

Exploring the Impact of Emotional Intelligence on Collaboration Styles in Interpersonal Conflict Management among Adolescents

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ARTICLE INFO	ABSTRACT
Received: January 2024 Approved: January 2024 Published: January 2024	The primary objective of this research is to investigate the correlation between emotional intelligence and collaboration styles in the resolution of interpersonal conflicts among adolescents. A direct association is observed, wherein heightened emotional intelligence corresponds to a more positive collaboration style in handling interpersonal conflicts, while diminished emotional intelligence aligns with a more negative collaboration approach. The study involved adolescents aged 16 to 18 years, employing the Try-out technique for subject retrieval. The researcher developed a collaboration style scale for managing interpersonal conflicts among adolescents, referencing Thomas Kilmann Inventory. Additionally, an emotional intelligence scale, inspired by Goleman's theory (2001), was created by the researcher. Data analysis was conducted using the SPSS for Windows Version 15.00 program, confirming a statistically significant relationship between emotional intelligence and collaboration style in managing interpersonal conflicts among adolescents. The Pearson product-moment correlation revealed a coefficient of $r = 0.808$ with $p = 0.000$ ($p < 0.01$), indicating a highly significant association. Consequently, the research hypothesis is accepted.
Keywords: Emotional Intelligence, collaboration style on interpersonal conflict management.	

INTRODUCTION

Today's adolescents are faced with demands and expectations, as well as conflicts and problems in their social cravings, which seem to be more numerous and complex than those faced by previous generations of adolescents (Feldman, et al in Santrock, 2005). Adolescence is a transitional period that connects childhood with adulthood that each individual must pass through in each span of life. According to Hurlock (2004), the so-called teenagers are the age group of 12 to 20 years which is divided into three phases, namely early adolescents aged 12-15 years, middle adolescents aged 15-18 years, and late adolescents aged 18-20 years. Adolescence is also marked by the emergence of various changes, both biological, cognitive, social, emotional and personality in adolescents.

Social development in fellow adolescents is marked by the beginning of detachment from parents and closer to peers because peers are the first social environment for adolescents to learn to live with others outside their family. The so-called peers are children or adolescents with the same age level and maturity level (Hartup in Santrock, 2005).

For adolescents, friendship is a relationship that has the greatest meaning in their lifetime, so at this time for adolescents how they are viewed by peers is very important (Santrock, 2005). Research conducted by Condry, Simon, and Bronffenberner, (1968) showed that during one-week young adolescent boys and girls spend 2 times more time with their peers than time with their families.

The new social environment of adolescents is peer-friendly; therefore, adolescents must have the ability to establish adequate interpersonal relationships so that adolescents are able to interact well with their peers. An interpersonal relationship itself is an association between two or more people that can be either fleeting or deep. These relationships are usually based on a sense of phase similarity, comfort, liking or love (Setiono, 2002).

When an individual establishes interpersonal relationships, conflict is an inevitable natural thing Winardi, (1994). The same thing will happen to teenagers when they are in relationships with their peers. There are various triggers for interpersonal conflict in adolescents, but in general caused by differences in interests, incompatibility and misunderstandings coupled with poor communication eventually develop into quarrels and fights that sometimes-become acts of violence.

According to Pusdatin (2001) conflict occurs because of differences in perception and understanding of goals and interests so that the parties involved in the conflict will try to get something they want at the expense of the interests of other parties. According to Robbins (1998), conflict is caused by the behavior of individuals who tend to be in opposition to other individuals. This is triggered by several personality factors such as one party feeling hindered by his personal interests.

Handling conflict appropriately and positively is when the problem that causes conflict can be resolved without resolution actions such as fighting and involving violence that will have a negative impact on adolescents, with the conflicting party, the environment and the surrounding community (Charles and Kerig, 2000).

Appropriate and positive conflict management is conflict management that is able to increase conflict needs from bad conflict needs to good conflict needs, namely by designing a procedural system that allows parties involved in the conflict to exchange ideas, ideas, opinions, information and issue complaints to each other so that each party to the conflict will feel equally the problems faced by each party (Jones in Suzanto, 2004).

Interpersonal conflict is something that cannot be avoided in the daily social life of adolescents, and demands to be resolved properly, so that adolescents are able to become successful adolescents. Success because it is able to go through conflict-filled times with peers, which is important in the stage of a teenager's life where almost all adolescent time is spent with his peers Hurlock, (2004). Therefore, the ability to manage interpersonal conflicts well becomes very important for adolescents.

The way to resolve interpersonal conflicts positively is to choose the right style of managing conflicts, because if interpersonal conflicts are managed in an inappropriate way conflict will be destructive, such as causing problems that cause unresolved conflicts, deteriorating relationships with friends who are in conflict. All

of this will have a negative effect on adolescents, their peers and the environment around them (Deustch, 1993).

Proper conflict management requires the right conflict management style, so once again adolescents are required to be able to choose the right conflict management style. But in reality, adolescents are often in a difficult situation to choose a fixed style of managing conflict, so adolescents are often trapped in poor conflict management that leads to fights and violence. This is because adolescents are in a period of developmental transition, which biologically makes hormone growth take place very quickly. Causes adolescents to experience depression, emotional instability, feelings of chaos, feelings of upset, and fluctuating mood changes (Harlock, 2004).

This transition phase is one of the causes of adolescents often having difficulty choosing the right way of conflict management in resolving their interpersonal conflicts. Another cause is that adolescents tend to force their personal desires to be fulfilled in various ways without thinking about the interests of other parties who conflict with them, this can be seen from some examples of real cases from surveys conducted by researchers at SMU Muhammadiyah 6 Jogjakarta where adolescents tend to resolve interpersonal conflicts by imposing their desires on the opponent of the conflict without thinking about the harmonization of interpersonal relationships. The way to manage conflict that tends to be used by adolescents can be categorized as a *competing style*.

Although other conflict management styles are also used by adolescents, the dominant style used by adolescents based on the survey results is this competitive style, which triggers adolescents to engage in fights and acts of violence. This is because both parties who are in conflict impose their respective opinions and ideas on the parties in conflict and consider conflict resolution like a competition that must be won, by doing various ways to make their opinions the winners in resolving the conflict (Thomas and Kilmann, 1978).

So, by looking at the two causes of adolescent difficulties to choose the ideal conflict management style, adolescents must be able to choose a conflict management style that it has both basic dimensions of interpersonal conflict resolution. These two dimensions are *Assertiveness* and *Cooperativeness*, *Assertiveness* is the individual's attempt to achieve his or her personal goals in conflict, and *cooperativeness* is an individual effort to satisfy the interests of the other party that is in conflict with him, aimed at maintaining the harmony of relations with other individuals involved in the conflict (Thomas and Kilmann, 1978).

According to Thomas-Kilmann there are five interpersonal conflict management styles that can be used to resolve interpersonal conflicts in adolescents. First, the *avoidance* style, which is a style of managing conflicts in an avoidant way where individuals choose not to face problems and people who are in conflict, when choosing this style, the conflict will be difficult to resolve or even not resolved at all. Second, the *accommodating* style, is a style in which individuals are more concerned with maintaining good relationships with people who are in conflict with them than achieving individual goals in conflict resolution, when adolescents choose to use this

style to manage conflicts, only good relationships are maintained but conflicts are not resolved properly.

Third, *the compromising style*, is a style of managing conflicts by compromise, where individuals sacrifice to give part of the goals they want to achieve and the other party also gives some of the goals by finding a middle ground from both differences so that all parties can achieve some of the desires to be achieved through compromising conflict resolution agreements. Fourth, *compiting style*, where individuals will strive to achieve conflict resolution goals in various ways, when this conflict management style is chosen, conflict resolution is achieved only for one party and relationship harmony may be difficult to maintain, when adolescents choose to manage conflict in this style then conflicts will be difficult to resolve and there is a possibility of conflicts becoming larger conflicts and interpersonal relationships that putrefy.

Fifth, *the collaborative style*, is a style of managing conflicts in which both parties collaborate all things that can be problem solving, and when this style of managing conflicts is chosen, conflict resolution will be achieved as a whole and harmonious relationships are also maintained *the study by Thomas and Kilmann, 1974*).

The choice of conflict management style is different for each teenager, inseparable from that every teenager naturally already has it, but of the five styles of managing Thomas-Kilman conflict in this study, the style chosen is the collaboration style (*collaborating style*) *because the collaboration style has based on research that has been conducted by Jeanne Morrison (2008), of the five styles of managing Thomas-Kilman conflict, the collaboration style has a relationship that positive for emotional and interpersonal skills such as self-awareness, self-management, social-awareness, relationship management*. All of these emotional skills are also part of emotional intelligence because collaboration styles are chosen as the most ideal styles for adolescents who are experiencing emotional turmoil during their developmental transition and are transitioning their new social environment from family to peers.

Jeanna Morrison in the results of her research stated that collaboration style is a positive way to handle interpersonal conflict. In addition, the collaboration style was also chosen because the problems related to interpersonal conflicts faced by adolescents are complex problems so that in managing interpersonal conflicts, a style is needed that is able to integrate differences such as the characteristics possessed by collaboration styles (rahim, 2001).

The ideal style selection ability is an accumulation of many external and internal factors. One of the internal factors that influence the processing of interpersonal conflict is emotional intelligence (Goleman, 2001). Various empirical evidence proves that conflict behavior that leads to disputes, fights and brawls of adolescents is related to aspects of adolescent emotional processing (Goleman, 2001).

The results of the analysis of brawl cases between students show that some adolescents today choose to resolve interpersonal conflicts by imposing their desires on those who are in conflict with them and trying every way to achieve their goals without thinking about other things. Gottman (Djuwarijah, 2002) shows that the

long-term tendency of adolescents who engage in fights and brawls on average is to degenerate in emotional skills.

Adolescents who often engage in violent conflicts and fights are found to have unstable emotions, frustration, insensitivity to the feelings of others, and have strong feelings of inferiority. This is because adolescents who cannot manage interpersonal conflicts properly which lead to arguments, blame other parties, run away from problems and choose to use the shortest way to solve problems that tend to be negative. When adolescents manage interpersonal conflict, many factors influence it. According to Hendricks (2006) the ability of individuals to manage conflict is influenced by various factors, namely external factors and internal factors. External factors consist of education, environment, culture and situation. Internal factors that influence conflict management are attitudes towards conflict, management and perception of conflict, emotions, intelligence, gender and personality factors.

According to Goleman (2001) good mood coordination is the essence of good social relationships. If a person can adjust himself and his mood by understanding the feelings of others and the moods of others, then he will be able to understand the feelings of others such as sympathizing and empathizing. Individuals like this are individuals who have a good level of emotionality and will be easier to adjust in social associations and new social environments. Emotional intelligence is seen in things such as how adolescents are able to understand the emotions they are feeling inside, then able to express the emotions they are feeling well and try to balance themselves and their emotions with the surrounding environment so that adolescents can control their feelings and are able to express emotional reactions according to the time and conditions of their environment so that interactions with others can be established smoothly and effectively Fatimah, (2006).

So, if the teenager has good emotional intelligence, the teenager will have good emotional control as well. Emotional intelligence accompanied by good emotional control will be able to help adolescents overcome social problems faced by adolescents in the form of interpersonal conflicts with peers. Adolescent emotional intelligence is an important indication in the management of interpersonal conflicts, because during the transition period the development of adolescent boys and adolescent girls both experience uncomfortable conditions due to the influence of emotional turmoil that is still unstable.

While in their daily lives adolescents encounter various kinds of interpersonal conflicts with their peers that require them to be able to manage conflicts positively. At the stage of adolescent development, which is the threshold between children and adults, is filled with emotional turmoil of adolescents who are still labile, making adolescents vulnerable to conflicts, as well as inevitable interpersonal conflicts that occur in adolescent daily life, adolescents have emotional intelligence so that adolescents are able to manage their personal emotions correctly and are able to understand the emotions of others well. As well as logical and systematic thinking is needed by adolescents to hone their ability to manage conflicts faced well (Dariyo in pohan, 2005).

So, seeing this condition is very important to use emotions appropriately and develop emotional intelligence skills to help adolescents in managing interpersonal conflicts in everyday life, considering that at this time adolescents experience many difficulties in adjusting themselves and the social environment so that adolescents also have difficulty managing interpersonal conflicts positively. Therefore, with the ability to manage and utilize emotions appropriately, adolescents can resolve conflicts using effective interpersonal conflict management styles. So, the question that becomes a problem will arise, namely whether there is a relationship between emotional intelligence and the style of managing interpersonal conflicts in adolescents.

METHOD

The subjects in this study were high school students at SMU X. The subjects were a group of middle-age adolescents who had an age range from 16 to 18 years. The data collection method used in this study was the questionnaire method. There are two scales used, namely the modification of *The Thomas-Kilmann mode instrument* (TKI) which has been modified by the researcher himself and the Emotional Intelligence Scale.

The data analysis method used is statistical method. Consideration of the use of statistical methods because this method is a scientific way that is prepared to collect, compile, present, and analyze research data in the form of numbers. The statistical analysis method used in this study uses data analysis with *product moment correlation techniques* from Pearson. Data analysis was performed with a computer using the program *SPSS version 15.00 for windows*.

RESULTS AND DISCUSSION

The research subjects who were respondents in this study were 70 students and students of SMA X. To get a more detailed general picture of the characteristics of the subject, the subjects will be grouped by age and gender. The grouping of subjects by age and gender can be seen in table 1 below:

Table 1. Description of the Research Subject

No	Factor	Category	Sum
1.	Gender	a. Man	38
		b. Woman	32
2.	Class	a. IX IPA 1	33
		b. IX IPS 1	24
		c. IX IPS 2	15
3.	Age	a. 16 years old	55
		b. 17 years old	15

Based on table 1, it can be seen that there are 38 male subjects and 32 female subjects. The number of research subjects between men and women is almost the same number, the difference in number between male and female subjects is only 6 people. The distribution of research subjects is divided into three classes, namely class IX IPA 1, IX IPS 1 and IX IPS 2. The number of subjects aged 17 was 55 subjects

and the number of subjects aged 16 years was 15 subjects, this shows a large number of differences between subjects aged 17 and 16 years at a difference of 40 people.

Description of research data

A brief overview of research data in general containing basic statistical functions of each variable can be seen in full in table 2 below:

Table 2. Description of Research Data

Variable	Score Hypothetical				Score Empirical			
	X Min	X Max	Mean	SD	X Min	X Max	Mean	SD
TO BE	24	96	60	12	33	96	75,80	13,309
GK	40	160	100	20	58	157	124,54	20,381

Remarks: KE = Emotional Intelligence

GK = Collaboration Style

Mean Hipotetik = $\frac{X_{min} + X_{max}}{2}$

SD Hipotetik = $\frac{X_{max} - X_{min}}{2}$

Based on the description of research data in table 2, it can be seen that the empirical mean for emotional intelligence variables is 75.80 and the *hypothetical mean is 60*. The empirical mean for emotional intelligence variables is greater than the hypothetical mean. This shows that the subjects in this study have a tendency to high emotional intelligence.

As for the collaboration style variable, it can be seen that the *empirical mean is 124.54 and the hypothetical mean is 100*. The empirical mean of the collaborating force variable is greater than its hypothetical mean. This shows that the subjects in this study have a tendency to a high collaboration style.

The description of the research data above will then be used to determine the criteria for categorization of subject groups on the variables studied. This categorization is intended to place individuals into separate groups in tiers according to a continuum based on the attributes measured, where this tiered continuum as for example from low to high (Azwar, 2005) states that this categorization is relative, so researchers can subjectively set the area of the interval that includes each desired category, as long as the determination is still within the limits of reasonableness. In this case, the researcher used the categorization formula created by Azwar (2005), in which there are five categories. The formula can be seen in table 3 below:

Table 3. Formula of categorization norms

No.	Category	Rumus Norma
1.	Very Low	$x \leq (m - 1,8p)$
2.	Low	$(L - 1.8s) \leq x \leq (L - 0.6s)$
3.	Keep	$(\mu - 0,6\sigma) < x \leq (\mu + 0,6\sigma)$
4.	Tall	$(\mu + 0,6\sigma) < x \leq (\mu + 1,8\sigma)$
5.	Very High	$x > (\mu + 1.8\sigma)$

Ket: μ : From the hypothetical Mean

σ : Standard Deviation

Based on the categorization norms mentioned earlier, the subjects of this study can be grouped into five categories on each variable, which can be seen in the following tables.

a. Emotional Intelligence

The categorization of emotional intelligence is determined based on the subject's total score on the emotional intelligence scale. Alternative answers move from numbers 1 to 4, as already mentioned above, the maximum score of emotional intelligence is 96 and the minimum score is 24 so the score range is 24 - 96. The standard deviation is 12, while the mean is 60. Based on these data, categorization for emotional intelligence variables can be determined in table 4 below:

Table 4. Data Categorization of Emotional Intelligence Variables

Category	Score Range	Sum	Percentage
Very Low	$x < 38.4$	2	2,86 %
Low	$38,4 \leq x \leq 52,8$	4	5,7 %
Keep	$52,8 < x \leq 67,2$	4	5,7%
Tall	$67,2 < x \leq 81,6$	37	52,87%
Very High	$x > 81.6$	23	32,87 %
Total		70	100 %

Ket: μ : From the hypothetical Mean

σ : Standard Deviation

Based on the table above, it can be seen that most of the subjects are in the high category, which is 37 students (52.87%). This shows that most of the subjects of this study tend to show high emotional intelligence, because when compared to the number of subjects in other categories that subjects with very low categorization of Emotional Intelligence as many as 2 subjects (2.86%), subjects with low category Emotional Intelligence as many as 4 subjects (5.7%) subjects with moderate category Emotional Intelligence as many as 4 subjects (5.7%), subjects with very high emotional intelligence were 23 subjects (32.87%).

b. Collaborative Style of interpersonal conflict management

The categorization of interpersonal conflict management collaboration styles was determined based on the subjects' total scores on the interpersonal conflict management collaboration style scale. Alternative answers move from numbers 1 to 4, as mentioned above, the maximum score of interpersonal conflict management collaboration style is 160 and the minimum score is 40 so the score range is 40 - 160. The standard deviation is 20, while the mean is 100. Based on these data, categorization for interpersonal conflict management collaboration styles can be grouped into five parts, namely very low, low, medium, high and very high. The criteria for the interpersonal conflict management collaboration style scale category can be seen in table 5 below:

Table 5. Collaboration Style Variable Data Categorization

Category	Score Range	Sum	Percentage
Very Low	$x < 64$	2	2,86 %
Low	$64 \leq x \leq 88$	4	5,7 %
Keep	$88 < x \leq 112$	7	10%
Tall	$112 < x \leq 136$	40	57,14%
Very High	$x > 136$	17	24,3 %
Total		70	100 %

Ket: μ : From the hypothetical Mean

σ : Standard Deviation

Based on the table above, it can be seen that most of the subjects are in the high category, which is 40 students (57.14%). This shows that most of the subjects of this study tend to show a high interpersonal conflict management collaboration style, because when compared to the number of subjects in other categories that the subjects of collaboration style are included in the very low category as many as 2 subjects (2.86%), subjects with a low category as many as 4 subjects (5.7%) and subjects with a medium category as many as 7 subjects (10%), and subjects with very high categories as many as 17 subjects (24.3%).

1. Assumption Test Results

Before the hypothesis test is carried out, an assumption test is first carried out which includes a Normality test and a Linearity test on the distribution of existing research data, as a condition for testing the correlation value so that there are no errors when drawing conclusions and so that the conclusions drawn do not deviate from the truth that should be. Testing of these assumptions is carried out with the help of statistical programs in the SPSS package version 15.00 for windows.

a. Normality Test

This normality assumption test is carried out to determine the distribution of normally distributed research data in a population. In this study, normality testing was performed using tests *one sample Kolmogorov-Smirnov*, which is useful for testing whether a sample comes from a population with a certain distribution, especially the normal distribution (Alhusin, 2002).

The normality test results showed abnormal distribution on the interpersonal conflict management collaboration style scale with KS-Z coefficients of 1.571 and $p = 0.14$ ($p > 0.05$). While the emotional intelligence scale also shows a normal distribution with a KS-Z coefficient of 1.183 and $p = 0.122$ ($p > 0.05$). With such normality test results, the normality assumption test for both scales is not met, because to meet the normality assumption test both scales must show a normal distribution while on both scales of this study one of the scales shows an abnormal distribution.

Table 6. Normality Test Results

Variable	K-S-Z	P	Status
Emotional Intelligence	1,157	0,014 ($p > 0,05$)	Abnormal
Collaboration Style	1,183	0,122 ($p > 0,05$)	Usual

b. Linearity Test

This linearity assumption test is used to see a linear relationship between the two variables in the study. The results of the linearity test show results with a coefficient $F = 395.687$ and $p = 0.000$ ($p < 0.01$). With these results, it can be shown that the relationship between emotional intelligence and interpersonal conflict management collaboration style satisfies the assumption of linearity.

2. Hypothesis Test Results

After the assumption test was carried out, the research data was declared not to have passed the assumption test, because only the linearity test was able to pass the research data and the normality test failed to be met, while to pass the assumption test the research data must be able to meet normality. So, for the next non-parametric test, this is because the assumption test cannot be fulfilled by the results of this research data.

Analysis of non-parametric test data using Spearman-rho correlation, on the computer program SPSS for windows 15.00. This test is to test the hypothesis of whether there is a relationship between emotional intelligence and collaboration style interpersonal conflict management. The results of the analysis showed a correlation coefficient r of 0.808 with $p = 0.000$ ($p < 0.01$). From these results, it can be seen that there is a very significant positive relationship between emotional intelligence and collaboration style of interpersonal conflict management. This can mean that the higher the level of emotional intelligence, the higher the collaboration style of interpersonal conflict management. Thus, the previously proposed research hypothesis is acceptable. In addition, it can also be seen that the effective contribution with the value of $R^2 = 0.838$ or 83%, which means that the effective contribution of emotional intelligence is very high to the style of collaboration in the management of interpersonal conflicts.

Discussion

This study was intended to look for the relationship between emotional intelligence and collaboration style in interpersonal conflict management in adolescents.

The results of the analysis of the data obtained in the study showed a positive relationship between emotional intelligence and collaboration styles in managing interpersonal conflicts between adolescents. This is known from the results of the effective contribution which is worth $R^2 = 0.838$ or 83%. This means that the effective contribution of emotional intelligence is very high to collaboration style, which is 83% in the management of interpersonal conflicts. In addition, it can also be seen from the analysis obtained the value of the correlation coefficient which is positive value, namely $p = 0.000$ ($p < 0.01$), showing that there is a very significant positive relationship between the two variables. That is, the higher the level of emotional intelligence, the higher the collaboration style in managing interpersonal conflicts in adolescents. Conversely, the lower the emotional intelligence, the lower the collaboration style in managing interpersonal conflicts in adolescents. Thus the hypothesis that the researcher proposed has been acceptable.

The results of this study support the findings of Aziz's (2006) research which indicates emotional intelligence affects the ability of individuals to control emotional impulses and be able to appreciate or empathize with others.

Adolescents who have good emotional intelligence tend to be able to recognize their emotions, control themselves and be able to motivate themselves so that they can give encouragement to themselves to act directly to find ways or styles of managing conflicts that are effective for conflict resolution. Of course, this is the method used by adolescents to find the best solution to the interpersonal conflicts they are facing.

The high emotional intelligence possessed by the subject in this study can be caused by the subject having learning experiences both from school, family environment and experiences with their peers which are the part most often in contact with the subject in daily routine and also which will play a lot of roles in efforts to resolve various interpersonal conflicts faced by adolescents where the subject and his peers are in a vulnerable period conflict.

This is in accordance with the opinion of Goleman (2001), that one of the factors that influence emotional intelligence is experience. Experience after experience of subjects with different conflicts and how subjects manage their experiences to deal with conflicts well indirectly give adolescents the ability to learn how they see their point of view and see different sides of friends who are in conflict with them.

Looking at the results of this study, it can be understood if the emotional intelligence possessed by adolescents has an influence on the formation of a more positive personality, this is because adolescents are able to have awareness of their feelings when they occur and make adolescents have a good understanding of personal emotions. If the teenager is able to understand his emotions, then he will be able to manage his feelings well so that those feelings can be expressed in an appropriate way. In addition, adolescents are also able to motivate themselves to tend to have a positive outlook in assessing something that happens in themselves.

Emotional intelligence possessed by adolescents based on the results of research will also have a positive influence on adolescents in fostering relationships with others, because adolescents will be able to recognize various forms of other people's emotions by empathizing, this will affect when adolescents build a relationship with their peers. Making adolescents able to interact better in their new social environment because their emotional intelligence makes adolescents able to understand others outside themselves better. Social relationships that exist between adolescents and their peers will provide a positive atmosphere to grow and develop good positive relationships as well. In this case, the relationships established between adolescents and peers as well as people around them including family members.

And this can help adolescents resolve interpersonal conflicts faced in everyday life. Interpersonal conflicts that occur between adolescents can also be related to behavioral problems and attitudes of adolescents in general, which is a form of implication of the low level of ability to resolve conflicts caused by the inability of adolescents to manage emotions properly.

The ability to manage emotions according to Goleman (2001) is a way that can be used to develop attitudes able to recognize emotions through fostering self-awareness about the feelings that exist within oneself, and after being able to recognize personal emotions then can have the ability to control and manage their emotions so as to make adolescents individuals who know exactly what their personal desires are and are able to manage their emotional impulses and respond to conflicts with Good when it comes to dealing with interpersonal conflicts with their peers.

According to Eko Warni (Djuariah, 2002) that one way that can be used to develop an attitude of being able to manage emotions is to develop an empathetic attitude, namely by practicing caring and sensitive attitudes to difficulties in others and trying to help them so that when adolescents are faced with interpersonal conflict situations, adolescents are able to manage conflicts positively by knowing the wishes of those who are in conflict with them and what goals they want to achieve.

In addition, the results showed a positive relationship between emotional intelligence and collaboration style in managing interpersonal conflict in adolescents, this study also showed the results that the study subjects in general had a high level of emotional intelligence and had a high level of collaboration style in managing interpersonal conflict. The high level of emotional intelligence possessed by the subject is not an indication that the subject has had a high level of emotional intelligence.

When referring to the theory expressed by Goleman (2001) where the role of IQ is only about 20% to sustain the success of one's life, while 80% of other factors are determined by various other factors in life. Furthermore, Goleman stated that the importance of managing emotions for humans in decision making, especially in resolving interpersonal conflicts and also providing the ability to manage interpersonal conflicts that they are facing. Low emotional intelligence affects adolescents in building relationships with peers and others, this is due to the low level of emotional intelligence that makes them unable to control emotional impulses and unable to empathize with others so that adolescents cannot know what desires are to be achieved by people who are in conflict with them.

Thomas and Howard (Djuariah, 2002) stated the results of research from seven thousand Americans that the benefits of empathy are having better emotional adjustment, more open, more successful, and people who are more motivated have the desire and ability to deal with interpersonal conflict. Self-preservation equals hard work, and hard work will lead to personal success and satisfaction.

The results of the study convinced that emotional intelligence has a close relationship with the ability to manage conflict positively, because of the ability of self-awareness to recognize emotions, regulate emotions, self-motivation, empathy and the ability to build relationships with others. Will improve the ability of adolescents to manage interpersonal conflicts by being able to choose the most effective conflict management style, which does not have a negative effect on resolving interpersonal conflicts. This is in line with what was conveyed by Wimbardi (Djuariah, 2002), suggesting that life success is largely determined by the ability to

relate to others, tenacity, resistance to temptation, optimism, being able to adjust, respecting the feelings of others, and so on. Teenagers who have good social skills will be able to put themselves in the shoes of others, so they can understand the thoughts and feelings of others.

When adolescents are faced with conflict situations that occur between themselves and others (interpersonal conflict), adolescents can choose a style of managing conflicts with the right style of managing conflicts so that adolescents can fulfill the desires to be achieved by others, not just their personal desires. Then the goals of both parties can be fulfilled and resolved fairly, at the discretion of both parties.

CONCLUSION

Based on research that has been conducted at SMA X, several conclusions can be drawn as follows:

1. There is a very significant positive relationship between emotional intelligence and collaboration-style interpersonal conflict management in adolescents. The higher the level of emotional intelligence, the higher the collaboration style in managing interpersonal conflicts between adolescents. Thus, the previously proposed research hypothesis is acceptable.
2. The subjects of this study generally had a level of emotional intelligence and management of collaborative style interpersonal conflicts in adolescents.
3. Based on the results of research emotional intelligence has a very large influence on the management of collaborative style interpersonal conflicts in adolescents, this can be seen from the effective contribution of emotional intelligence by eighty-three percent to the management of collaborative style interpersonal conflicts in adolescents.
4. So, it can be concluded that the influence of emotional intelligence on the management of interpersonal conflicts collaboration style in adolescents makes adolescents able to manage their interpersonal conflicts positively.

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