



## **Meningkatkan Kecerdasan Emosional: *Workshop* Pengembangan *Soft Skills* (*Emotional Intelligence Quotient*) untuk Mahasiswa**

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### **Abstrak**

*Workshop* pengembangan kecerdasan emosional (*Emotional Intelligence Quotient/EQ*) dilakukan untuk meningkatkan keterampilan *soft skills* mahasiswa. Kegiatan ini menyoroti pentingnya EQ dalam mendukung keberhasilan akademik dan profesional melalui pendekatan interaktif seperti simulasi, diskusi kelompok, dan refleksi diri. Analisis kebutuhan dilakukan untuk mengidentifikasi area peningkatan, termasuk regulasi emosi, komunikasi interpersonal, kerja sama tim, dan manajemen konflik. Hasilnya menunjukkan peningkatan signifikan dalam pemahaman dan keterampilan praktis peserta, seperti kesadaran diri, komunikasi empatik, dan kolaborasi. *Feedback* peserta menggarisbawahi efektivitas metode belajar berbasis pengalaman. Meskipun demikian, *workshop* ini memiliki keterbatasan dalam cakupan durasi yang membatasi eksplorasi konsep EQ yang lebih mendalam. Studi ini merekomendasikan pelatihan berkelanjutan untuk hasil yang lebih optimal.

**Kata kunci:** Kecerdasan Emosional, *Soft Skills*, Mahasiswa, Pelatihan Interaktif, Pengembangan Diri.

## **Enhancing Emotional Intelligence: *Soft Skills* Development *Workshop* (*Emotional Intelligence Quotient*) for Students**

### **Abstract**

The emotional intelligence (*Emotional Intelligence Quotient/EQ*) development workshop aimed to enhance students' soft skills. This initiative emphasized the importance of EQ in supporting academic and professional success through interactive approaches such as simulations, group discussions, and self-reflection. Needs analysis was conducted to identify improvement areas, including emotion regulation, interpersonal communication, teamwork, and conflict management. Results showed significant improvements in participants' understanding and practical skills, such as self-awareness, empathetic communication, and collaboration. Participant feedback highlighted the effectiveness of experiential learning methods. However, the workshop's one-day duration limited in-depth exploration of advanced EQ concepts. This study recommends continued training for more optimal outcomes.

**Keywords:** Emotional Intelligence, *Soft Skills*, Students, Interactive Training, Self-Development.

## PRELIMINARY

Soft skills, particularly emotional intelligence (EI), are critical competencies that underpin the success of university students in both academic and professional realms. Emotional intelligence, which encompasses the ability to recognize, understand, and manage emotions while effectively engaging with others, has been recognized as a key factor in fostering teamwork, leadership, and conflict resolution (Goleman, 1995). In the context of students in the Management Program at the Faculty of Economics and Business, Universitas Negeri Makassar, the development of these soft skills has become a focal point, given the significant role of EI in shaping competitive, competent, and ethical human resources.

However, the reality reflects suboptimal levels of soft skills among students, evident in difficulties with emotional regulation, interpersonal communication, teamwork, and conflict management. These challenges are largely attributed to the lack of structured training programs or practical activities targeting the enhancement of students' EI. Such deficiencies hinder their readiness to meet the demands of the professional world, which increasingly values emotional intelligence as a predictor of workplace success (Cherniss & Goleman, 2001).

In response to this gap, the Workshop on Soft Skill Development was introduced as a strategic initiative. This program aimed to raise awareness of the importance of EI, provide practical training in emotion management, effective communication, leadership, and collaboration, and equip students with skills relevant to the challenges of the global era. Interactive methodologies, such as simulations, group discussions, and self-reflection activities, were central to the workshop's design, aligning with pedagogical best practices for adult learners (Kolb, 1984). Furthermore, the involvement of experts in personal development and EI ensured that students received comprehensive and impactful learning experiences.

In its implementation, this workshop not only focuses on the development of individual emotional skills but also on the strengthening of social relationships among students. Through collaborative activities and group dynamics, participants are encouraged to share experiences, enhance their empathy skills, and improve their ability to build constructive interpersonal relationships. With this approach, students not only learn to manage themselves but also understand the importance of their role within a group, which in turn supports the development of a more inclusive and harmonious work culture. The success of this holistic soft skills development is expected to enhance students' emotional intelligence comprehensively, preparing them to face professional challenges with greater confidence and effectiveness.

Similar initiatives have demonstrated success in various contexts. For instance, a study by Jaeger (2003) highlighted the positive impact of EI training on student engagement and academic performance, particularly in business education. Similarly, a community outreach program at Universiti Kebangsaan Malaysia focused on enhancing soft skills through interactive workshops, reporting significant improvements in participants' communication and emotional regulation abilities (Hashim et al., 2018). These examples underscore the potential of structured EI interventions in fostering holistic student development.

By implementing this workshop, the Management Program at Universitas Negeri Makassar commits to cultivating graduates who are not only intellectually excellent but also emotionally mature and socially adept. These qualities are essential for thriving in competitive job markets and contributing positively to society. This article evaluates the outcomes of the workshop and explores its broader implications as a replicable model for soft skill development in higher education.

## METHOD

This community service activity focused on enhancing the soft skills of students in the Management Program at the Faculty of Economics and Business, Universitas Negeri Makassar, particularly in the area of emotional intelligence (EQ). The activity was conducted on November 14, 2024, in the ICT Room of the Management Program and involved participants representing various academic years and student leadership organizations (LDK).

The activity began with a discussion with the Head of the Management Program to establish the objectives and scope of the activity. A needs analysis was subsequently carried out to identify the key emotional intelligence skills requiring attention, such as emotion regulation, interpersonal communication, teamwork, and conflict management. Based on the results of this analysis, the program structure and workshop materials were developed, emphasizing interactive and experiential learning approaches. The workshop involved activities such as expert presentations, group discussions, role-playing, and self-reflection, all of which were designed to actively engage students and facilitate meaningful learning experiences.

Data collection for evaluation purposes was conducted through feedback forms distributed to participants at the end of the workshop. These forms aimed to capture participants' perceptions of the program's relevance, content quality, and overall impact on their understanding and application of emotional intelligence. Observations made by facilitators during the workshop provided additional qualitative insights into participant engagement and the effectiveness of the workshop methods. The collected data were analyzed descriptively to inform the evaluation and recommendations for future community service initiatives.

## FINDINGS AND DISCUSSION

The Workshop on Soft Skill Development, conducted on November 14, 2024, at the ICT Room of the Management Program, Faculty of Economics and Business, Universitas Negeri Makassar, yielded significant outcomes. This activity was designed to address gaps in students' emotional intelligence (EQ) and enhance their soft skills through interactive, structured learning.

The results are detailed based on the activity stages and key outcomes as follows: *First*, Initial Discussions and Needs Analysis. The activity began with discussions with the Head of the Management Program to align the workshop's objectives with the students' needs. A needs analysis was conducted to identify deficiencies in emotional intelligence, focusing on areas such as self-awareness, emotion regulation, interpersonal communication, teamwork, and conflict resolution. This step was crucial in ensuring the workshop addressed the specific challenges faced by students.

*Second*, Program Design and Preparation. Based on the needs analysis, the workshop structure and materials were developed to emphasize experiential learning methods, such as simulations, role-playing, and group discussions. Expert facilitators specializing in emotional intelligence and personal development were recruited to deliver engaging and impactful sessions. *Third*, Workshop Implementation. The workshop activities were structured to build a comprehensive understanding of EQ while providing opportunities for hands-on practice.

Key highlights include:

- Enhanced Understanding of Emotional Intelligence (EQ):

During the opening session, participants gained insights into the theoretical foundations of EQ, including its components: self-awareness, emotion regulation, interpersonal skills, empathy, and social skills. Feedback collected post-workshop indicated that 85% of participants felt they had a clearer understanding of how EQ influences success in teamwork, leadership, and conflict resolution.



Figure 1. Documentation of Soft Skill Enhancement Activities

- **Development of Practical Soft Skills:**  
Self-Awareness and Emotion Regulation: Guided self-reflection and emotion tracking exercises helped participants identify their emotional triggers and develop strategies to manage stress and negative emotions effectively. Facilitators observed participants applying these strategies during role-playing scenarios.
- **Interpersonal Communication:**  
Role-playing exercises focused on active listening and providing constructive feedback. Many participants reported improved clarity and empathy in their communication skills, applicable to both personal and academic settings.
- **Team Collaboration and Leadership:**  
Group discussions and team-based challenges provided opportunities to practice collaboration and empathetic leadership. Facilitators noted enhanced team dynamics as participants learned to appreciate diverse perspectives and resolve conflicts constructively.
- **High Levels of Participant Engagement:**  
Throughout the workshop, students exhibited enthusiasm and active participation. Panel discussions with experts and interactive Q&A sessions allowed students to share their experiences and seek advice on applying EQ concepts to real-world situations. Facilitators observed increased confidence in students who were initially hesitant to participate.



Figure 2. Participants of the Soft Skill Enhancement Activities



*Fourth, Evaluation and Feedback.* The effectiveness of the workshop was assessed through feedback forms distributed at the end of the session. Results showed that 90% of participants rated the activity as "very useful" or "useful." Students highlighted the interactive nature of the workshop as its greatest strength, particularly the role-playing, simulations, and group discussions, which made the learning process engaging and memorable. Suggestions for improvement included extending the workshop duration and incorporating follow-up sessions for deeper exploration of certain topics.

The structured design of the workshop successfully addressed gaps in students' emotional intelligence by combining theoretical knowledge with practical skill-building activities. The use of experiential learning methods, such as role-playing and group discussions, aligns with Kolb's experiential learning model (1984), emphasizing the value of active engagement and reflection in learning.

The workshop's focus on EQ also responds to the growing demand for soft skills in the modern workforce, as highlighted by the World Economic Forum (2020). By improving self-awareness, communication, and leadership skills, the program prepared students to navigate challenges in academic, personal, and professional contexts.

While the workshop achieved its objectives, certain limitations were noted. The one-day format limited the depth of exploration for some topics, particularly advanced EQ concepts. Future iterations of the program could benefit from follow-up sessions or a series of workshops to reinforce learning outcomes. Additionally, incorporating pre- and post-assessments would provide a more comprehensive evaluation of the program's impact over time.

Through this initiative, the Management Program at Universitas Negeri Makassar demonstrated its commitment to producing graduates equipped with both intellectual and emotional capabilities, preparing them to contribute positively to society and excel in their careers.

## CONCLUSION

The results of this workshop highlight the significant potential of structured, interactive programs in fostering soft skills development, particularly emotional intelligence, among university students. By addressing identified deficiencies in students' EQ, the workshop succeeded in enhancing their readiness to navigate both academic and professional challenges.

The use of experiential learning techniques, such as role-playing, self-reflection, and group discussions, aligns with established pedagogical theories, including Kolb's experiential learning model (1984), which emphasizes the importance of learning through experience. These methods not only facilitated a deeper understanding of EQ concepts but also equipped students with practical tools to apply in real-life contexts.

The workshop's focus on emotional intelligence addresses a critical competency gap in higher education. As noted in prior studies, EQ significantly influences key outcomes such as leadership effectiveness, teamwork, and conflict resolution (Cherniss & Goleman, 2001). The positive feedback from participants and their observed skill improvements underscore the importance of incorporating EQ training into the broader curriculum.

However, certain limitations were identified. The one-day duration of the workshop restricted the depth of exploration for some topics, particularly advanced EQ concepts such as conflict management and empathetic leadership. Future iterations of the program could include a series of workshops or mentorship programs to sustain and deepen learning outcomes. Additionally, incorporating a more robust evaluation framework, such as pre- and post-workshop assessments, would provide more comprehensive data on the program's impact.

The success of this initiative reflects the commitment of the Management Program at Universitas Negeri Makassar to align its educational offerings with global trends emphasizing the importance of soft skills. As highlighted by the World Economic Forum (2020), emotional

intelligence remains one of the most critical skills for thriving in the Fourth Industrial Revolution. By embedding similar programs into its curriculum, the university can continue to prepare its students to excel both academically and professionally, ensuring they are equipped to meet the challenges of a rapidly changing world.

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