

Storytelling to Enhance Emotional Intelligence: A Narrative Literature Review

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Abstract. As humans living in this world, we have emotions, which can be good or bad, such as anger. Aristotle's hard challenge, is it possible for us to direct our rage appropriately—that is, at the right person, in the right amount, at the right time, for the right reason, and in the right way? Then we can answer it correctly if we understand, develop, and enhance emotional intelligence within us. To enhance emotional intelligence in children, one of the important tools is storytelling. Because storytelling can assist children in coping with life and managing their emotions by imparting life lessons. This study aims to describe emotional intelligence, storytelling, and the benefits of storytelling to enhance emotional intelligence. In this study, a qualitative approach to a narrative literature review was utilized. The study concluded that emotional intelligence is an important competency that can be learned and mastered to survive in this 21st century. One powerful tool to enhance emotional intelligence is storytelling. It is necessary to systematically and strategically enhance children's emotional intelligence through storytelling.

Keywords: emotional intelligence, storytelling.

1. Introduction

It has been mentioned in various mass media that violence cases have so far increased. It affects not only the lower economic class but cases of violence also occur among the upper class, as is currently being widely reported in the Indonesian mass media, such as the Sambo case or the Mario Dandy case going viral. The two viral cases have really made the Indonesian people concerned and sad. These two viral cases can damage the good name of the Indonesian nation, known as a friendly society far from violence. Through these two viral cases, there is a big question mark as to why these cases occurred, what should be done so that such cases do not recur, and that there should not even be additional cases of the same kind because the community was clearly shown the violence that occurred in these two cases. So that in the end, the question of how to create a good, peaceful life, everyone can understand their emotions and act appropriately based on the emotions that occur to them can be answered.

Since the COVID-19 pandemic, violence has increased worldwide. The COVID-19 pandemic revealed that those already experiencing domestic abuse, violence, or child abuse were more vulnerable to abuse due to intensified, new, and recurring stressors [1]. Isolation, mental health issues, financial or job insecurity, stressed or burned-out parents, a worldwide social and economic crisis, institutional support mechanisms like schools and social services

consequences such as schools being closed, children having less access to care, the spread of disease, loss, and an increase in drug and alcohol use are the stressors that are covered in the literature [1]. There is also as a result of interpersonal, cultural, and economic factors, gender-based violence has become a worldwide public health and human rights crisis [2]. Emotional intelligence that has not been instilled and honed properly can cause people to become incapable of processing their emotions, causing many cases of violence to increase to date, especially with the recent COVID-19 pandemic.

However, violence can be reduced when people know, understand, and are willing to use and increase emotional intelligence. Emotional intelligence programs emphasize the significance of avoiding violence by teaching participants to channel their anger, improve their anger management, and express emotions appropriately [3]. Therefore, we need to learn more about emotional intelligence to understand our emotions, especially in the world of education, where it is essential to equip students with emotional intelligence through various methods, including storytelling, so that they are ready to face life in the 21st century safely.

When it comes to your feelings, the feelings of others, and the community's feelings, emotional intelligence refers to your capacity to recognize, investigate, and act within specific parameters [4]. Individuals with severe emotional levels of intelligence are generally good at perceiving and willingly perceiving the emotions of others as well. They are friendly, strong, and hopeful. Developing emotional intelligence can make people more useful and profitable, be more effective at what they do, and help others.

Life experience is best understood through the medium of storytelling [5]. In addition, it helps us cope and prepare for various situations and social issues that we will face in the future. Stories can promote spirituality, kindness, solidarity, empathy, and overcoming discrimination. The stories children hear can have lasting effects that vary by child, gender, and type of story [6].

Many studies in today's education describe the important role of emotional intelligence in learning success. Emotional intelligence is one of the critical factors in supporting children's achievement in school and later in their professional lives [7]. Emotional intelligence has also been shown to influence various long-term abilities. It occurs as a reminder that emotional intelligence is an essential focus of educational improvement today.

On the other hand, in order to equip students for the challenges of the future, we need a way to develop, strengthen, and improve their emotional intelligence. This study aims to describe emotional intelligence, storytelling, and the benefits of storytelling to enhance emotional intelligence.

2. Method of the Research

The research method used by researchers is a qualitative approach to a narrative literature review. The methodological framework for qualitative research is called a qualitative approach. Clearly or implicitly describe the objective of the qualitative study, the researcher's role, the research phase, and the data analysis technique. In general, the qualitative approach aims to address societal scientific and practical problems, involves naturalistic and interpretative approaches to various subjects, uses various empirical sources, and cannot be defined

numerically. Narrative literature review is a research method of reviewing published literature or sometimes unpublished material, it usually starts with a rationale for the review, and it is structured in a narrative style [8]. The narrative literature review describes and appraises published journals however the methods used to select the journals may not be described [9].

In conducting a literature search, researchers used the POP (Publish or Perish) application with Google Scholars as the search settings. The literature is selected based on reputable journals with a period between 2010-2023. Keywords used in the literature search, namely "Storytelling" and "Emotional Intelligence".

The inclusion criteria set by the researcher are journals published with the minimum year 2011, in English or Indonesian language, the journal contains a discussion of the relationship between storytelling and emotional intelligence. Meanwhile, the exclusion criteria set by the researcher were journals that discussed storytelling but were not related to emotional intelligence or vice versa, journals that discussed emotional intelligence but were not related to storytelling. From 100 search results were narrowed down again by reading abstracts and full papers, from each paper so that 20 journals were obtained which would be reviewed, analyzed, synthesized, and written the review in a narrative literature review.

3. Result and Discussion

After reading the journals that had been collected, twenty journals were obtained to meet the inclusion criteria. Based on the type of research used, there are 30% qualitative research, 25% quantitative research, 20% experimental research, 10% action research, 5% narrative inquiry, 5% community partnership program, and 5% using theoretical analysis, synthesis, generalization. The majority of research is conducted outside Indonesia. Based on the year of publication, there are 30% of journals in 2022, 15% of journals in 2017, 10% of journals in 2021, 10% of journals in 2020, 10% of journals in 2019, 10% of journals in 2018, 5% of journals in 2016, 5% of journals in 2015, and 5% journals in 2011.

Of the twenty journals reviewed, 7 journals examined storytelling for elementary school age, 6 for preschool age, 5 for adolescence age, and 2 for adulthood. Several previous studies specifically studied the use of storytelling at various age levels. Several previous studies specifically studied the use of storytelling at various age levels. Through this research it was found that storytelling brings positive benefits for all ages. Based on a review conducted on twenty selected journals, researchers found that storytelling is important to do, not only for preschool-aged children but even up to the age of adolescence and also adulthood, storytelling needs to be done. One of the important things to conducting storytelling is to enhance emotional intelligence in all ages. Even in the Islamic religion, through the Qur'an, many stories actually happened that Allah, the creator of this universe, tells through His words in the Qur'an so that humans (children to old age) can gain wisdom. With this wisdom, it is hoped that humans will have the skills to live a good life, including emotional intelligence to understand what is felt and act correctly on their emotions. This is reflected in the high ability of Hafidz Al-Qur'an students to recognize emotions, manage emotions, motivate themselves, recognize other people's emotions (empathy), and build relationships with others, which is a reflection of the values of the Al-Qur'an, which they always memorize and strive to practice [10].

Based on a review of the twenty journals that have been determined in this research, the results show that besides being able to increase emotional intelligence, storytelling also has a positive impact on language skills, mastering foreign languages, writing skills, increasing interest in reading, enhancing creativity, sharpening memory, make the child more happy, enthusiastic, more motivational, storytelling can also build empathy, build trust, build positive moral personality, enhance social skills and intelligence, and also through storytelling can provide a solid groundwork for applying literacy competencies for the twenty-first century.

Table 1. Journal Data Analyzed

No.	Journal Identity	Highlights of Findings
1.	Shaikh, Ms Afreen. A Study On Effects Of Story-Telling On Emotional Development Of Adolescence. <i>Proceedings of Visualising 21st Century Educational Milieu: Achieving Skill Competence Through Unconventional Practices, Rizvi College of Education, Mumbai, India: 17-18 December 2018.</i> Pp. 12-21.	Adolescent emotional intelligence is improved by storytelling.
2.	Mustika, Yumna Gina, and Kustiarini Kustiarini. The Implementation of Storytelling in Learning Bahasa Indonesia to develop Students' Emotional Intelligence. <i>JENIUS (Journal of Education Policy and Elementary Education Issues)</i> 3.1, p.p: 57-69 (2022).	The results show that storytelling in learning Bahasa Indonesia Effectively learners acquire' emotional intelligence because they are able to express their opinions, socialize with peers via Zoom meetings, be responsible for completing assignments, respect one another, and have a greater interest in exploring the lesson. Through storytelling, pupils will actively listen and memorize the story's content with ease.
3.	Zarifsanaiey, Nahid, et al. The effects of digital storytelling with group discussion on social and emotional intelligence among female elementary school students. <i>Cogent Psychology</i> 9.1: 2004872 (2022).	Integrating digital storytelling into discussions in groups significantly improved the intelligence in social and emotional matters of elementary school students, especially girls.
4.	Johnsen, Jan-Are K., Melania Borit, and Lina Stangvaltaite-Mouhat. Using storytelling in undergraduate dental education: Students' experiences of emotional competence training. <i>European Journal of Dental Education</i> (2022).	The emotional competency course's use of storytelling appears to help students reflect on their role as dentists. Students believed the stories helped them reflect on their clinical work and more effectively regulate their emotional experiences in clinical situations.
5.	Suryani, Ratna, Sugiyo Pranoto, and Budi Astuti. The effectiveness of storytelling and roleplaying media in enhancing early childhood empathy. <i>Journal of Primary Education</i> 9.5, p.p: 546-553 (2020).	Storytelling and role-playing media can greatly enhance a child's empathy from an early age.

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| 6. | Wardiah, Dessy. Peran storytelling dalam meningkatkan kemampuan menulis, minat membaca dan kecerdasan emosional siswa. <i>Wahana Didaktika: Jurnal Ilmu Kependidikan</i> 15.2, p.p: 42-56. (2017). | Storytelling plays a very important role in improving student's writing skills, reading interest, and emotional intelligence. |
| 7. | Parangu, R. Digital Storytelling. In <i>Proceedings of the 4th International Conference on Contemporary Social and Political Affairs (ICoCSPA 2018)</i> , pages 191-194. | Telling and listening to stories greatly fosters a child's intelligence and emotional intelligence. Storytelling sparks a child's creative power and encourages them to acquire new modes of thought. The digital age is a cultural and social trend, and cultural and social activities, such as storytelling, can transform during this time period. The results indicate that kids growing up in today 's fast - changing benefit greatly from digital storytelling. Consequently, they will learn with greater zeal. The digital form of storytelling makes it easier to recall the action being taken, and the effect is that what you see applies to your everyday activities. |
| 8. | Sulistianingsih, Endang. Efektifitas model pembelajaran berbasis dongeng digital untuk meningkatkan kecerdasan emosi peserta didik. <i>Jurnal Penelitian Pendidikan</i> 34.2, p.p: 121-126 (2017). | Digital storytelling is an efficient method of education that enhances pupils' emotional intelligence. |
| 9. | Audiffred_Hinojosa, A., F. P. Pantoja_Bedolla, T. J. Castillo_Correa, and L. E. Hernández_Aguilar. Best-Self Stories: Use Of Technology And Storytelling Through The Creation Of Stop-Motion Videos To Promote Positive Emotions And Emotional Intelligence Through Anticipation, Savoring, And Reminiscence. In <i>Proceedings of the International Conference on Education</i> , vol. 7, no. 1, pp. 277-285 (2021). | There is proof of the advantages of storytelling in teaching and learning, such as the establishment of critical thinking and resiliency and the use of storytelling and technology through the production of videos to enhance adolescents' emotional intelligence. |
| 10. | Bahri, Syamsul, Anwar Sadat, and Ummul Khair. Improvement Emotional Intelligence and English Language Ability Through Storytelling Activities in Elementary School Students Wajo District. <i>PATIKALA: Jurnal Pengabdian Kepada Masyarakat</i> 1.3, p.p: 128-133 (2022). | This program activity is part of a community partnership with the goal of raising kids with higher emotional intelligence and English proficiency. This is achieved through storytelling activities that tell fairy tales in English. |
| 11. | DENGA, Natalia. Conditions and methods of emotional intelligence development of | An effective tool for the student's emotional intelligence development is |
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- primary school students. *European Humanities Studies: State and Society* 1 (II), p.p: 197-216 (2019).
12. Beaulé, Caoimhe Isha, and Mari Viinikainen. Building trust with storytelling: Dialogues and encounters in the Arctic. *Empathy and business transformation*. Routledge, 2022. 104-118.
13. Sulistianingsih, Endang, Sanday Jamaludin, and Sumartono Sumartono. Digital storytelling: a powerful tool to develop student's emotional intelligence. *Journal of Curriculum Indonesia* 1.2, p.p: : 33-40 (2018).
14. Bratitsis, Tharrenos, and Petros Ziannas. From early childhood to special education: Interactive digital storytelling as a coaching approach for fostering social empathy. *Procedia Computer Science* 67 (2015): 231-240.
15. Pieterse, Gaye, and Rosemary Quilling. The impact of digital story-telling on trait Emotional Intelligence (EI) amongst the innovative technology introduction in the educational process including storytelling. Storytelling is the telling of stories that is art of exciting telling of stories and delivery of the required information with help to influence the emotional, motivational, and cognitive spheres of the listener.
- Storytelling as a methodology to build trust and empathy is broad, and there are many ways in which it could be developed. There is a strong connection between empathy and trust when engaging in cooperative action.
- One powerful teaching method that develops students' emotional intelligence is storytelling. In addition to being entertaining, digital storytelling is a rich basis for morality learnings that can help kids develop easily relatable, virtuous personas.
- Research trends such as Interactive use of interactive or non-interactive digital storytelling is to be arising in the ground of emotional intelligence and its elements. This paper investigates how the pattern in special education to endorse emotional and social intelligence, inclusivity and equality, and human engagement may apply to people with special needs. Researchers suggest as a final idea that both ways of training could be used more. Please find a way to connect with them. A way to connect with them. In line with these lines, the researchers looked at everyday life and normal social interactions "through the eyes of an autistic child" to help normal children understand what it's like to be autistic, especially in classrooms where children with and without autism are together. Researchers are making interactive digital stories that show how people interact with each other.
- Emotional intelligence can be increased through digital storytelling as an instructional tool. This study
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- adolescents in South Africa—a case study. *Procedia-Social and Behavioral Sciences* 28 (2011): 156-163.
- investigates whether a South African girl in her early teens who uses Web 2.0 tools to create digital stories develops greater emotional intelligence than other girls. Was designed to create and view personal digital stories has a profound effect on adolescents, causing them to question their prejudices against others. They can also "listen" to the adults surrounding them. This was a positive development, as teens generally perceive adults as "indifferent." The emotional development of adolescents is enhanced by viewing published digital stories. Often, it is more enjoyable than watching a peer's poorly-made film.
16. Oktiawati, Anisa, Yessy Pramita Widodo, and Nok Istianah. Storytelling Media Boneka Jari Kain Flanel Meningkatkan Kecerdasan Emosional Anak Usia Prasekolah. *Bhamada: Jurnal Ilmu dan Teknologi Kesehatan (E-Journal)* 11.2 (2020): 9-9. One of the stimulations that can be given to increase emotional intelligence is by providing learning through the storytelling technique using flannel finger puppet media. The conclusion is that storytelling with flannel finger puppets has a positive effect on the emotional intelligence of preschoolers in TK N Pembina Kedunggulung, Tarub District.
17. Rahim, Afri Risyofa. Meningkatkan Kecerdasan Anak Melalui Keterampilan Mendongeng. *SENTRI: Jurnal Riset Ilmiah* 1.1, p.p: 90-102 (2022). Children's psychological development and emotional intelligence can be aided by storytelling. Additionally, storytelling is a powerful medium for instilling ethics and various values such as honesty, humility, empathy, hard work, and social solidarity.
18. Widiastuti, Niken. Peran Mendongeng Dalam Melatih Kecerdasan Emosi Anak Usia Dini. *Provita: Jurnal Psikologi Pendidikan* 8.2 (2016). Storytelling activities can stimulate children's emotional development.
19. Dewi, N. L. M. L., and I. Made Rustika. Pengaruh Mendongeng Sambil Bermain Terhadap Kecerdasan Emosional Anak Usia 8-11 Tahun Di SD Negeri 8 Dauh Puri Denpasar. *Jurnal Psikologi Udayana* 4.1, p.p: 119-129 (2017). The development of a child's level of emotional intelligence is largely determined by environmental stimuli obtained from an early age. One stimulus that contributes to a child's growth is storytelling while playing. The results of this study indicate that storytelling while playing influences the emotional intelligence of children
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<p>20. Van der Spuy, Alicia, and Lakshmi Jayakrishnan. Making Sense of the Unknown: A Narrative Analysis of COVID-19 Stories as Told by WSU Research Students. <i>Research in Social Sciences and Technology</i> 6.2, p.p: 183-198 (2021).</p>	<p>aged 8 to 11 at SD Negeri 8 Dauh Pura, Denpasar.</p> <p>Storytelling is an essential instrument for comprehending life experiences. Personal narratives, historical documentaries, and those that educate the audience about a particular concept or practice can all be categorized as types of stories. These stories can be used to spark conversation about current global issues. Storytelling can therefore be viewed as an effective learning tool for students, providing a solid foundation for 'literature of the twenty-first century' skills and fostering emotional intelligence and social learning.</p>
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Based on the twenty journals reviewed, a description of emotional intelligence, storytelling, and the benefits of storytelling to enhance emotional intelligence is obtained. The following is a discussion of emotional intelligence, storytelling, and the benefits of storytelling to enhance emotional intelligence.

Emotional Intelligence

Emotional intelligence is closely related to how a person can understand and manage the emotions that exist in himself, can understand the emotions in other people, and can act appropriately to manage current feelings so that he can establish strong bonds with one's fellow man. Emotions play a crucial role in the course of a human being's existence through directing and guiding actions [11]. One definition of emotional intelligence is the ability to recognize and appropriately respond to the expressions of emotion in oneself and others [12]. According to Goleman, emotion is basically an urge to act on the stimulation faced by every individual, from children to adults [12]. A person's success in life is influenced by how they recognize and process emotions and establishes good relationships with others. Goleman states that various factors contribute to success in life, and IQ contributes about 20%, while the other 80% is influenced by other factors, one of which is emotional intelligence [13]. Based on Goleman, it can be understood that a person's success in life does not only depend on IQ even IQ plays a role of approximately only 20%, the rest are other factors, including emotional intelligence (EI), so it is very important that everyone can enhance emotional intelligence. Basically, improvements in emotional intelligence are possible through practice. We can conclude that emotional intelligence can be improved through practice because training has a positive and moderate effect on this construct [14]. This will greatly benefit everyone who always wants to change for the better, including in terms of raising their emotional intelligence to help them succeed in life and have healthy relationships with others. One's ability to handle life's stresses and feelings depends on how emotionally intelligent they are [15].

Empathy, effective communication or social skills, self-awareness, self-regulation, and motivation are five of the core components of emotional intelligence, as described by psychologist and author Daniel Goleman [16]. Self-awareness consists of knowing which emotions you are feeling and why, having beliefs about your own worth and abilities, and

knowing your own strengths and weaknesses. The ability to turn bad emotions into good ones, behavioral indicators are being able to control emotional impulses that can hurt or hurt other friends, maintaining a code of integrity in activities, being open to ideas and new information with ease, and taking personal responsibility for every performance is called self-regulation. Self-motivation is the ability to motivate yourself, having indicators such as encouragement to be better or meet standards of success, adjusting to the goals of the playgroup, positive disposition toward taking advantage of possibilities, and persistence in fighting for the goals to be achieved. Empathy is the capacity to understand and share the feelings of another person. Empathy's characteristics are understanding the emotions and perspectives of the other friends, seeking to meet her friends' needs, and facilitating opportunities through diverse friend interactions. Effective communication or social skills, or relationship-building skills include the capacity to create effective persuasion strategies, communicate ideas clearly and persuasively, negotiate and resolve conflicts, and cooperate with others to accomplish a common objective.

It is crucial to start cultivating emotional intelligence at a young age. By assisting children in managing their emotions, becoming aware of them, overcoming challenges, and demonstrating empathy for others, emotional intelligence bestows upon them several beneficial traits [6]. Children perform better in school, in their social lives, and in the workplace when they have developed emotional intelligence skills like empathy, problem-solving, optimism, and self-awareness. These abilities allow one to reflect, react, and understand a variety of environmental situations.

Storytelling

Storytelling is a story told orally with the hope that the child will benefit from the story [17]. The effort made by storytellers to verbally communicate feelings, ideas, or a story to children is known as storytelling [18]. Children can be told stories at any time and anywhere, and listening to stories makes them feel relaxed and happy to encourage their imagination [19]. By listening to stories, children will be happy to pay attention without feeling advised by parents or teachers. Along with the times, storytelling is done orally and digitally (digital storytelling). Bringing stories into the digital sphere and packaging them as attractively and interactively as possible so kids don't get bored is one way to preserve the storytelling culture [20]. In terms of digital storytelling, video is the most widely used medium [21].

These are the distinctions between oral storytelling and digital storytelling that can be found: in contrast to digital storytelling, oral storytelling does not require technology; when compared to digital storytelling, the time needed to prepare an oral story is much shorter; oral stories don't require any drafting or rewriting, whereas digital stories do; oral stories are process-based, while digital stories are process-and-product-based; content can be altered in oral stories while it is fixed in digital stories; both oral and digital storytelling involve a group of people, but the former requires them to mentally visualize the story's imagery while the latter allows them to view digital images; oral storytelling relies on the listener's imagination, while digital storytelling relies on the viewer's ability to see the story's imagery on a screen [22]. Both oral storytelling and digital storytelling bring positive benefits to listeners. Storytelling is not only for children even teenagers and adults enjoy listening to and watching storytelling. Storytelling is the oldest art of heritage that needs to be preserved and developed as one of the positive means to support interests socially and broadly.

Storytelling is a form of creativity for children, which prioritizes not only left brain abilities but also right brain abilities through its development, activating responsivity, sensibility, emotion, art, fantasy, and children's imagination. In storytelling activities, the storytelling process is vital because it is from this process that the message from the story can reach the

child [23]. When the storytelling process takes place, the audience absorbs the information communicated by the storyteller. Children's cognitive (knowledge), affective (emotions), social, and appreciative (appreciation) development can be accelerated through the use of storytelling. The basic functions of storytelling are motivational, unifying, communicative, a tool of influence, and utilitarian [24].

For the messages in stories to be conveyed properly, in storytelling, one must pay attention to the elements of stories, including the elements of theme, characters and characterizations, plot, and setting. In storytelling, we can use various types of stories, including fables, ordinary fairy tales, jokes and anecdotes, formulaic fairy tales, legends, sages, and myths. To bring positive benefits, it is necessary always to remember to insert good moral values in storytelling and use an interesting and different voice to describe each character in the story, voice intonation, character appreciation, movement and appearance, and expressions when telling a story must also be considered according to the atmosphere in the story, come up with interesting and funny things so that the story is more interesting and not boring, involve all audiences in storytelling activities such as question and answer activities or ice-breaking activities.

The Benefits of Storytelling to Enhance Emotional Intelligence

Based on a literature review conducted by researchers, it was found that storytelling, both oral storytelling and digital storytelling, is beneficial in enhancing emotional intelligence in early childhood to adulthood, for those who do not have special needs and for those who have special needs. Storytelling activities can stimulate the development of children's emotional intelligence [19]. Interpersonal and intrapersonal intelligence, which are essential components of emotional intelligence in young children, can be developed through storytelling [18]. Digital storytelling has proven effective at fostering social empathy, a component of emotional intelligence, in young children and children with special needs [11]. Storytelling is an emotional and exciting process that is easy to remember. Storytelling as an allegory of fairy tales and tales is well suited to shaping the verbal language and emotional intelligence of students [24]. Storytelling activities can be very helpful in improving children's mental and emotional intelligence. Indirectly, the benefits of storytelling lead to the formation of good habits in children [21]. Storytelling can be done using various media and activities. The emotional intelligence of preschoolers was impacted by flannel finger puppet storytelling [25]. Children who engage in story-telling while playing have higher emotional intelligence than children who do not [16]. The application of storytelling and role-playing methods is effective in increasing emotional intelligence in the form of social empathy skills [26].

Various benefits of storytelling have been proven through various studies conducted around the globe, including the benefits of storytelling to enhance emotional intelligence. Storytelling is good to do in the family, at school, or in social life. Storytelling is wonderful for educational purposes. Storytelling can be regarded as an effective learning education tool because it lays the groundwork for '21st-century' skills, provides and promotes emotional intelligence and social learning [5]. Storytelling plays a role in improving student's writing skills, reading interests, and emotional intelligence [23]. Storytelling while studying Indonesian effectively raises students' emotional intelligence; it encourages them to express their ideas, communicate with friends through Zoom meetings, carry out their duties responsibly, respect one another, and enthusiastically share lessons [15].

Digital storytelling provides the same benefits as traditional storytelling for enhancing emotional intelligence. Digital storytelling is effective media to develop children's emotional intelligence by building intimate contacts, message delivery/religious values, imaginative/fantasy education, emotional education, helping in the process of self-

identification, enriching the inner experience, entertainment, attention, and enriching character [17]. Digital storytelling is a powerful learning model that can help students improve their emotional intelligence [20]. Within the sub-dimensions of interpersonal abilities and coping with stress, the digital storytelling group's emotional intelligence score significantly improved [6]. The capacity of storytelling activities using digital fairy tales in English has been accomplished as a goal, and training in the creation of digital-based learning media, which was attended by about 60 teachers from Wajo Regency elementary schools, has led to an improvement in kids' emotional intelligence and students' English skills at partner schools [27].

Storytelling can also be used to enhance emotional intelligence from adolescence to adulthood. Adolescents' emotional intelligence is improved by storytelling [12]. There is proof that using technology and storytelling to make videos that work to develop emotional intelligence in teenagers can have positive effects on their learning, including the development of resilience and critical thinking [28]. Students' emotional intelligence appears to be improved by storytelling as part of an emotional literacy course by considering their role as dental health professionals [29]. Storytelling affects emotional intelligence with a role in inherent relational processes, helping to build trust, build relationships, and empathy among adult individual members and within groups through ongoing dialogue, which leads to success [30].

4. Conclusion

Based on the analysis in the narrative literature review that the researchers have conducted, it is clear that emotional intelligence is a crucial skill that can be learned and mastered to thrive in the twenty-first century, and one powerful tool to enhance emotional intelligence is storytelling. It is necessary to systematically and strategically enhance children's emotional intelligence through storytelling. Storytelling is beneficial educational activity to do to enhance emotional intelligence. Storytelling to enhance emotional intelligence is applicable from childhood to adulthood. Storytelling can be done anywhere and at any time; therefore, all parties, including parents, teachers, and the community, are required to be able to devote time and energy to storytelling with children, in particular, so that their emotional intelligence can be honed from a young age so that they will eventually be able to and prepared to live life successfully. Children whose emotional intelligence is honed from an early age will be able to understand what they are feeling and what other people are feeling, able to put emotions in the right place and time so that they can decide everything and act appropriately without hurting themselves or others.

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