundo, R. (2024). *Enhancing Business Higher Education Through Simulation-Based Learning, Problem-Based Learning, and Challenge-Based Learning*. <https://doi.org/10.20944/preprints202407.0747.v1>
- Saikia, M., George, L. S., Unnikrishnan, B., Nayak, B. S., & Ravishankar, N. (2024). Thirty years of

- emotional intelligence: A scoping review of emotional intelligence training programme among nurses. *International Journal of Mental Health Nursing*, 33(1), 37–51. <https://doi.org/10.1111/inm.13235>
- Sánchez Mora, M., Lázaro Álvarez, B., Arbonés Cabodevilla, A., & Vázquez-Calatayud, M. (2024). Emotional intelligence of nurses in intensive care units: A systematic review. *Intensive and Critical Care Nursing*, 84(May), 1-9. <https://doi.org/10.1016/j.iccn.2024.103724>
- Schäfer, S., & Henn, S. (2023). Recruiting and integrating international high-skilled migrants – Towards a typology of firms in rural regions in Germany. *Journal of Rural Studies*, 103(August 2022), 1-10. <https://doi.org/10.1016/j.jrurstud.2023.103094>
- Schifferstein, H. N. J. (2024). Changes in appearance during the spoilage process of fruits and vegetables: Implications for consumer use and disposal. *Cleaner and Responsible Consumption*, 12(July 2023), 100184.1-11. <https://doi.org/10.1016/j.clrc.2024.100184>
- Setyadi, A., Soekotjo, S., Lestari, S. D., Pawirosumarto, S., & Damaris, A. (2025). Trends and Opportunities in Sustainable Manufacturing: A Systematic Review of Key Dimensions from 2019 to 2024. *Sustainability (Switzerland)*, 17(2), 1–34. <https://doi.org/10.3390/su17020789>
- Sharmin, S., Kalam, F. A., Islam, A. T. M. F., & Aubhi, R. U. H. (2024). Impact of Emotional Intelligence on Employee Performance: A Bibliometric Approach. *Journal of Human Resource and Sustainability Studies*, 12(02), 243–262. <https://doi.org/10.4236/jhrss.2024.122013>
- Shinta, Partino, & Suud, F. M. (2024). Sustainable Development of Children and Character Education: Bibliometric Analysis Using Vosviewer. *Revista de Gestao Social e Ambiental*, 18(5), 1–20. <https://doi.org/10.24857/rgsa.v18n5-059>
- Solih, M., Ahmed, N., Moosa, V., Shareefa, M., & Wider, W. (2024). Research Trends and Patterns on Emotional Intelligence in Education: A Bibliometric and Knowledge Mapping During 2012-2021. *Open Education Studies*, 6(1), 1-23. <https://doi.org/10.1515/edu-2024-0025>
- Tjimuku, M., Atiku, S. O., & Kaisara, G. (2025). Emotional intelligence and psychological capital at work: a systematic literature review and directions for future research. *Cogent Social Sciences*, 11(1), 1-27. <https://doi.org/10.1080/23311886.2024.2443559>
- Tushar, H., & Sooraksa, N. (2023). Global employability skills in the 21st century workplace: A semi-systematic literature review. *Heliyon*, 9(11), e21023.1-14. <https://doi.org/10.1016/j.heliyon.2023.e21023>
- Umar, Jayanti, M. I., Kadir, A., Firdaus, A. Y., Retnoningsih, & Rafiuddin. (2025). Mapping Trends in Research on the Enhancement of Students' Social Skills and Prosocial Behavior: A Systematic Literature Review. *Educational Process: International Journal*, 14(2), 1-23. <https://doi.org/10.22521/edupij.2025.14.70>
- Vistorte, A. O. R., Deroncele-Acosta, A., Ayala, J. L. M., Barrasa, A., López-Granero, C., & Martí-González, M. (2024). Integrating artificial intelligence to assess emotions in learning environments: a systematic literature review. *Frontiers in Psychology*, 15(June), 1-13. <https://doi.org/10.3389/fpsyg.2024.1387089>
- Vuoriainen, A., Rikala, P., Heilala, V., Lehesvuori, S., Oz, S., Kettunen, L., & Hämäläinen, R. (2024). The six C's of successful higher education-industry collaboration in engineering education: A systematic literature review. *European Journal of Engineering Education*, 50(1), 1-26. <https://doi.org/10.1080/03043797.2024.2432440>
- Yosep, I., Mardhiyah, A., Kurniawan, K., & Maulana, I. (2024). The Relationship between Emotional Intelligence and Bullying in Adolescents: A Scoping Review. *OBM Neurobiology*, 8(4), 1–14. <https://doi.org/10.21926/obm.neurobiol.2404251>
- Zamiri, M., & Esmaili, A. (2024). Strategies, Methods, and Supports for Developing Skills within Learning Communities: A Systematic Review of the Literature. *Administrative Sciences*, 14(9), 1-23. <https://doi.org/10.3390/admsci14090231>