Comparison of emotional and social intelligence assessment of students in state and private school during the pandemic

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ABSTRACT

This study aims to determine differences in emotional and social intelligence assessment between public and private school students using Android-based PKES (*Penilaian Kecerdasan Emosional-Sosial* or Social-Emotional Intelligence Assessment) application in strengthening student character during the pandemic. This survey study with a quantitative approach was analyzed using a comparative model. The subjects were 120 parents and students of public and private elementary schools in Yogyakarta chosen by purposive sampling. Data were collected through interviews, observations, and Likert scale tests with the PKES application and analyzed by t-test. It reveals that state elementary school students' emotional and social intelligence emphasizes the psychomotor aspect or good behavior with the habituation method. Meanwhile, private elementary school students emphasize the cognitive aspect of character knowledge through the lecture method. The affective aspect of social-emotional intelligence in public and private elementary schools is still low. Students have not been trained to feel the good character impact with various methods, so good behavior will not last until they are old because it has not been embedded in their hearts. Different tests with t-test obtained 0.378>0.05, so the difference is insignificant. The emotional and social intelligence of public and private elementary school children during the pandemic is not much different. Because students study at home during the pandemic, their character is more influenced by parents than teachers. It implies that parents and teachers should more often train students to feel happy doing good deeds, so good character is embedded in the heart and lasts for a long time.

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INTRODUCTION

The school is a formal educational institution that is appropriate for educating students' character (Valor et al., 2020), because in essence, the school is a place to shape the character of students so that they become superior human beings who have personal and social readiness (Austin, 2010), which can be useful for oneself, family, society, and nationally (Asbari et al., 2019). The school aims to educate characters so that students become not only intellectually intelligent (cognitive) human beings, but they must also be emotionally intelligent (affective), socially intelligent, and spiritually intelligent to have a pleasant and nice way of thinking, high will, and good behavior every day (Bar-On, 2006).

Elementary school is the lowest level of education that can be used as a place to instill character education for students (Peng et al., 2019). It is at this elementary school level that students are easily built and introduced to a variety of good qualities so they develop evenly into strong individuals, individuals who have spiritual, emotional, and social intelligence, as provisions for later in life. In addition to the school environment, character education must also run in the family environment in forming student character (Margerison & Ravenscroft,

2020). This emotional intelligence is important for every human being (Wen et al., 2019) because, in today's world of work, it is not only judged by the level of intelligence or based on experience training but also the ability to manage one's own personality and the ability to build relationships with other people are also needed through this time (Laborde et al., 2014).

Eric Schaps, a Development Studies Center in Oakland, California (Zhao et al., 2020), conducted research on the learning of social and emotional skills, Eric Schaps conducted an evaluation of schools in Northern California, Kindergarten to grade 6 Elementary School by comparing control schools and the results show that children who have social and emotional skills are more responsible, popular, assertive, and easy to get along with, social and understanding of others, helpful, considerate and caring, harmonious, more concerned about the environment, democratic, and skilled in solving problems (El-Bassiouny et al., 2011). Emotional intelligence is essentially related to a person's feelings, attitudes, traits, and instincts, which originate from his emotional abilities (Rezvani & Khosravi, 2019). Most leaders already have this emotional intelligence ability because leaders must be able to convey a picture of a group or organization to many people, be it the public or foreign communities (Gillum, 2019). Leaders must also be able to communicate with many people both within the organization and outside the organization (Elfenbein & MacCann, 2017).

The formation of strong and superior individual characters evenly has been stated in Law of Republic of Indonesia No. 20 of 2003 on National Education System, Article 3 which states that: National Education develops capabilities and forms the character and civilization of a dignified nation in the context of the intellectual life of the nation. National Education aims to develop the potential of students so that the development of individual character is psychologically interpreted as a result of the integration of four parts: heart, thought, exercise, taste, and intention. The heart is related to feelings, attitudes, and beliefs/faith. Thinking is related to the reasoning process to seek and use knowledge critically, creatively, and innovatively. Sport is related to the process of perception, readiness, imitation, manipulation, and creating new activities accompanied by sportsmanship. The practice of taste and initiative is related to the will and creativity that are reflected in caring, imaging, and creating new things." (Ulumudin & Fujianita, 2019).

The student character development is done by developing students' intelligence which includes four aspects (Tolchah & Mu'ammar, 2019) of intellectual, emotional, social, and spiritual aspects. However, the intelligence that is widely developed in elementary schools is only intellectual intelligence. Meanwhile, attention to the need for the growth of emotional and social intelligence still lacks in understanding, both in the learning process and in the process carried out in schools. The process of implementing the assessment of the result in schools, especially at the elementary school level so far, has only carried out assessments (Ningsih & Wahyumiani, 2020).

Awards to students are shown by ranking and test scores. The realm of education today in practice is only based on the cognitive domain. Especially in assessing students, which should be based on three aspects, they are the affective, cognitive, and psychomotor or behavioral domains. Then students are given an assessment of these three aspects (Setiawan et al., 2020). The main task of the teacher is to educate students to have the ability to build the life and have the ability to solve the problems that will be faced in the future. Thus, the task of the teacher, in addition to providing knowledge, must also be able to develop students' emotional and social intelligence, which includes intrapersonal and interpersonal skills (Khilmiyah & Wiyono, 2021).

Therefore, this research is more focused on knowing the effectiveness of using an Android-based emotional and social intelligence assessment application in order to assess and identify differences in emotional intelligence and social intelligence between state elementary school students and Islamic private elementary school (Muhammadiyah) during the pandemic.

The emotional and social intelligence that will be studied is divided into five components. They are self-control, self-knowledge, motivation, empathy, and social skills. The purpose of this study was to determine the effectiveness of using the Android-based PKES application by comparing the emotional and social intelligence achievements of state elementary school and private elementary school students during the pandemic using the same online learning. Emotional intelligence is a set of skills, attitudes, abilities, and competencies that determine individual behavior, reactions, state of mind, coping styles, and communication styles (Droppert et al., 2019). These factors directly affect the level of success, satisfaction, ability to connect with others, as well as the individual's ability to cope with stress, level of self-confidence, perception of control, and overall level of mental and emotional well-being (Ulumudin & Fujianita, 2019). The factors that will affect the emotional and social, according to Goleman (2004) and Mosca (2019), include congenital or genetic factors, family environmental factors, and non-family environmental factors. According to Rezvani and Khosravi (2019), the characteristics of a person having emotional intelligence are: Understanding the nature of their own emotions; the ability to have the ability to balance one's own personal emotions; Understanding the emotional nature of others; and Able to establish good relationships with other people. Furthermore, Endalan et al. (2019) revealed that the main elements of abilities that are important for a child to have, related to emotional intelligence are: self-awareness or being able to recognize oneself; personal decision making; managing feelings; dealing with stress; empathy, and good communication; and open up. Indicators of emotional intelligence, according to Khilmiyah and Wiyono (2021), are as follows: being able to recognize one's own feelings; being able to respect one's own feelings; being able to manage their own feelings; being able to control one's own feelings; being able to feel the reality of one's own spirituality.

Social intelligence is the ability to regulate and understand people to act wisely in establishing their relationships with others (Mayer et al., 2000). The characteristics of children who have social intelligence (Laborde et al., 2016) are children who are able to work together with others: children who are able to relate to the surrounding environment well; children who like group play; children when asked to teach others, they do so with pleasure; and children who are able to change situations or circumstances and children who are able to reconcile when their friends fight. The main elements of abilities that are important for a child to have, related to social intelligence (Rohmah et al., 2021), are as follows: basic empathy, the nature of empathy, social understanding, caring, and adjustments. Indicators of social intelligence, according to Khilmiyah and Wiyono (2021), are as follows: being able to respect people's opinions; being able to realize social responsibility; being able to cooperate with others; tolerance with others; being able to communicate effectively with others.

PKES.SD is an application for the assessment of emotional and social intelligence for elementary school students based on Android (Khilmiyah & Wiyono, 2021). The assessment of emotional and social intelligence is carried out in three aspects of character assessment. They are cognitive, affective, and psychomotor aspects. Assessment of cognitive and affective aspects is carried out by students as self-reports, and assessment of psychomotor aspects is carried out by classroom teachers for face-to-face learning. As for online learning, the psychomotor assessment is carried out by the parents.

Socio-cognitive emotional intelligence is an assessment domain to measure social-emotional intelligence in cognitive aspects. This assessment area consists of ten questions in the form of moral dilemmas presented in the form of a projective test to determine the moral tendencies that are believed. Social-affective emotional intelligence is an assessment domain to measure affective aspect of social-emotional intelligence. This assessment area consists of 30 questions in the form of grading skills (Rohmah et al., 2021). Meanwhile, socio-psychomotor emotional intelligence is an assessment area to measure psychomotor aspects of social-emotional intelligence. This assessment area consists of 30 questions in the form of a performance assessment, presented in the form of a checklist through observation of behavior to determine

the intensity of behavior (Austin, 2010). The cognitive assessment measuring scores are as follows: the low ability category score is 1-2, the medium ability category score is 3-4, high ability category score is 5-6. Meanwhile, for the affective assessment, the low ability category score is 1-4, medium ability category score is 5-8, high ability category score is 9-12. In addition, for the psychomotor aspect, the low ability category score is 1-4, medium ability category score is 5-8, and high ability category score is 9-12 (Laborde et al., 2014).

RESEARCH METHOD

This research was survey, using a quantitative approach with comparative model analysis. The sampling technique was done by purposive sampling. The research subjects were 120 respondents consisting of parents and students of grades V and VI of public and private elementary schools in Yogyakarta. The respondents from public and private elementary schools are both used to using Android devices. The data collection technique used a test with an Android-based PKES application. The design of emotional and social intelligence assessment instruments is made from three domains of character, namely, cognitive, affective and psychomotor. The form of the instrument is non-test in three variations. The construct of social and emotional intelligence assessment for character reinforcement has met the validity, reliability and goodness-of-fit statistic (Khilmiyah & Wiyono, 2021).

Students filled out self-reports on cognitive and affective aspects, while parents filled out the psychomotor aspect in the same social and emotional variable. Observation sheet with a Likert scale, equipped with interviews and bservations. The data analysis technique used the Independent T-test, which was previously carried out by the normality test of the data.

FINDINGS AND DISCUSSION

Public Elementary School Emotional and Social Intelligence

The emotional intelligence of state elementary school students can be assessed through three aspects of assessment: Cognitive, Affective, and Psychomotor. These three aspects contain five indicators of emotional intelligence: (a) recognizing one's emotions, (b) appreciating one's emotions, (c) managing one's emotions, (d) controlling one's emotions, (e) feeling one's spirituality (Khilmiyah & Wiyono, 2021). Based on the results of the assessment of the emotional intelligence of state elementary school students, the results can be seen in Figure 1.
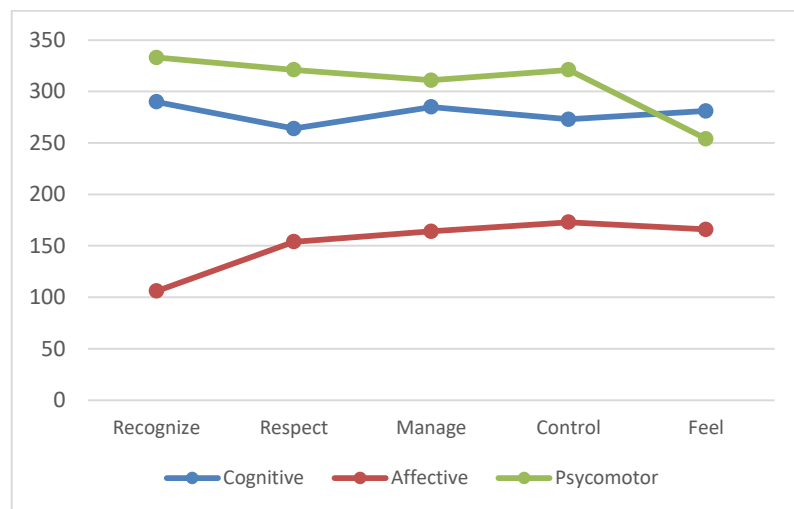

Figure 1. Public School Emotional Intelligence Assessment

The histogram image shows that the emotional intelligence of state elementary school students is the highest in the psychomotor aspect, the second level is the cognitive aspect and the lowest in the affective aspect. This data proves that public elementary school students do good deeds such as being confident, persistent, working hard, and never giving up, having the ability to deal with personal weaknesses and stress, having a competitive spirit, daring to express their feelings, feeling the presence of God, recognizing spiritual reality, taking lessons, honest and trustworthy all abilities are only due to habituation.

Most students do not know the reason why good deeds are done and also do not feel the impact of their actions. This condition is less favorable because students' good deeds will not last long, and it will be easy to change good behavior when in different situations (Dimitrijević et al., 2019). For example, a good elementary school student with high discipline is never late because the environment is supportive. However, if this is not followed by an explanation of the reasons for not being late and the feelings that accompany being late, the child will easily become late again if he moves to a less disciplined school.

The social intelligence of state elementary school students can be assessed through three aspects of assessment: Cognitive, Affective, and Psychomotor. These three aspects contain five indicators of social intelligence: (a) respect for others, (b) social responsibility, (c) social cooperation, (d) tolerance for others, (e) effective communication with others (Khilmiyah & Wiyono, 2021). Based on the results of the assessment of the social intelligence of public elementary school students, the results are obtained, as can be seen in Figure 2.
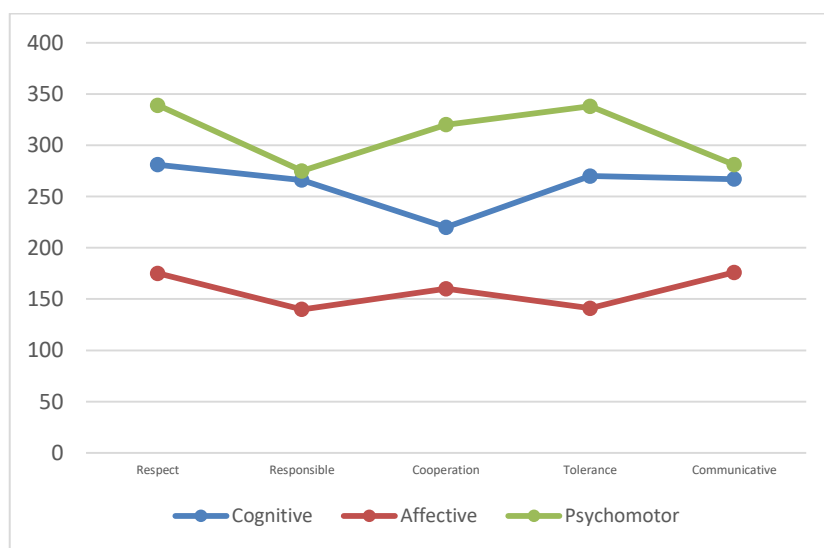

Figure 2. Public School Social Intelligence Assessment

The histogram in Figure 2 shows that the social intelligence of state elementary school students is the highest in the psychomotor aspect, the second level is the cognitive aspect, and the lowest is the affective aspect. This data proves that public elementary school students do good deeds only because of habituation. Students carry out good behavior or deeds towards others, such as socializing skills, empathizing with others. All of this is done only because of habituation because, with this habituation, students can behave well, socialize and empathize well, but actually, these students do not know the reason why they can behave well (Austin, 2010). This is evidenced by the fewer results of student assessment scores on cognitive and affective aspects.

In order that students can behave, interact, and empathize well with others until they are old, it must be built from all aspects of psychomotor, cognitive, and affective (Mosca, 2019). If students get scores that fall into the high category of these three aspects, then students will

continue to be consistent in behaving well, interacting, and empathizing with others until they are old (Rezvani & Khosravi, 2019). When behaving, interacting, and empathizing well with others, the student knows the reason why he has to do good deeds. Then there is a feeling when he behaves well; he feels happy (Austin, 2010). For example, when students help take their friends home for treatment because they are sick in class, even though at that time there will be a test in class. Because the student has high social skills in all three aspects of the characters (cognitive, affective, psychomotor), he will choose to take his friend first for treatment because helping a sick friend is more important. This is done because the student knows the reason why he has to put his friend first for treatment because it is a matter of life, so it must be prioritized. As for the test can follow at another hour, but feeling sorry for friends is more encouraging to help deliver for treatment.

Thus, it can be concluded that the highest emotional and social intelligence of state elementary school students is the psychomotor aspect, followed by the cognitive aspect, and the last order is the affective aspect. This data proves that the behavior that shows indicators of emotional and social intelligence has been carried out by students, and students have also been given an understanding of good behavior in themselves and to others, but have not been trained are feelings that follow these behaviors, so that the happy feeling when students do good actions has not appeared.

Private Elementary School Emotional and Social Intelligence

The private elementary school students' emotional intelligence can be assessed through three aspects of assessment: Cognitive, Affective, and Psychomotor. These three aspects contain five indicators of emotional intelligence: (a) recognizing one's emotions, (b) appreciating one's emotions, (c) managing one's emotions, (d) controlling one's emotions, (e) feeling one's spirituality (Khilmiyah & Wiyono, 2021). The results of the assessment of the emotional intelligence of private elementary school students are presented in Figure 3.
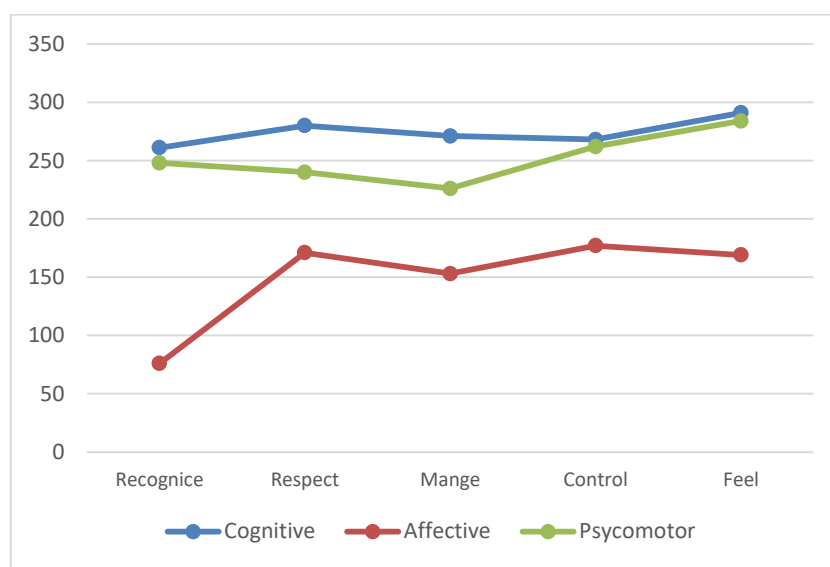

Figure 3. Private school Emotional Intelligence Assessment

The histogram in Figure 3 shows that the emotional intelligence of private elementary school students is the highest in the cognitive aspect, followed by the psychomotor aspect, and the lowest in the affective aspect. This data illustrates that private elementary school students in doing good deeds such as self-confidence, persistence, hard work, and never give up, have the ability to handle personal weaknesses and stress, have a competitive spirit, dare to ex-

press their feelings, are able to feel the presence of God (Fisher, 2008), able to recognize spiritual reality, able to take wisdom, honest and trustworthy, all these abilities are done because it begins with knowledge about the value of goodness (Tao et al., 2019).

Knowledge of the value of goodness that has been owned by Islamic private elementary school students (Muhammadiyah) has encouraged students to do good character values because they know the reasons for being good. This makes students consistent and long-lasting to have good character. However, it is not yet strong in good behavior because it is not followed by feelings of happiness to continue to behave well. The value of the affective aspect (feeling), which is still low, needs to be continuously trained by teachers and parents to students so students have sensitivity to inner voices about goodness (Fisher, 2008). Increased emotional intelligence can be done through a variety of methods. If the assessment scores of all cognitive, psychomotor, and affective aspects are equally high, then when students behave well, they will be stronger and consistently accustomed to old age. Because students know the reasons why they have to behave well, then they carry out the good behavior, and have a happy feeling when they behave well.

The social intelligence of private elementary school students can be assessed through three aspects of assessment: Cognitive, Affective, and Psychomotor. These three aspects contain five indicators of social intelligence: (a) respect for others, (b) social responsibility, (c) cooperation, (d) tolerance for others, (e) effective communication with others (Khilmiyah & Wiyono, 2021). The results of the assessment of the social intelligence of private elementary school students can be seen in Figure 4.
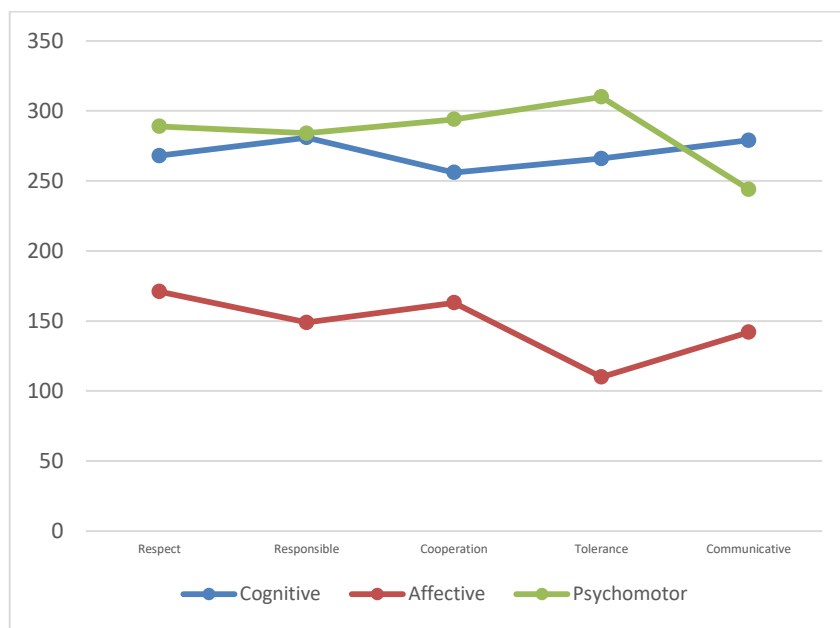

Figure 4. Private School Social Intelligence Assessment

The histogram in Figure 4 shows that the social intelligence of private elementary school students is the highest in the psychomotor aspect, the second level is the cognitive aspect, and the lowest is the affective aspect. This data proves that public elementary school students do good deeds only because of habituation. Students perform good behavior towards others such as socializing, empathizing with others, all of which is done only because of habituation because, with this habituation, students can behave well, socialize and empathize well, but students actually do not know the reason why they are must behave well and have not been able to feel the happiness of being well behaved (Bar-On, 2006), this is shown in the low score of assessing the students' character in the affective aspect.

To improve students' social intelligence, what must be improved by teachers and parents is in training the affective aspects or feelings of students. Through various methods, it can be done to hone students' affective aspects, for example, by using drama methods, simulations, stories, interview assignments, and observation of a case, spiritual learning approach. These methods are very suitable for training students' affective aspects so that a humane attitude appears towards others. Thus, students are able to behave, interact, and empathize well with others until a later age, good character must be built from all aspects, which are psychomotor, cognitive, and affective (Ling et al., 2019). Supposedly when students behave, interact, and empathize well with others, students know the reasons why they have to do these actions, then feelings arise when students behave well and feel happy. For example, a student voluntarily helps teach his friend who has difficulty understanding the lesson so that his friend can follow and understand the lesson, without any fear that tomorrow his friend will become his competitor in the class.

Thus, it can be concluded that the highest emotional and social intelligence of private elementary school students is the cognitive aspect, followed by the psychomotor aspect, and the last order is the affective aspect. This data shows that the knowledge that shows indicators of emotional and social intelligence has been understood by students, and students have also done good behavior to themselves and others, but teachers and parents have not trained students' feelings to feel happiness when students do good deeds so that affective intelligence has not yet emerged.

Differences in Emotional and Social Intelligence in Public and Private Elementary Schools

After knowing the quantitative descriptive comparison of emotional and social intelligence in Islamic public and private elementary school students in Yogyakarta, furthermore, a comparison is made to measure the effectiveness of using the Android-based PKES.SD application using an independent t-test analysis to determine whether there are differences in emotional and social intelligence in public and private elementary school students whose conditions are the same during this pandemic. The indicators for evaluating emotional intelligence include the ability to recognize self-emotions, appreciate self-emotions, manage emotions, control self-emotions, and feel self-spirituality (Khilmiyah & Wiyono, 2021). Furthermore, measuring the achievement of social intelligence is carried out through five indicators: being able to respect others, the responsibility of others, social cooperation, tolerance for others, effective communication with others.

Before carrying out a comparison of the t-test, it is necessary to test the normality of the data with the help of the SPSS program. In this study, the normality test was carried out using the Kolmogorov-Smirnov non-parametric statistical test with SPSS. The results as presented in Table 1 were obtained.

Table 1. Normality Test Output

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Public school	.152	30	.074	.925	30	.035
Private school	.093	30	.200*	.972	30	.604

Based on the output of the Test of Normality in Table 1, the way to find out whether the data is normally distributed or not is to pay attention to the numbers in the column of significance (sig.) in the Kolmogorov-Smirnov table. The significance value (p) of public elementary schools is 0.074, and the significance value of Islamic private schools is 0.200. The

data provisions can be assumed to be normally distributed in the normality test if the significance value (p) is 0.05 (Laborde et al., 2016). Thus, it can be concluded that all data on ability test results in emotional and social intelligence are normally distributed. Once it is known that the data is normally distributed using the normality test, it can be continued to analyze comparative data or comparisons using the t-test. The results of the t-test can be seen in Table 2 and Table 3.

Table 2. Output Group Statistics

Group Statistics					
	School	N	Mean	Std. Deviation	Std. Error Mean
Intelligence value	Public school	60	49.007	2.6257	.4794
	Private school	60	48.490	1.7993	.3285

Table 3. Test Output T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Intelligence value	Equal variances assumed	4.220	.044	.889	58	.378	.5167	.5811	-.6466	1.6800
	Equal variances not assumed			.889	51.315	.378	.5167	.5811	-.6499	1.6832

Based on the output of the Independent Samples Test in Table 3, it can be seen in the column sig (2-tailed) indicating that the significance value of the t-test is 0.378. The significance value is $0.378 > 0.05$, which means that the difference is not significant. This refers to the rules for inferring the results of the comparative analysis (*Modul Statistik*, 2017) presented in Table 4.

Table 4. Comparison Test Results Conclusion Rules

Results	Information
If Sig ≤ 0.01	The difference is stated to be very significant
If 0.01 < Sig ≤ 0.05	The difference is declared significant is
If Sig > 0.05	The difference is not significant

Through the results of the t-test analysis, it was found that the significance value was $0.378 > 0.05$, which means that the differences in emotional and social intelligence between the two Islamic Public and Private Elementary Schools are not significant. The difference is very slight, not very noticeable. This is because this assessment was carried out during the Covid pandemic, where all students study online from home with parental assistance. Thus, the role of the teacher in character building is very small compared to the role of parents who accompany children to study at home every day. The condition of parents of children attending public and private Islamic elementary schools is the same when viewed from their level of education and social status, so that there are similarities between parents of public elementary schools and Islamic private elementary schools in instilling character in children during online learning assistance.

During this pandemic, teachers are also unable to teach character with various methods that can train children's emotional and social intelligence (Ling et al., 2019). Learning online contains more assignments and how to complete assignments. Almost no one uses the drama, simulation, and demonstration methods with a spiritual, emotional, and social approach since these methods require a long time and the soul of the character. Therefore, the emotional and social intelligence that exists in public elementary and private elementary school students is not much different because it is more colored by the role of parents and family culture.

Based on the results of the statistical analysis of emotional and social intelligence of the two schools, the results showed that the lowest score for the emotional and social intelligence indicator in state elementary schools was 42.70, while the highest score was 52.40, with an average score of 49.007. In contrast, the results of the value of emotional and social intelligence in private elementary schools was the lowest at 45.20 while the highest score was 52.00, with an average score of 48.490. The difference in the average value of emotional and social intelligence in public elementary schools and private elementary schools is very small, so it is in accordance with the results of the t-test difference test, it is stated that the difference between emotional intelligence between public elementary school students and private elementary school students is not significant. The comparison of emotional intelligence achievement between public elementary schools and private elementary schools can be seen from Table 5, in which H = High, M = Medium, and L = Low.

Table 5. Comparison of Emotional Intelligence

Indicator	Public School Emotional Intelligence			Private School Emotional Intelligence		
	Cognitive	Affective	Psychomotor	Cognitive	Affective	Psychomotor
Recognize	M	L	H	H	L	M
Respect	M	L	H	H	L	M
Manage	M	L	H	H	L	M
Control	M	L	H	H	L	M
Feel	H	L	M	H	L	M

Based on Table 5, the difference in emotional intelligence between public and private elementary schools is found in four indicators: recognizing emotions, respecting emotions, managing emotions, controlling emotions. In public elementary schools, these four indicators are high on the psychomotor aspect, meaning that emotional intelligence on the behavioral aspect is more emphasized. Thus, in public elementary schools, the priority is teaching so that children are accustomed to good behavior through the habituation method (Tao et al., 2019). However, it is not followed by an explanation of the reasons why you have to do good and feel good deeds. As a result, this good behavior will not last long because it is not strengthened by an understanding of good behavior and feeling the benefits of kindness. However, specifically for the indicator of feeling spirituality, on the contrary, in public elementary schools, children's understanding of spirituality is the most emphasized, so that their behavior is always based on a good spiritual understanding, even though the affective aspect is still low.

Meanwhile, emotional intelligence in private elementary school students shows high scores on cognitive aspects in all indicators, which means that Muhammadiyah elementary school as a private school actually trains children to have high understanding abilities as a basis for explaining why we should do good. After rational understanding is obtained by students, they are encouraged to practice the understanding that has been given by teachers and parents. As a private school, Muhammadiyah elementary school has taught Religion subjects with many lesson hours (Friso & Caldin, 2014), but all teachers cannot freely teach character to students with various methods to improve the emotional and social intelligence of students with affective aspects.

The difference that stands out in social intelligence between public and private elementary school students is in the ability of the fifth indicator, which is the ability to be responsible and communicate effectively with others in private elementary school students more emphasis on providing knowledge about how to communicate, which encourages effective communication behavior, and which is still low is the aspect of the affective character, the ability of students to feel how to communicate effectively with others as seen in Table 6, where H = High, M = Medium, and L = Low.

Table 6. Comparison of Social Intelligence

Indicator	Public School Social Intelligence			Private School Social Intelligence		
	Cognitive	Affective	Psychomotor	Cognitive	Affective	Psychomotor
Respect	M	L	H	M	L	H
Responsible	M	L	H	H	L	H
Cooperation	M	L	H	M	L	T
Tolerance	M	L	H	M	L	T
Communicative	M	L	H	H	L	M

Based on Table 6, the social intelligence of public elementary school students who are the same as private elementary school students is on the indicators of the ability to respect others, cooperation, tolerance. These three abilities are more prominent in the psychomotor aspect, meaning that students are used to doing these three abilities. Next is the provision of knowledge about social intelligence, and the last sequence is the affective aspect. This indicates that the habituation method to be kind to others is highly prioritized in both schools, especially public elementary schools. Because all indicators of social intelligence in public schools are the highest psychomotor aspect, this is different from private elementary schools, specifically for indicators of responsibility and effective communication, which are more in the cognitive aspect. This means that Islamic private elementary school students, in this case, Muhammadiyah elementary school, really emphasize the understanding of the importance of inculcating responsibility and effective communication skills both in terms of understanding and aspects of behavior (Fisher, 2008). However, it has not been followed by training on the affective aspect that children cannot feel happy when doing indicators of social intelligence. Based on the results of the quantitative descriptive analysis as shown in the histogram data, the emotional and social intelligence of public and private elementary school children during the pandemic is not much different since the treatment of teachers towards students during this pandemic is almost the same. Students are at home in learning assistance with their parents. The teacher is only limited to giving very limited assignments and explanations to students about the subject matter that must be studied because they learn from home (Friso & Caldin, 2014). This condition occurs in all elementary schools, both public and private elementary schools. Teachers cannot freely use methods that can evoke affective aspects such as drama method, demonstration method, simulation method, spiritual approaches, emotionalsocial approaches.

Therefores, it can be concluded that the PKES SD application is very effective because it can photograph children's emotional and social intelligence based on three aspects of the character whose results are in accordance with actual conditions. There is a match between the results of the different test calculations with the empirical reality in the field. Emotional intelligence characters which include: self-confidence, persistence, hard work, and never give up, have the ability to handle personal weaknesses and stress, have a competitive spirit, dare to express their feelings, are able to feel the presence of God (Fisher, 2008), able to recognize spiritual reality, able to take wisdom, honest and trustworthy, all of these abilities are carried out because of the habituation method at school and at home. Then, the child behaves well but lacks knowledge about good behavior, and the child is not trained to feel the conse-

quences of good and bad behavior. Likewise, the character values of social intelligence include social skills, empathy for others, respect for others, people's responsibility, cooperation, tolerance, tolerance, and the ability to communicate effectively (Fortea et al., 2018). All of these abilities are still simply done by habituation of good behavior to others, not yet based on an understanding of the reasons for doing such good behavior, and also not being trained to feel the impact of social behavior. As a result, the good behavior carried out by these students will not last long until old age because there are only two aspects that underlie it, are the psychomotor and cognitive aspects, while the affective aspects are still weak in emotional and social intelligence.

CONCLUSION

Based on the description previously described, this study concludes as follows. (1) The highest emotional and social intelligence of State Elementary School students is the psychomotor aspect, followed by the cognitive aspect, and the lowest is the affective aspect. Except for the higher self-spirituality indicators, the cognitive aspects of the psychomotor. It means that state elementary school students have done good character but lack an understanding of the reasons why they behave well and are not trained to feel the good character. (2) The highest emotional and social intelligence of private elementary school students is the cognitive aspect, followed by the psychomotor aspect, and the lowest in the affective aspect. Except for the indicators of respect for others, tolerance and cooperation are more prominent in the psychomotor aspect than the cognitive. This means that private elementary school students are given more knowledge about good character. They are encouraged to do good deeds but are not trained to know good character, so that affective intelligence has not yet emerged. (3) The emotional and social intelligence of public and private elementary school children during the pandemic is not much different. The results of the different tests with t-test obtained a value of 0.378 > 0.05, meaning that the difference is not significant. Because during the pandemic, students study at home, so the character of the child is more influenced by the role of parents' education at home than the role of the teacher in character education.

There is a match between the results of the different test calculations with the empirical reality in the field. This proves that the use of the PKES SD application is very effective because it can photograph children's emotional and social intelligence based on three aspects of the character whose results are in accordance with actual conditions. The implication of the results of this study is that good behavior is carried out by students because of the results of the habituation method and the results of understanding the reasons for good behavior, without being strengthened by training students' feelings of happiness when doing good deeds, will result in good behavior that will not last until old age, students in different situations can change in character because good deeds have not yet penetrated and stuck to the heart. Therefore, more affective education should be trained to strengthen the character of students.

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