

Exploring the Link Between Emotional and Interpersonal Intelligence in Elementary School Students: A Study of Peer Interaction in Siloreng Wonosobo

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Abstract - This study focused on the correlation between elementary students' emotional intelligence (EI) and interpersonal intelligence (II) and their interaction with peers in Siloreng, Wonosobo. The primary purpose of this study was to explore emotional and interpersonal intelligence as they contribute to the dynamics of peer relationships in school. Applying a quantitative investigation method supported by intervention and non-intervention groups, we surveyed 150 students in primary schools. We tested their EI and II using standardised psychological scales and analysed their peer data to see how they interact with their peers. Correlation and regression analyses also consistently showed that II positively predicts interpersonal intelligence, peer cooperation, empathy, and problem solving. The findings of this study reveal that students who have developed a high awareness of their own emotions and those of others are more able to create meaningful relationships with peers. The findings suggest the potential benefits of including emotion and social intelligence training in enhancing relationships among peers and their well-being. Some of the implications of the findings for educational practice in Siloreng Wonosobo and suggestions for further studies are also given.

Keywords: Emotional Intelligence, Interpersonal Intelligence, Peer Interactions, Mediation

I. INTRODUCTION

Emotional intelligence (EI) and interpersonal intelligence (IP) are good things for schools to get better at to improve students' academic success and social and emotional development. EI refers to understanding and regulating one's emotions, whereas II entails correctly understanding and controlling the feelings of others (Khalfaoui et al., 2021; Marshall et al., 2020). These skills are crucial in developing a successful peer classroom relationship where developing friendships and social competence is considered the basis of social inclusion, cooperative learning, and conflict resolution (Wijerathna & Chae, 2024).

Abilities related to EI allow children to manage conflicts and social adversity, positively impacting classroom climate (Bernedo-Moreira et al., 2023). Indeed, research investigating social evaluations in children has demonstrated that young preschool students (even in early childhood) already function as evaluators and integrators of social relationship information into their relations with peers (Natale et al., 2020). This is in line with the findings of some recent research, whereby social-emotional factors were found to have an impact on a positive classroom environment, which can be developed through educational programs namely, those with an EI (Emotional intelligence and II (Interpersonal intelligence) focus (Ruiz- Ariza et al., 2019; Tamannaefar et al., 2015; Jamali & Jafari, 2014). Such interventions can be incorporated to reduce student self-esteem, prosocial behaviors, and incidents of bullying and exclusion (He et al., 2023b).

In remote areas, such as Siloreng Wonosobo -Central Java, we predict that the effective embedding of EI and II in elementary education can become revolutionary. Cultural and social dynamics in rural communities call for an educational model that is not only culturally sensitive but is responsive to local needs (Sofologi et al., 2019). While the majority of the current literature has focused on older students or clinical settings, there is growing evidence to support the importance of early intervention related to EI and II, in terms of setting the stage for an educational career that will enable social resiliency throughout the lifespan (Fyffe & Lewis, 2024; Smagorinsky, 2011). The early acquisition of these competencies is thought to foster general school achievement (in terms of GPA), as students are armed with additional personal resources to face the demands of schooling in the age of education 2.0 (Alonso et al., 2020).

Moreover, play-based learning approaches such as interactive play strengthened elementary students' social and emotional skills (Rivera-Pérez et al., 2021; Panahi et al.,

2016; Jain & Kapoor, 2021). Such interventions enable immediate gains in social relations and conflict resolution, and promote long-term gains, such as increased academic motivation and mental well-being (Luna et al., 2019). In primary education, strategies to foster EI and II are essential to improve educational outcomes and promote social support and inclusion in rural contexts where resources to promote social relationships may be scarce (Trigueros, García-Tascón, et al., 2020).

This study aims to examine the association between EI and II in an early school age sample and investigate how this form of intelligence plays a role in peer interactions. More specifically, we address whether students with higher EI and II are more likely to engage in positive aspects of peer interaction (e.g., enhanced cooperation, empathy, and conflict resolution). The study fosters insights into how young learners' emotional and social intelligence development contributes to behavior and developmental outcomes by filling this gap (Gürbüz & İlik 2025).

The following research questions guide the study: What's the correlation between elementary school students' emotional and interpersonal intelligence? How does emotional and interpersonal intelligence influence social interactions with peers in this population? Based on these results, what are the implications for developing positive peer relations in elementary school?

This research is essential because it has implications for incorporating emotional and social learning in the elementary curriculum that aims to inform and change educational practice in Siloreng Wonosobo. A well-designed program in which the strategies to improve emotional intelligence (EI) and interpersonal intelligence (II) are incorporated can contribute not only to academic achievement but also to prosocial relationships among students in the learning environment (Alonso et al., 2020). Also, it has been shown, apparently from research, that when teachers put in place well-defined socio-emotional learning approaches, students become very sound in understanding and managing their feelings, problem-solving positively, and exhibiting prosocial behaviours. (Granados et al., 2023; Menon & Rao, 2024). These competencies are essential in fostering strong peer interaction, and such skills are especially critical in rural areas where resources for children's social development may be sparse (Cheng et al., 2025).

Furthermore, research has also shown that culturally responsive curriculum resources can promote critical thinking and intercultural skills. For example, applying ethnoscience-based materials has significantly developed the interpersonal intelligence of elementary students in Central Java, opening possibilities of cross-disciplinary learning and strengthening peer communication ability (Sarwi et al., 2021). This local focus draws together the abstract and the applied, dealing with rural students' specific environmental and cultural surroundings and allowing education makers to craft interventions by academic and socio-cultural skills (Trigueros et al., 2020; Mitra & Shah, 2024).

In addition, a holistic view of student II reveals that high levels of II correlate with better social skills, empathy, and a favorable climate in a classroom (Sakman et al., 2025). These and related findings indicate that the transmission effect between educators' work-related personal agency and students perceived human agency may occur to the extent that educators are trained and equipped to foster these skills. This mutually supportive climate fosters peer learning strategies where students support and prepare for one another, improving both the individual and outcomes of the group and preparing students to face broader societal issues (Maharani et al., 2020). This study has important implications for designing intervention programs that facilitate a supportive, culturally sensitive, and collaborative learning community in Siloreng Wonosobo by examining the relationships among EI, II, and peer interaction. These findings provide a solid base for policymakers and educators to develop new programs to enhance students' academic achievement, social integration, and emotional coping strategies.

II. LITERATURE REVIEW

A. Theoretical Framework

Emotional Intelligence (EI) and Interpersonal Intelligence (II) are dissimilar but related constructs essential to a person's development and social environment. According to the original framework outlined by (Smith, 2002), EI consists of five key elements: self-awareness, self-regulation, motivation, empathy, and social skills, and these help individuals to manage both personal emotions and the expressions of others. A wealth of evidence has indicated that individuals who report higher levels of EI are more likely to report greater mental well-being, lower levels of academic burnout, and more fulfilling interpersonal relationships, thus leading to greater academic success and better adapted social functioning (Malinauskas & Malinauskiene, 2020; Supervía et al., 2020). In fact, among university and middle school samples, research has found that awareness of one's emotions and managing impulses are related to lower stress levels and higher social support, all of which contribute to a positive learning (Chubarov, 2020).

Interpersonal intelligence (II), which was defined by (Davis & Seider, 2011). (In their theory of the Multiple intelligences), describes the ability to understand and interact appropriately with others through empathy, the ability of effective communication, and the sensitivity to social cues (Herpertz, 2022; Sakman et al., 2025). This type of intelligence is essential in schools where children are expected to learn in groups around topics and solutions. The literature reveals that students with high II will have high opportunities to engage in productive peer interaction and leadership, enhancing the collective academic success and social cohesion within the school context (Sakman et al., 2025). Integration of II-enhancing strategies in the school curriculum has also been documented to facilitate conflict resolution and foster prosocial behaviour, hence its relevance for social and academic development (Sakman et al., 2025).

The EI \times II interaction shows that the two constructs are unique predictors, and EI is more relevant in intrapersonal ER. II is equal to an effective social engagement. Both are helpful in turn. EI might improve II by giving individuals better sensitivity to read others' emotional states and better capacity to coordinate and cooperate with them, which could facilitate better communication and cooperation (Franzen et al., 2021). Conversely, well-developed social skills are associated with better regulation of emotions and behavior when such regulation is required for normative social behavior. These intelligences form a solid basis for school success and prosocial behavior. This mutualism is particularly relevant in educational institutions where cooperation and empathy are promoted to meet students' complex psychosocial needs (Herpertz, 2022; Malinauskas & Malinauskiene, 2020; Sakman et al., 2025).

B. Previous Research on Emotional and Interpersonal Intelligence

The influence of EI and II on student social interactions has been well documented in the literature (Buchanan, 2009; Lopes et al., 2006; Mayer, Salovey, Caruso, & Sitarenios, 2001; Mayer's et al., 2008). Pioneering studies have found that greater EI, involving management of one's own emotions, recognition of other's emotions, and regulation of emotion-eliciting responses, is positively linked to better peer relations, better conflict management abilities and to better experiences of empathy (Abera, 2023). In an educational context, such results occur as more prosocial behaviors and a cooperative classroom climate, where students are seen to assist each other, share resources freely, and listen attentively, which is essential for a supportive learning environment (Abera, 2023).

Based on the groundwork laid by early EI research (Zhoc et al., 2018). Comments: On the one hand, students with high EI are more likely to show prosocial behaviours. These behaviors include working together to imagine and solve problems, engaging in collaborative learning, and maintaining and sharing the spotlight, all of which contribute to an inclusive environment that reduces the risk of interpersonal disputes and bullying. This pool of evidence highlights that EI supports people's well-being and fosters positive group dynamics by generating high levels of mutual trust and respect (Campos-Uscanga et al., 2023).

Simultaneous inquiries into social intelligence yield compatible views. (Gilligan et al., 2021) found that students with higher II have better conflict-resolution skills, where they can better read non-verbal communication, empathic communication, and group interaction. (Zülküf Altan, 2012), through his Theory of Multiple Intelligences, also confirms this point by stating that interpersonal intelligence is crucial to building social relationships, developing leadership, and overcoming communal problems. These claims have been supported by several recent bibliometric studies that indicated the significant role of interpersonal intelligence in

facilitating better communication, peer support, and cooperation in an academic domain (He et al., 2023).

The combination of EI & II in educational research supports the maturation of both competencies by supporting the innovation of a culture most conducive to improved students' well-being, both social and academic. The evidence is clear: Teachers are more effective in promoting emotional self-regulation of the individual child, prosocial behavior between children, and a cohesive, cooperative classroom community if they directly teach this intelligence through curriculum and direct intervention. Therefore, the response pattern of (Mayer et al., 2008; Zhoc et al., 2018) insists on EI being a benefit, and (Gilligan et al., 2021; Zülküf Altan, 2012), based on II, could provide an empirical basis for educational interventions intended to enhance social interaction among students.

C. The Relationship Between Emotional and Interpersonal Intelligence

Empirical literature has repeatedly claimed that EI is one of the significant determinants of II development and that it promotes positive social relationships among students. According to (Mayer et al., 2001), EI involves the identification, application, and understanding of one's own emotions and the emotions of others, which forms the basis of successful interpersonal communication and social contact. EI assists students in acquiring the key empathic and communicative II competencies by providing students with a means to manage and control their affective responses. Consequently, students high in emotional intelligence are more successful when dealing with their peers and prove to be better at resolving conflicts, providing emotional support, and establishing cooperative environments.

This relationship is also suggested by (Ciarrochi et al., 2000), who found a negative relationship between emotional intelligence and social desirability, with their results showing that higher emotional intelligence is associated with the ability to be empathic, an essential factor in comprehending, as well as participating in social situations. The complementarity of EI and II is evident in the school system, where children with higher emotional intelligence skills show fewer communication conflicts. Overall, these children are more attuned to the secret, unspoken gestures and expressions of the faces through which they perceive the world, the better to conform their responses to the emotional needs of others, fostering comprehension, cooperation, and mutual respect in their schools. In this regard, EI learning may be a pre-step-in competencies already linked to inter-personal abilities.

Empirical evidence with educational populations has been provided to sustain such a global model. (Supervía et al., 2020) also found that emotionally intelligent middle-school children exhibit significantly less academic burnout and more frequently display prosocial behavior, assisting them to establish better relationships with their peers. Likewise, (Franzen et al., 2021) demonstrated that deficits in emotion

recognition are associated with negative peer experiences, suggesting that interventions targeting EI may also produce downstream effects on social competence. Collectively, these studies indicate that increasing students' emotional intelligence/ability may lead to greater ability to detect and respond to the emotional communications of others, leading to improved relationships within educational contexts combined. The mutual relationship between EI and II is indicative of the fact that having control over your emotions is beneficial for twice as much well-being and desirable social behavior. As students become proficient in emotional intelligence, educators engage and encourage better interpersonal social skills and, as a result, successful peer relationships characterised by empathy, cooperation, and mutual respect.

D. Peer Interaction and Emotional/Social Development in Elementary School Students

Peer interaction is a principal socialization activity for children of elementary school age and is related to positive self-esteem, sense of 'belonging', and social competence, in general. The fundamental axioms of Piaget's and Vygotsky's theories are that cognitive and moral development are inextricably linked to children's opportunities to negotiate, cooperate, and resolve conflicts during peer interactions. A friendly peer environment in the class is needed to encourage learning and personal development.

Recent pedagogical research studies have discovered that EI and II for higher education students play a significant role in their prosocial behaviors and social competence. (Bernedo-Moreira et al., 2023) systematically evaluated correlates of favorable class climate. According to them, culturally responsive socio-emotional practices can enhance children's cooperative learning, conflict mediation, and problem-solving skills. (Alan et al., 2021) demonstrated that social-cognitive interventions targeting the promotion of perspective taking are a worthwhile tool to create an inclusive environment in ethnically mixed schools and to enhance children's interethnic relations at ethnically mixed schools. These findings highlight the need to focus on emotional and interpersonal domains to develop good peer relationships.

Also, evidence suggests that emotionally intelligent children can modulate their emotions and respond empathically to the feelings of others, which will also be a function of their enhanced self-esteem and decrease in bullying perpetration. (Alonso et al., 2020) showed that emotional recognition impairments were associated with more social anxiety and risk of social exclusion, indicating that low EI could culminate in negative peer experiences. In contrast, (Sarwi et al., 2021) also discovered that elevated EI in elementary school children is related to better self-esteem and better peer interaction, implying that any early interventions conducted to develop emotional competency will produce 78 bigger effects on social conduct.

These results were supported by (Sakman et al., 2025), who studied the relationship between public school students and

interpersonal skills and found that good communication and empathy are necessary for developing supportive friendship and cooperative group work. Also, the benefit of weaving play-based and ethnoscience approaches together in language teaching, as investigated by (Fyffe & Roybal, 2024; Sarwi et al., 2021), has been proven to enhance emotional and social competencies. These pedagogical methods foster active participation and creativity, and also foster resilience and social awareness, and all of these also enhance peer interaction. Interaction between EI and II is crucial to establishing a supportive and cooperative learning environment in primary school. In fostering these emotional and interpersonal dimensions, students are more likely to promote positive peer relationships, demonstrate prosocial behavior, and exhibit the social skills necessary to meet the complex demands of school.

E. Research Gap

The research approach used to address this problem is a literature review, which has already focused on the relationship of emotional intelligence (EI), interpersonal intelligence (II), and peer interaction. Still, there is a gap in the research between the relationship of these three constructs at the level of elementary school children in rural non-Western areas such as Siloreng Wonosobo. Scores of research studies describe direct correlations between high levels of EI score and II and positive peer interactions. This intelligence enhances students' ability to control emotions, problem solve, and act empathetically. Yet such research has, for the most part, been focused among urban or Western populations, leaving unanswered whether these results can be extrapolated to rural contexts, where cultural, socioeconomic, and institutional influences are likely to remain at play in intelligence development and expression (Franzen et al., 2021).

In early childhood multicultural services, (Khalfaoui et al., 2021) also state that a favorable classroom climate, closely related to SEL, promotes cooperative behaviour with good peer relations. Their systematic review suggests culturally sensitive curriculum interventions may improve young children's social/emotional development. However, literature focusing on rural settings is quite limited, an issue that is particularly problematic because such settings create distinctive challenges and opportunities for the development of EI and II. In areas such as Siloreng Wonosobo, differences in community values, resource provision, and educational approaches could impact how children develop and utilize emotional support skills in personal relationships (Gardner-Neblett et al., 2024).

Additional evidence from Central Java highlights the importance of implementing culturally sensitive programs to promote EI and II among elementary students. Sarwi et al. (2021) proved the successful use of ethnoscience-based teaching materials in public elementary schools in Demak Regency, as this culturally based teaching could improve interpersonal intelligence. While this research did not concentrate on rural areas such as Siloreng, Wonosobo, it

showed that interventions consistent with local traditions could enhance early childhood's critical thinking and social competencies (Guzmán, 2023). It supports the hypothesis that a regional or cultural adaptation could contribute to bettering peer relationships in a rural elementary setting, and that there is a gap in the literature.

Therefore, this research is relevant to the contribution of knowledge, discussing the condition of the interrelationship between EI, II, and peer interaction among elementary school students in Siloreng Wonosobo. In so doing, it aims to confirm the importance of existing urban and Western-centric models of socioemotional development while presenting specific recommendations for educational interventions considering rural Indonesian communities' specific socio-cultural context. Focused research is needed to inform educational practice and policy to create supportive, resilient, collaborative learning environments in underserved environments.

III. METHODS

A. Research Design

This was quantitative research in such a way that it investigated the relation between the EI and the II and its effect on the peer interaction of the elementary students. A survey-research design collected information on students' EI, II histories, and peer experiences. Results. The main goal was to assess whether there are correspondences between higher levels of EI and II and reciprocally more positive peer relationships, reflected via self-reported and peer-rated data.

B. Participants

The subjects of this research were 150 elementary school students from five elementary schools in the Siloreng Wonosobo Region. A non-probabilistic stratified sampling with random selection of boys and girls on each grade was used for the student sample. Participant inclusion criteria were as follows: Children aged 7-12. Both parents and the school administration consent to participate in the study. Students identified as having emotional or social disorders (as defined by school records) that could have a potential impact on their EI or II. Students who were absent on the day of data collection. The gender distribution of the sample was equally distributed (50% male and 50% female), and the students attended urban and rural schools in Siloreng, Wonosobo.

C. Instruments

Emotional and social intelligence of the students to measure the participants' emotional and interpersonal intelligence, two standardized instruments were used, The Emotional Intelligence Scale for Children (ESIC) Scale (24) adapted from Goleman's EI model which addresses five central aspects: self-awareness, selfregulation, motivation, empathy, and social skills. The scale consists of 30 items, measured on

a 5-point Likert scale with response categories varying from Strongly Disagree to Agree Strongly.

This questionnaire, inspired by Gardner's Theory of Multiple Intelligences, focuses on interpersonal intelligence and includes items covering the areas of empathy, communication, and social interaction. The inventory contains 25 items rated on a 5-point scale of 4 (good) to 0 (poor) concerning how well students relate to their peers in different social behavior situations. This scale was developed for the present study to measure the quality of peer contact. It consists of 20 items to which students respond on a 5-point Likert scale, rating the frequency of positive and negative interactions (i.e., helping, sharing, arguing). The Peer Interaction Questionnaire also contains sections where peers rate each other's social behaviour.

D. Data Collection Procedures

The study took place within two weeks at regular school hours. Data collection procedures involved: before the study, all students' parents/guardians had to sign consent forms to allow their children to participate, and students were required to provide assent. The consent form described the study objectives, the study procedures, and the security of the data. The three psychological instruments (EISC, III, PIQ) were administered in the classroom. Instructions for each survey were read aloud by trained research assistants to ensure students understood the questions. The students were all surveyed individually, and the survey sessions lasted about 30 minutes per student.

In addition to self-reports, peer ratings were obtained in small groups of students (5-6 students in each group) to measure every student's peer interaction. Peers reported the frequency at which they observed behaviors such as cooperation, conflict resolution, and empathy toward the target students. A sample of 30 students, drawn from different EI and II levels, was chosen to participate in short-term follow-up interviews for qualitative descriptions of their peer interaction. These interviews were approximately 10 minutes and were administered by the researchers to allow students to describe how they felt about their own emotional and social competencies regarding peer relationships.

E. Data Analysis

The most useful peer in the network was the same across levels of emotional intelligence, but not for those with different levels of interpersonal intelligence. Using the average, standard deviation, and frequency distribution, descriptive statistics for EI, II, and peer interaction were used to present a view on emotional and interpersonal intelligence and the quality of peer interaction of the sample. Response Analysis method: A Pearson correlation was used to evaluate the intensity and direction of the relationship between EI and II and the peers. The present study aimed to examine the Relationship between EI, II, and peer relations of young children.

We have performed a multiple regression analysis to establish the power of EI and II in explaining the quality of peer interactions. Such an analysis helped determine whether EI and II could significantly predict peer interaction outcomes independent of demographic characteristics (i.e., age, gender). The interview transcripts were transcribed and analyzed using a thematic analysis to generate commonly shared themes about students' perceived emotions and interpersonal skills in peer interactions.

IV. RESULTS

A. Demographic Information

One hundred fifty elementary school students participated in the study, with a balanced gender distribution (50% male, 50% female). The students were from five public schools in Siloreng Wonosobo, aged between 7 and 12 years. The sample was distributed across six grade levels (1st to 6th). The demographic characteristics of the sample are summarized in Table 1.

TABLE I THE DEMOGRAPHIC CHARACTERISTICS

Demographic Category	Frequency	Percentage (%)
Gender:		
Male	75	50
Female	75	50
Grade Level:		
1 st Grade	25	16.7
2 nd Grade	25	16.7
3 rd Grade	25	16.7
4 th Grade	25	16.7
5 th Grade	25	16.7
6 th Grade	25	16.7

B. Analysis of Emotional Intelligence and Interpersonal Intelligence

Descriptive statistics for emotional intelligence (EI) and interpersonal intelligence (II) are presented in Table 2. The average score for EI was 75.5 (SD = 10.2), indicating a moderate to high level of emotional intelligence across the sample. The average score for II was 72.8 (SD = 9.7), indicating that the students generally displayed strong interpersonal intelligence.

TABLE II DESCRIPTIVE STATISTICS

Variable	Mean	Std. Deviation
Emotional Intelligence (EI)	75.5	10.2
Interpersonal Intelligence (II)	72.8	9.7

C. Peer Interaction Patterns

Peer interaction patterns, as measured by the Peer Interaction Questionnaire (PIQ), showed a positive trend overall. Table 3 shows that the mean score for positive peer interactions (helping, sharing, and cooperation) was 18.4 (SD = 3.1), while the mean score for negative peer interactions (arguing, excluding others, and conflict) was 6.2 (SD = 2.4). The

students generally reported more positive interactions with peers than negative ones.

TABLE III RESULTS OF PEER INTERACTION PATTERNS

Interaction Type	Mean	Std. Deviation
Positive Interactions	18.4	3.1
Negative Interactions	6.2	2.4

D. Correlation Analysis

Pearson's correlation analysis revealed significant positive relationships between emotional intelligence, interpersonal intelligence, and peer interaction quality, shown explicitly in Table 4.

TABLE IV THE RESULTS OF THE PEARSON'S CORRELATION ANALYSIS

Variable 1	Variable 2	Correlation Coeff.	Sig.
Emotional Intelligence (EI)	Interpersonal Intelligence (II)	0.62	0.01
Emotional Intelligence (EI)	Peer Interaction	0.47	0.01
Interpersonal Intelligence (II)	Peer Interaction	0.51	0.01

The strong positive correlation between emotional intelligence (EI) and interpersonal intelligence (II) ($r = 0.62$, $p < 0.01$) suggests that students with higher emotional intelligence also tend to have higher interpersonal intelligence. This indicates that these two forms of intelligence are closely related, and students who are better at understanding and managing their emotions also possess stronger social skills. The moderate positive correlation between EI and positive peer interactions ($r = 0.47$, $p < 0.01$) shows that students with higher emotional intelligence report more positive interactions with their peers. This finding implies that emotionally intelligent students are likelier to engage in cooperative and supportive social behaviors with their classmates.

There was a moderate positive correlation between interpersonal intelligence ($r = 0.51$, $p < 0.01$) and positive peer interactions, indicating that students skilled in understanding and interacting with others are likelier to experience positive peer interactions. These students are better equipped to resolve conflicts and foster cooperative behaviors. These results underline the importance of both EI and II in promoting positive peer relationships in elementary school students. More emotionally and interpersonally intelligent students can better engage with their peers in a supportive and cooperative manner.

E. Regression Analysis

Multiple regression analysis was performed to determine whether EI and II could predict the quality of peer interactions. The results are in Table 5.

TABLE V REGRESSION ANALYSIS RESULTS

Predictor	β	F (2,147)	R ²	p- Value
Emotional Intelligence (EI)	0.29	47.03	0.31	0.01
Interpersonal Intelligence (II)	0.34			0.01

The beta of EI is 0.29, and $p < 0.01$. This implies that EI is a significant positive predictor of pp interactions. On average, when EI scores rise by one point, positive peer interaction increases by 0.29 points, which indicates that students with higher EI are more likely to demonstrate positive peer interaction. The beta of II is 0.34, and $p < 0.01$. This means that II is also a significant positive predictor of Positive peer relatedness, with slightly more weight than EI. The positive peer interaction score increases 0.34 units per level of interpersonal intelligence. This finding implies that students with greater interpersonal intelligence will likely engage well with their peers.

Collectively, EI and II explain 31% of this variance in positive peer interaction scores ($RR2 = 0.31$), demonstrating the importance of emotional and interpersonal intelligence in influencing the quality of peer relations in elementary-aged children. The results indicate II has a slightly stronger predictive power than EI, which implies that students' ability to understand and interact well with others is more important for positive peer interactions.

F. Qualitative Insights from Follow-Up Interviews

The Follow-up Interviews involving 30 students enriched the research result from a quantitative perspective. The students' statements about their emotional and interpersonal intelligence (EI and II) indicate the influence of these intelligences in their peer relations.

1. High EI and II Students

High EI and II scorers felt more confident dealing with social situations, including resolving conflicts and understanding peers' feelings. They commented that empathising and talking well with friends was important in keeping good friends and working well with other young people in group activities.

For instance, a Grade 4 girl explained that she could "talk to my friends when they're sad, and we always work things out. When I help them, it makes me feel excellent." This comment describes how EI and II allow students to negotiate emotional events with peers so that they experience mutual support and relationships are socialized.

These experiences resonate with the statistical data directly linking EI, II, and positive peer experiences. High EI and II seem to be skills positively related to addressing peer relationships constructively, supporting the promoted

importance of these intelligences in developing positive social dynamics.

2. Students with Lower EI and II

In contrast, students with lower EI and II expressed difficulty managing conflicts and often felt misunderstood by their peers. These students seemed less able to empathize with others' emotions or communicate effectively in social situations. For instance, a Grade 3 male student remarked, "Sometimes my friends don't understand me, and I don't know how to explain myself. I feel left out."

This sentiment reflects the struggles of students who lack the emotional and interpersonal skills to engage in positive peer interactions. They are more likely to experience social exclusion or conflict, aligning with previous research that links lower EI and II to poorer social outcomes (Eisenberg & Fabes, 1998).

3. Alignment with Quantitative Findings

These qualitative observations also complement the quantitative results from the current study, in which EI and II were predictors of positive peer interactions. Higher EI and II positively influenced students' interactions, while lower EI and II hindered the social inclusion process and successful communication. The interviews offer insights into how EI and II affect students' social lives, providing personal anecdotes that reveal the real-life implications of these intelligences on their peer interactions.

The follow-up interviews accentuate the value of emotional intelligence and social skills in promoting positive peer relationships (Ruiz-Ariza et al., 2019). High EI and II are more capable of emotion regulation, understanding others, and maintaining interpersonal support than low EI and II in social situations. These results indicate that better performances on EI and II may be fostered by educational intervention and help students to better deal with their social environment (which can result in more favourable peer relations and general well-being).

V. DISCUSSION

The present study provides strong evidence that EI and II are positively related to the quality of peer interaction among elementary school students of Siloreng Wonosobo. A strong correlation was found between EI and II in our study ($r = 0.62$, $p < 0.01$) based on which, it can be inferred that individuals with a high EI, who are aware of their emotions and empathize for others, had higher level of interpersonal abilities including effective communication and considerable awareness of their peers' feelings. This result is also consistent with the (Mayer et al., 2008; Mayer et al., 2001) model, according to whom emotional intelligence paves the way for developing social competencies required to adapt to social settings.

Additionally, regression analyses showed EI ($\beta = .29$) and II ($\beta = .34$) were significant predictors of positive peer interactions, indicating that EI and II are essential personal resources for the development of prosocial behaviors (helping, sharing, constructive conflict). These findings are also consistent with (Goleman, 2010; Gardner, 2024) theoretical foundations, in which emotional and interpersonal skills are critical for successful social functioning (Bernedo-Moreira et al., 2023). Furthermore, the stronger predictive capacity of II about EI stresses the centrality of skills related to understanding and relating to others in group relation processes, where cooperation and empathy are necessary to develop a supportive atmosphere in the classroom (Alonso-Tapia et al., 2023).

Our findings and previous research simultaneously support the importance of the synergy between EI and II in developing positive peer relations. Children who effectively deal with their emotions and those of others seem more cooperative and less vulnerable to social problems (Eisenberg, 2021). The findings have educational practices that are very important in rural areas, such as in Siloreng Wonosobo, where developing emotional and interpersonal intelligence can improve social competence and harmonize the learning process. In addition, our results will provide empirical evidence regarding developing interventions for those dimensions and reducing bullying, social exclusion, and other negative consequences for negative peers. The developmental theoretical models of II could explain this last section and thus the conclusion would be that II can be seen as a sequel to EI and that should be treated to develop it, and that precisely can be one of the determinants of the benefit of education of to the development of the two types of intelligences in elementary schools and this way to have more social interchange between peers as we observed (Getahun Abera).

A. Implications for Education

Implementing emotional and social intelligence development in school curricula can significantly help students build positive peer relationships and enhance the well-being of elementary school students, especially in the countryside, such as in Siloreng Wonosobo. Programs addressing socio-emotional skills at schools directly improve the development of emotional intelligence (EI) and interpersonal intelligence (II), which are necessary to enable students to manage emotions, express themselves adequately, and deal with conflicts. This integration is critical, especially in rural areas, in which community relationships can be enhanced and tightened with focused activities to develop empathy and cooperation (Miao et al., 2017).

Study after study shows that, when they are implemented effectively, SEL interventions lead to a more supportive classroom environment and better educational outcomes. For instance, there is good evidence from systematic reviews that a favorable classroom climate, enhanced through culturally responsive socio-emotional practices, enhances prosocial behaviour and cooperation within young students (Suguis,

2024). This means that the schools in Siloreng Wonosobo, which will develop activities to build EI and II, will undoubtedly see increased peer interactions, supplements in academic achievement, and student resilience.

Evidence that supports the incorporation of EI and II into curriculum: While such [perspective-taking] activities achieve their purpose of enhancing acceptance of a broader social perspective, they do so in the absence of established guidelines, policies, or evidence of practice efficacy Programs have been noted to contribute to the development of social cohesion: _memos After some time people working together will get to know each other in a new light and events like this will create a more inclusive atmosphere in the school. Interventions that promote children's perspective-taking skills and ability to empathize with others have been shown to enhance II, which contributes to better functioning in the group by preventing and decreasing social exclusion and conflict (Voicu, 2018). In addition, evidence suggests that developing these skills in SEL programs can result in substantial increases in self-esteem and academic engagement, as demonstrated in research with younger children (Huang & Hwang, 2019). This perspective is consistent with the distinctive dynamics in rural areas of strong local connections and potentially indicates mechanisms through which local cultural values in education might be powerful in reducing bullying and enhancing the formation of cohesive peer groups. Including EI and II within SEL curricula offers great potential in fostering healthy peer relationships at the elementary level. Leveraging upon the combined effects of affective self-regulation and social skills, educators of Siloreng Wonosobo can build better learning climates, leading to social integration and academic attainment.

B. Limitations of the Study

Although the results of the current study offer insights overall, some limitations must be considered. First, using self- and peer-report measures for assessing EI, II, and peer interactions may have introduced potential biases such as social desirability and over- or under-reporting self-assessment. While peer assessment was introduced to counter this, it is still the most significant limitation of subjective data. Observational or teacher-reported data might be used in future research to balance the self-reports and peer-nominations. It should also be noted that the study was cross-sectional, i.e., it allows no causal relationships. The reported EI, II, and peer-related findings are not causal. It would take longitudinal research to see how EI and II affect the peer relationship over time and whether and how these intelligences influence the social and school development in the students' life cycle.

Another limitation is the study's geographical coverage, which only covered elementary school students in Siloreng, Wonosobo. Although important for understanding rural education, the findings' generalizability to other areas with different cultural and social/economic factors remains in question. Possible research extensions would be to widen the

sample (e.g., to include rural and urban students in other regions) to gain findings of even greater generalisation.

C. Recommendations for Future Research

Further, research aimed at investigating the causal pathways through which EI and II are connected to peer relations using a longitudinal design that allows for examining these constructs across time would be warranted. Also, it would make sense to explore whether certain aspects of EI (empathy, emotional regulation) and II (communication, conflict resolution) have a more pronounced impact on peer interactions, to allow for more focused interventions. Furthermore, considering possible environmental effects on the development of EI and II, please also investigate how contextual variables, such as family and neighborhood environment, or school climate, affect the development of EI and II in children (Rabindran & Madanagopal, 2020). If these barriers are known, they may enable more effective targeting of interventions to individual needs and contexts.

Lastly, the implications of teachers and school staff on the development of EI and II may be an area to consider in future research. Perhaps more importantly, the significant influence of teachers on the social and emotional competences of their pupils and the potential of SEL teacher training to maximise the beneficial impact of EI and II programmes. One might explore, for instance, how teachers' influence over promoting such intelligences relates to students' social relationships and development.

VI. CONCLUSION

The present study focuses on the correlation between emotional intelligence (EI), interpersonal intelligence (II), and the quality of peer interaction among the primary school children in Siloreng, Wonosobo. The results revealed that EI and II are positively associated with peer relationship quality, which means that students with higher intrapersonal and interpersonal intelligence have a better relationship with their peers. More specifically, we found that EI and II are highly predictive of positive peer interactions, such that II is a stronger predictor.

These findings underscore the value of cultivating emotional and social intelligence in early learners (Getahun Abera, 2023). By incorporating emotional and social intelligence into the curriculum, educators can improve students' ability to collaborate with others, empathize, and effectively deal with conflict - all critical skills for academic and social success. The results also accentuate the possible benefits of social and emotional learning (SEL) programs that could especially assist in rural educational settings, such as Siloreng Wonosobo, where social work and peer relationships are central to students' social lives.

The study has some limitations, such as the use of self-reported data and the cross-sectional design that precludes the inference of causation. Future research, including

longitudinal research, could examine the development of EI and II and their long-term impact on peer relations and student well-being. This research adds to the burgeoning literature on the emotional and interpersonal intelligence of young children in elementary school settings and has important implications for practice within schools. Schools' promotion of EI and II seems to assist students in strengthening peer relations, enhancing social competency, and creating a more supportive learning atmosphere. They are essential for immediate social success, general well-being, and academic success.

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