

The Effectiveness of Character Values–Based Psychodrama Techniques in Enhancing Emotional Intelligence Among Public Junior High School Students in Ternate City

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ABSTRACT

This study emphasizes the importance of emotional management among junior high school students, particularly during adolescence—a developmental phase marked by significant emotional changes. Emotional intelligence is crucial for students' social adaptation, communication, and academic success. To address the emotional and social challenges faced by students, this research applies psychodrama techniques as a group guidance method to help develop students' emotional intelligence. The study employed a quantitative approach using a nonequivalent control group experimental design. The sample consisted of 16 students from SMP Negeri 1 Kota Ternate and SMP Negeri 7 Kota Ternate, selected through purposive sampling based on low levels of emotional intelligence. The participants were divided into two groups: an experimental group that received group guidance using psychodrama techniques and a control group that did not receive the intervention. Data were collected using an emotional intelligence scale with Cronbach's alpha reliability coefficient of 0.762. Measurements were conducted before and after the intervention, and data analysis used the N-gain score to assess changes in emotional intelligence. The results showed a significant improvement in the emotional intelligence of students in the experimental group, with an N-gain score of 0.75, indicating a high level of effectiveness. These findings demonstrate that psychodrama is an effective technique for enhancing students' emotional intelligence, helping them better understand emotions, build empathy, and develop interpersonal skills. This study contributes valuable insights into school guidance practices and supports the use of psychodrama as an innovative method to foster students' emotional, social, and academic development.

KEYWORDS *group guidance; psychodrama technique; emotional intelligence; character values*



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INTRODUCTION

Character education is an important foundation in shaping the young generation who can face the challenges of the times wisely and responsibly (Iksal et al., 2024; Pala, 2011; Ramadhani et al., 2024). In the context of education in Indonesia, character education is not only seen as a complement to academic learning but also as an integral element that leads students to become individuals with noble character. This is especially important at the Junior High School (SMP) level, where students are in a transition period from children to adolescents full of emotional and social dynamics (Supriadi et al., 2020). In this phase, students face various challenges that require the ability to manage emotions well, known as emotional intelligence.

Emotional intelligence refers to an individual's ability to recognize, understand, and manage one's own emotions as well as the emotions of others. According to Goleman (2021), emotional intelligence consists of several important components, such as self-awareness, self-management, motivation, empathy, and social skills. This ability affects not only students' interpersonal relationships but also their academic success and mental well-being. Therefore, the development of emotional intelligence in schools becomes very crucial, especially in the context of character education that emphasizes the formation of positive values.

Adolescence is a critical period in emotional development. According to the 2018 Basic Health Research (*Riskesdas*), more than 19 million Indonesians over the age of 15 have mental and emotional disorders. In addition, more than 12 million people in the same age range suffer from depression. Research conducted by I-NAMHS published in 2022 found that 1 in 3 Indonesian adolescents have mental health problems in the age range of 10–17 years, which is equivalent to 15.5 million adolescents. The types of mental disorders suffered by many adolescents include anxiety disorders (3.7%), major depressive disorders (1.0%), behavioral disorders (0.9%), and post-traumatic stress disorder (PTSD) and attention deficit hyperactivity disorder (ADHD) with a figure of 0.5% each.

Students who have low emotional intelligence will have problems controlling emotions and lose motivation to learn (Pratiwi, 2022). This problem highlights the need for guidance and counseling (BK) as a preventive effort. One way is to increase emotional intelligence, which prevents problems that occur in adolescence and develops students' personalities to increase motivation, build character, foster positive emotions, and ensure effective and productive learning at school. Emotional intelligence research needs to be carried out with various BK techniques, in this case through group guidance in junior high school.

Guidance and counseling (BK) are one of the solutions sought by schools to help student development. Hidayat et al. (2020) stated that BK can help students change behavior and positively impact the recognition of students' character from an early age. The research of Cahayani et al. (2024) provides evidence that group guidance in schools can instill positive character values for students. Thus, to help shape students' character, BK teachers must provide services that focus on students' personalities in addition to classic classroom group guidance methods. Group guidance is assistance provided to groups to obtain knowledge or information about student problems (Herwanto, 2018). Students who receive appropriate group guidance can improve low emotional intelligence (Ulandari & Juliawati, 2019).

Psychodrama is one of the techniques in group guidance that can be used to improve emotional intelligence. According to Gerald Corey, psychodrama is a role-playing technique that aims to gain an understanding of one's problems, find one's self-concept, express one's problems, express the pressures that exist on oneself, and determine one's attitude (Safitri, 2019). Psychodrama techniques are carried out by providing group guidance services for students' personal problems, such as understanding themselves and solving problems, as well as building relationships with others. The psychodrama method in group guidance sessions helps BK teachers improve students' emotional intelligence. This is especially important considering that emotional intelligence contributes to the formation of positive character and adaptability in the social environment (Pratiwi, 2022).

Successful character education efforts require a broad and comprehensive approach. Emotional intelligence, which is an important part of good character, can be developed through psychodrama (Goleman, 2021). Psychodrama provides an immersive, hands-on experience for students to learn about character values. In the context of character education, this experience is very important because it helps students not only understand the theory but also apply it in daily life (Aziz, 2020). Psychodrama techniques can be used to instill character values such as honesty, discipline, and respect. By playing roles in different situations, students learn how to deal with conflicts and interact with others positively, based on the research of Rahmi et al. (2023).

The integration of Ki Hajar Dewantara's character values in psychodrama provides a richer dimension in the formation of students' characters. Ki Hajar Dewantara, as an Indonesian education figure, emphasized the importance of values such as leadership (*Ing Ngarsa Sung Tuladha*), support and empowerment (*Ing Madya Mangun Karsa*), and example from behind (*Tut Wuri Handayani*). These values are particularly relevant in the context of group guidance with psychodrama techniques, where students learn to be leaders in their own lives, support peers, and set a good example for others.

Previous research supports that emotional intelligence can be improved with psychodrama techniques. Safitri (2019) reveals that psychodrama methods can increase students' emotional intelligence and confidence in the classroom. Octaviana et al. (2020) stated that the psychodrama method in group guidance can help improve students' emotional intelligence when getting along with peers. Putri's research (2023) shows that psychodrama techniques can increase students' sense of empathy using psychodrama techniques in group counseling services.

Sari (2022) revealed that emotional intelligence, namely students' politeness, can be increased with psychodrama at school. The results of the research of Oktarina et al. (2022) also prove the effectiveness of group guidance services using psychodrama techniques on students' emotional intelligence.

Conditions in the field, especially at SMP Negeri 1 Ternate City, show problems related to students' emotional intelligence. Based on the results of questionnaires filled out by students, 54% of 35 grade VII students at SMPN 1 Ternate City expressed low scores on the scale for expressing emotions. Interviews with the grade VII homeroom teacher revealed that the school has BK teachers, but they lack class hours to provide services such as group guidance and specific techniques, and there has been no discussion of emotional intelligence specifically.

This study aims to examine innovative group guidance services that differ from lecture-dominated approaches. Specifically, it measures the effectiveness of psychodrama techniques based on the character values of Ki Hajar Dewantara in enhancing emotional intelligence among public junior high school students in Ternate City. This research is expected to provide valuable guidance for education practitioners and BK teachers in designing more targeted interventions that positively impact students' character formation and emotional intelligence.

METHOD

This study used a quantitative approach with an experimental method. The research design was a Nonequivalent Control Group Design, which involved two groups: the experimental group that received psychodrama techniques based on character values and the control group that did not receive treatment. Both groups were measured for emotional intelligence before (pretest) and after (posttest) treatment. This design was chosen because it corresponded to field conditions where full randomization of study subjects was not possible.

The population consisted of students at State Junior High Schools (SMP Negeri) in Ternate City. The research sample comprised 16 students: 8 in the experimental group and 8 in the control group. The sample was selected using purposive sampling with the criterion of low emotional intelligence based on initial screening with the emotional intelligence scale. Inclusion criteria included: (1) grade VII or VIII students, (2) below-average emotional intelligence scores from screening, (3) willingness to participate in all research activities, and The Effectiveness of Character Values-Based Psychodrama Techniques in Enhancing Emotional Intelligence Among Public Junior High School Students in Ternate City

(4) parental permission. The research took place at SMP Negeri 1 Ternate City for the experimental group and SMP Negeri 7 Ternate City for the control group.

The data collection instrument was an emotional intelligence scale developed based on Goleman's (2021) aspects: (1) self-awareness, the ability to recognize and understand one's own emotions; (2) self-management, the ability to control and manage emotions; (3) motivation, the drive to achieve goals; (4) empathy, the ability to understand others' feelings; and (5) social skills, the ability to interact with others. The scale used a 4-point Likert model: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). It consisted of 50 statement items, including favorable and unfavorable ones.

The instrument was validated by two experts, Prof. Dr. Budi Astuti, M.Si., and Dr. Agus Basuki, M.Pd., who provided suggestions for improvement. After validation, it was tested on 30 students outside the sample. Validity testing with the Product Moment correlation showed that, of 50 items, 45 were valid ($r_{\text{count}} > r_{\text{table}} = 0.361$). Reliability was assessed using Cronbach's alpha, yielding 0.762, indicating good reliability suitable for the study.

The research proceeded through several stages. First, the preparation stage involved instrument development, validation, piloting, and creation of psychodrama modules based on character values. Second, the implementation stage began with screening to identify students with low emotional intelligence, followed by group assignment. Pretests measured initial emotional intelligence in both groups. The experimental group then received treatment via group guidance and counseling (BK) with psychodrama techniques based on character values across 8 sessions, while the control group received conventional information services. Each psychodrama session lasted 60–90 minutes and included warm-up, action, and sharing stages.

The psychodrama techniques were based on Ki Hajar Dewantara's character values: (1) *Ing Ngarsa Sung Tuladha* (setting an example from the front), manifested as student leadership and emotional expression; (2) *Ing Madya Mangun Karsa* (building enthusiasm from the midst), manifested as group support and collaboration; and (3) *Tut Wuri Handayani* (guiding from behind), manifested by non-imposing facilitation. Treatment occurred over 8 sessions with varying themes focused on emotional intelligence aspects. Each session integrated these values through scenarios where students role-played and reflected on practiced character values.

Data analysis employed descriptive statistics and *N*-gain scores. Descriptive analysis summarized pretest and posttest data, including means, standard deviations, minima, and maxima for both groups. The *N*-gain score measured treatment effectiveness using the formula:

$$g = \frac{\text{posttest score} - \text{pretest score}}{\text{maximum score} - \text{pretest score}}$$

Effectiveness categories followed Guntara (2021): high if $g > 0.7$, medium if $0.3 \leq g \leq 0.7$, and low if $g < 0.3$. A Shapiro-Wilk normality test assessed data distribution, and Levene's test checked variance homogeneity between groups. Analyses were conducted using SPSS version 25.

RESULT AND DISCUSSION

Description of Research Data

The results of the analysis of research data showed an increase in emotional intelligence in the experimental group after being given psychodrama technique treatment based on character values. Descriptive data showed that the mean value of emotional intelligence of

students in the experimental group before being given treatment was 30.38 with a standard deviation of 4.926, a minimum score of 25, and a maximum score of 38. After being given treatment, the mean value increased to 82.38 with a standard deviation of 5.553, a minimum value of 78, and a maximum value of 95. The pretest score range was 13 points, while the posttest score range was 17 points, indicating greater variation after treatment. This indicates a significant improvement in the experimental group with an average increase of 52 points.

Table 1. Experimental Group N-gain Score Results

N	Minimum	Maximum	Red	Hours of deviation
8	.00	1.00	.7485	.07859

Source: Research Data (2024)

Based on the results of the N-gain score analysis using SPSS, an average value of 0.7485 with a standard deviation of 0.07859 was obtained. The minimum N-gain score is 0.00 and the maximum value is 1.00, which indicates a variation in the achievement of improved emotional intelligence among students. However, an average value of 0.7485 indicates a high level of effectiveness because it is more than 0.7 according to the Guntara category (2021). These results indicate that character values-based psychodrama techniques are effective in improving the emotional intelligence of junior high school students. A relatively small standard deviation (0.07859) showed that the increase in emotional intelligence was relatively consistent among students in the experimental group.

Table 2. Descriptive Analysis of Pretest and Posttest of Experimental Group

Groups	N	Range	Minimum	Maximum	Mean	Hours of deviation
Pre-Test	8	13	25	38	30.38	4.926
Post-Test	8	17	78	95	82.38	5.553

Source: Research Data (2024)

Table 2 shows the comparison of the results of the pretest and posttest of the experimental group. There was a very significant increase from the mean value of 30.38 to 82.38, which is an increase of 171.1%. This improvement shows that the treatment provided has a very positive impact on students' emotional intelligence. The standard deviation increased from 4.926 to 5.553 indicates an increase in variation in posttest scores, which can be interpreted as indicating that some students experienced greater improvements than others, but all students experienced improvements.

In the control group, the results of the analysis showed that the average value of emotional intelligence before being given treatment was 40.13 with a standard deviation of 7.791, a minimum value of 27, and a maximum value of 47. After being provided with conventional information services, the mean value increased to 41.63 with a standard deviation of 7.520, with the minimum and maximum values remaining the same, namely 27 and 47. The mean increase was only 1.5 points or about 3.7%, which was much smaller compared to the

experimental group. The score range remains the same, namely 20 points in both the pretest and posttest. This improvement was not significant when compared to the experimental group, which showed that psychodrama techniques had a higher effectiveness in improving students' emotional intelligence compared to conventional information services.

Table 3. Descriptive Analysis of Pretest and Posttest Control Group

Groups	N	Range	Minimum	Maximum	Mean	Hours of deviation
Pre-Test	8	20	27	47	40.13	7.791
Post-Test	8	20	27	47	41.63	7.520

Source: Research Data (2024)

Comparisons between the experimental group and the control group showed a very significant difference. The experimental group experienced a mean increase of 52 points, while the control group only experienced an increase of 1.5 points. This proves that psychodrama techniques based on character values have much higher effectiveness compared to conventional information services in improving the emotional intelligence of junior high school students.

The Effectiveness of Psychodrama Techniques in Improving Emotional Intelligence

The results of this study show that psychodrama techniques based on the values of Ki Hajar Dewantara's character have proven to be effective in improving the emotional intelligence of junior high school students. An N-gain score of 0.75 indicates high effectiveness according to the category set by Guntara (2021). These findings are in line with the research of Octaviana et al. (2020) which also shows the effectiveness of psychodrama techniques in improving students' emotional stability in getting along with peers, as well as research by Safitri (2019) which proves that psychodrama can increase the emotional intelligence and confidence of grade VII students of SMPN 8 Bandar Lampung.

The effectiveness of psychodrama techniques in this study can be explained through several mechanisms. First, psychodrama provides students with the opportunity to express their emotions in a safe and supportive environment. Through role-playing, students can explore a variety of emotional situations without fear of negative consequences in real life. Second, psychodrama allows students to look at problems from a variety of perspectives, not only from their own point of view but also from the point of view of others involved in the situation. This is especially important in developing empathy, which is one of the key components of emotional intelligence.

The Role of Character Values in Psychodrama

The integration of Ki Hajar Dewantara's character values in psychodrama techniques provides an additional dimension that strengthens the effectiveness of the treatment. *Ing Ngarsa Sung Tuladha* (in front of setting an example) helps students develop leadership and courage to express emotions appropriately. In the psychodrama session, students who play the role of protagonists must dare to appear in front and be role models in expressing emotions in a constructive way.

The value of *Ing Madya Mangun Karsa* (amid building enthusiasm) is manifested in the support and collaboration between group members. Students learn to support each other, provide constructive feedback, and build a sense of togetherness in the face of emotional challenges. The value of *Tut Wuri Handayani* (from behind giving encouragement) is embodied in the role of a facilitator who guides without imposing, providing space for students to explore and find their own solutions.

Improved Aspects of Emotional Intelligence

Emotional intelligence includes several important aspects namely self-awareness, self-management, motivation, empathy, and social skills. The results of the study showed that these five aspects improved after psychodrama treatment. Self-awareness increases because through psychodrama, students are forced to recognize and identify the emotions they feel in a variety of situations. The reflection process after the drama session helps students to better understand their emotional patterns. Self-management improves as students learn strategies to control emotions through repeated exercises in psychodrama sessions. They learn techniques such as deep breathing, positive self-talk, and situation reframing.

Students' motivation increases because they see that they are able to overcome emotional challenges through successful experiences in psychodrama. Success in managing emotions in the context of drama gives them the confidence to apply them in real life. Empathy increases because students have the opportunity to feel the emotions of others by acting out different characters. They learn to understand the feelings and perspectives of others, which is an important skill in building healthy interpersonal relationships. Social skills increase because psychodrama is basically a social activity that involves interaction with others. Students learn how to communicate effectively, listen actively, and provide support to others (Ugoani, 2020).

Comparison with Conventional Methods

A comparison of results between the experimental group and the control group showed the superiority of psychodrama techniques compared to conventional information services. The control group that received conventional information services experienced only a minimal increase (3.7%), while the experimental group experienced a very significant increase (171.1%). This difference can be explained by several factors. First, psychodrama is experiential learning, where students not only passively receive information but actively engage in the learning process. This is in line with constructivist learning theory which emphasizes that meaningful learning occurs when students actively build their own knowledge through experience.

Second, psychodrama provides opportunities for practice and practice in a safe environment. Students can try out a variety of emotion management strategies and see the results firsthand, without fear of negative consequences in real life. Third, psychodrama involves the emotional, cognitive, and behavioral dimensions simultaneously, while conventional information services tend to focus only on the cognitive dimension. Learning that involves these three dimensions has been shown to be more effective in generating sustainable behavior change.

Implications for Guidance and Counseling Practice

This research has several important implications for guidance and counseling practices in schools. First, BK teachers can use psychodrama techniques as an alternative to more innovative and effective group guidance methods, especially to deal with problems related to emotional intelligence. Second, the integration of character values in the guidance process not only increases emotional intelligence but also shapes students' character holistically. This is in line with the goals of national education which emphasizes character formation and optimal development of students' potential. Third, schools need to provide adequate support and facilities for the implementation of guidance services with psychodrama techniques, including the provision of adequate space, sufficient time, and training for BK teachers.

Fourth, psychodrama techniques can be integrated into the guidance and counseling curriculum as one of the effective intervention strategies for various student problems, not only emotional intelligence but also confidence, communication skills, conflict resolution, and other problems. Fifth, it is important for BK teachers to understand the basic principles of psychodrama and obtain adequate training before applying them, as the success of this technique relies heavily on the facilitator's competence in facilitating the process and creating a safe and supportive environment.

Although this study showed positive results, there are some limitations that need to be considered. First, the relatively small number of samples (16 students) limits the generalization of the research results. Research with a larger sample is needed to confirm these findings. Second, a limited treatment time (8 sessions) may not be enough to see long-term changes. Follow-up research is needed to see if the increase in emotional intelligence can be sustained over a longer period of time. Third, this study only measures emotional intelligence through a self-report scale, which may be influenced by social desirability bias. Further research can use more diverse measurement methods, including behavioral observations and assessments from others.

Based on these limitations, some suggestions can be given for further research. First, further research is expected to involve a larger sample of different schools to improve the generalization of results. Second, the treatment period can be extended to see the long-term effects of psychodrama techniques. Third, the research can explore the application of psychodrama techniques to other aspects of student development such as confidence, communication skills, or resilience. Fourth, qualitative research can be conducted to explore students' subjective experiences in participating in psychodrama sessions and how these experiences affect their daily lives.

CONCLUSION

This study concluded that psychodrama techniques based on Ki Hajar Dewantara's character values (*Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani*) effectively enhanced emotional intelligence among State Junior High School (*SMP Negeri*) students in Ternate City, as evidenced by a high *N*-gain score of 0.75. The experimental group showed a significant mean increase of 52 points (from 30.38 to 82.38, or 171.1%), far surpassing the control group's minimal gain of 1.5 points (from 40.13 to 41.63, or 3.7%), with psychodrama facilitating emotion expression, empathy, and social skills through role-playing. Integrating these values strengthened positive character formation, supporting

recommendations for *BK* teachers to adopt this innovative group guidance method, alongside school provisions for space, time, and training. For future research, studies could employ larger samples, extended treatment durations, long-term follow-up assessments, and applications to other developmental areas like confidence, communication skills, and resilience.

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