

EMOTIONAL INTELLIGENCE: A GUIDE TO CRITICAL INFORMATION LITERACY IN THE DIGITAL AGE

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Abstract: The digital age has created an overwhelming amount of information, making it very important to know how to use it. This study seeks to investigate the influence of emotional intelligence on the enhancement of these skills. This study employed a Systematic Literature Review (SLR) methodology to examine four scientific articles published from 2020 to 2024, sourced from the Google Scholar database. The main findings indicate that individuals with high emotional intelligence tend to be more capable of managing emotions when faced with contradictory information, are more open to diverse perspectives, and show improvements in digital literacy and learning outcomes. These findings indicate that cultivating emotional intelligence may serve as an effective strategy for improving critical information literacy. This analysis leads to the conclusion that emotional intelligence is crucial for promoting logical decision-making, preventing the dissemination of false information, and successfully navigating the complexity of digital information.

Keywords: emotional intelligence; critical information literacy; disinformation

Abstrak: Era digital telah menghadirkan limpahan informasi yang tak terkendali, menjadikan literasi informasi kritis sebagai kemampuan krusial. Penelitian ini bertujuan untuk mengkaji peran kecerdasan emosional dalam meningkatkan keterampilan tersebut. Menggunakan pendekatan Systematic Literature Review (SLR), studi ini menganalisis empat artikel ilmiah yang diterbitkan antara tahun 2020 hingga 2024 dari basis data Google

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Scholar. Temuan utama menunjukkan bahwa individu dengan kecerdasan emosional yang tinggi cenderung lebih mampu mengelola emosi saat dihadapkan pada informasi yang kontradiktif, lebih terbuka terhadap beragam perspektif, serta menunjukkan peningkatan dalam literasi digital dan hasil belajar. Temuan ini mengindikasikan bahwa pengembangan kecerdasan emosional dapat menjadi salah satu strategi efektif untuk meningkatkan literasi informasi kritis. Berdasarkan analisis tersebut, disimpulkan bahwa kecerdasan emosional memegang peran penting dalam memfasilitasi pengambilan keputusan yang rasional, menghindari penyebaran misinformasi, dan navigasi yang efektif di tengah kompleksitas informasi digital.

Kata kunci: kecerdasan emosional; literasi informasi kritis; literasi digital; disinformasi

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INTRODUCTION

At this time, the rapid growth of the public's information has made it possible for people to become more knowledgeable about the information that is available online. The amount of information available on the internet is always increasing, which encourages the public to be more cautious while utilizing the information that is obtained.¹ That people today have been exposed to a lot of information from various social media platforms, which encourages people to be more cautious and to pay more attention to the information.² The proliferation of information in digital media, such as the internet, has greatly aided the general public in receiving and disseminating information to the public through practical means.³ Because of this, the public's ability to receive and understand information is crucial for gaining a deeper understanding of the information presented.

The aforementioned considerations in the dissemination of information by the general public nowadays must also be balanced with each person's capacity for information literacy. In order to better understand the massive amount of information available on the internet, people need knowledge that can help them learn and help them when they get digital information.⁴ Individual knowledge is

¹ D. Nugroho dan B. D. Raharja, *Modul Komputer dan Masyarakat* (2020).

² V. Juliswara, "Mengembangkan Model Literasi Media yang Berkebhinnekaan dalam Menganalisis Informasi Berita Palsu (hoax) di Media Sosial," *Jurnal Pemikiran Sosiologi* 4, no. 2 (2017): 1–15, <https://doi.org/10.22146/jps.v4i2.28586>.

³ H. Syafrial, *Literasi digital* (Nas Media Pustaka, 2023).

⁴ U. Amalia dkk., "Pengembangan Media Animasi Flash untuk Meningkatkan Critical Thinking Skill Remaja Melawan Hoaks," *Counsellia: Jurnal Bimbingan dan Konseling* 10, no. 2 (2020): 160–75, <https://doi.org/10.25273/counsellia.v10i2.7600>.

necessary to determine whether or not the information can be consumed. The public needs to understand information literacy in this day and age.⁵

Information literacy skills should be developed by understanding, expressing, and expressing one's own feelings as well as those of others, which is commonly referred to as emotional.⁶ Each person's ability to read and comprehend information is essential for understanding, comprehending, analyzing, evaluating, utilizing, and expressing the information they receive.⁷ It can be concluded that the SMK students' literacy skills continue to improve in the category of being with a 75% increase.⁸

The increase in information literacy is a result of technology's rapid advancement, making it easier for the general public to get information from many sources and media.⁹ However, increasing access to information also has negative effects, such as information overload, disinformation, and increasingly severe misinformation.¹⁰ Even though the general public's literacy level has increased, this ability frequently falls short of the level of available information complexity.¹¹ Searching and analyzing information alone is not enough; instead, people need to have more comprehensive skills to deal with information.¹² Information literacy also requires a high level of emotional intelligence and

⁵ I. Kurnianingsih dkk., "Upaya Peningkatan Kemampuan Literasi Digital Bagi Tenaga Perpustakaan Sekolah Dan Guru Di Wilayah Jakarta Pusat Melalui Pelatihan Literasi Informasi," *Jurnal Pengabdian kepada Masyarakat* 3, no. 1 (2017): 61–76, <https://doi.org/10.22146/jpkm.25370>.

⁶ B. Yuniarto dan R. P. Yudha, "Literasi digital sebagai penguatan pendidikan karakter menuju era society 5.0," *Edueksos Jurnal Pendidikan Sosial & Ekonomi* 10, no. 2 (2021), <https://doi.org/10.24235/eduksos.v10i2.8096>.

⁷ M. R. Hendrawan dan P. Putra, *Integrasi Manajemen Pengetahuan dan Literasi Informasi: Pendekatan Konsep dan Praktik* (Universitas Brawijaya Press, 2022).

⁸ D. S. Harahap dkk., "Literasi Informasi, Lingkungan Keluarga dan Minat Berwirausaha: Bagaimana Pengaruhnya Terhadap Perilaku Berwirausaha Siswa SMK?," *Jurnal Paedagogy* 10, no. 2 (2023): 417–30, <https://doi.org/10.33394/jp.v10i2.6876>.

⁹ A. R. Syujak, "Pengabdian Kepada Masyarakat Melalui Edukasi Dampak Perkembangan Teknologi Informasi dan Komunikasi Bagi Jamaah Majelis Ta'lim Masjid Al-Huda Sumber," *Budimas: Jurnal Pengabdian Masyarakat* 5, no. 1 (2023).

¹⁰ R. Sugihartati, *Paradoks Perkembangan Masyarakat Informasi: Antara Literasi Dan Kesenjangan Digital* (2022).

¹¹ U. Rodliyah, "Strategi Peningkatan Kemampuan Literasi Informasi Generasi Z," *Lentera Pustaka: Jurnal Kajian Ilmu Perpustakaan, Informasi dan Kearsipan* 10, no. 1 (2024): 77–90, <https://doi.org/10.14710/lenpust.v10i1.57381>.

¹² L. T. Hardianti, "Literasi Digital dan Berkembangnya Hate Speech di Media Sosial dalam Pilpres 2024," *Filosofi: Publikasi Ilmu Komunikasi, Desain, Seni Budaya* 1, no. 4 (2024): 61–72.

comprehension.¹³ Emotional intelligence is the capacity to understand and express one's own emotions as well as those of others, to motivate oneself, and to create effective relationships.¹⁴ Conceptually, emotional intelligence is believed to play a significant role in the information literacy process.¹⁵ Emotional intelligence enables us to maintain composure, refrain from rash decisions, and reason logically in the face of a wealth of frequently perplexing information.¹⁶ Empathy training helps us comprehend different viewpoints and assess data impartially.¹⁷ Furthermore, emotional intelligence helps us manage the stress that frequently results from information overload by improving our ability to choose and sift through reliable and pertinent information.¹⁸

Critical Information Literacy (CIL) is the most important skill in the context of information literacy in the digital age. CIL is a theory and practice that examines the sociopolitical aspects of information and challenges the ways in which power structures influence the production, dissemination, and consumption of knowledge.¹⁹ Beyond technical proficiency, media literacy calls for people to be critical of prevailing narratives in the digital sphere, reflective, and able to spot biases and covert agendas. These deep reflective and evaluative skills require a high degree of emotional discipline. Therefore, Emotional Intelligence (EI) becomes a crucial foundation for CIL, as it enables individuals to manage impulsive reactions to provocative information, practice empathy to understand diverse perspectives of sources, and maintain rational composure when evaluating complex data. It is this connection between EI and facilitating

¹³ T. I. Lestari, "Penerapan literasi informasi dalam ekspresi diri terhadap pustakawan di Balai Layanan Perpustakaan DPAD DIY," *SIGNIFICANT: Journal Of Research And Multidisciplinary* 2, no. 2 (2023): 88–104, <https://doi.org/10.62668/significant.v2i02.869>.

¹⁴ B. Y. Prabowo dkk., "Tingkat Kecerdasan Emosional Atlet Sepakbola PS IKM FC Usia 15 Tahun," *Score* 4, no. 1 (2024): 161–75.

¹⁵ A. R. A. Manaf dkk., "The Impact of Social Media Information Literacy on Malaysian Youth's Emotional Intelligence," *Journal of Techno-Social* 15, no. 2 (2023): 44–53, <https://doi.org/10.30880/jts.2023.15.02.005>.

¹⁶ M. Arnold dkk., "Dealing with Information Overload: A Comprehensive Review," *Frontiers in Psychology* 14 (2023): 1122200, <https://doi.org/10.3389/fpsyg.2023.1122200>.

¹⁷ J. Westendorp dkk., "The power of clinician-expressed empathy to increase information recall in advanced breast cancer care: an observational study in clinical care, exploring the mediating role of anxiety," *Patient Education and Counseling* 104, no. 5 (2021): 1109–15, <https://doi.org/10.1016/j.pec.2020.10.025>.

¹⁸ S. Misra dkk., "Information Overload, Stress, and Emergency Managerial Thinking," *International Journal of Disaster Risk Reduction* 51 (2020): 101762, <https://doi.org/10.1016/j.ijdrr.2020.101762>.

¹⁹ D. Emily dan E. Tewell, "Critical Information Literacy," 2019, https://academicworks.cuny.edu/gc_pubs/542.

CIL that forms the main conceptual focus of this study.

Within the framework of this research, the researcher refers to Goleman's (1995) theory, which outlines the aspects of emotional intelligence, focusing on self-awareness, self-management, self-motivation, empathy, and social skills.²⁰ Researchers also examine and analyze information presentation more intensively, one of which is by using the literature study method. In this literature study method, researchers search for and find previous research that will later be reviewed, examined, and understood in detail from the results of previous research through a review of scientific writing and library-based sources.²¹ This certainly allows for the relevance of the researcher in comparing previous scientific studies on the object to be discussed, which is related to the world of personality and information literacy.²²

Based on the above-mentioned background of the problem, the researcher interested conducted research under the title "Emotional Intelligence: A Guide to Critical Information Literacy in the Digital Age" because it examines the complexity of the challenges that people face while analyzing information in the digital age. Not only is emotional intelligence a powerful tool, however it is also a crucial component in creating comprehensive information literacy.²³ Through the writing of this scientific article, the research aims to shed further light on how emotional intelligence may be a guide for individuals and a means of navigating the complex and lively world of information. It is hoped that this research will help people understand the theoretical and scholarly understanding of the relationship between emotional intelligence and information literacy, as well as provide empirical support for further research in this area.

²⁰ E. Amanda dkk., "Hubungan Kecerdasan Emosi dengan Motivasi Belajar pada Siswa di SMP Negeri 8 Bukittinggi," *Jurnal EMPATI* 13, no. 3 (2024): 40–46, <https://doi.org/10.14710/empati.2024.42136>.

²¹ M. Ridwan dkk., "Pentingnya penerapan literature review pada penelitian ilmiah," *Jurnal Masohi* 2, no. 1 (2021): 42–51, <https://doi.org/10.36339/jmas.v2i1.427>.

²² A. R. Rahim, *Cara praktis penulisan karya ilmiah* (Zahir Publishing, 2020).

²³ S. O. Popoola dan W. P. Tabuke, "Psychological Capital and Information Literacy Skills as Determinants of Job Performance of Academic Library Employees in State Universities in South West," *Regional Journal of Information and Knowledge Management* 6, no. 1 (2021): 1–16, <https://doi.org/10.70759/zaaj7q91>.

RESEARCH METHODS

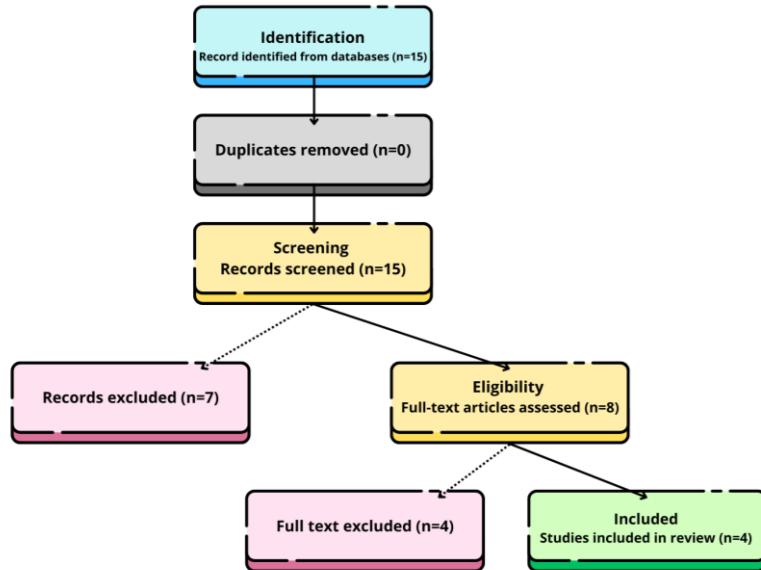


Figure 1. The Research Stage

Source: Authors' data processing, 2024

This research uses a Systematic Literature Review (SLR) approach as the main method. A literature study is a systematic research method for collecting, evaluating, analyzing, and integrating information from various sources relevant to the research.²⁴ In this context, SLR is used to examine in-depth with the aim of answering three research questions: (1) what is the most important emotional component that contributes to the development of critical literacy in information analysis. (2) how emotional intelligence might help people cope with "information overload" and create better decisions. (3) what is the role of emotional intelligence in education to develop emotional intelligence and information literacy.

Search Protocol and Selection Criteria

1. Databases and Time Range

The literature search was conducted systematically from January 2020 to April 2024. The main databases used are Google Scholar and ScienceDirect, which were chosen for their extensive coverage of multidisciplinary literature related to this topic.

²⁴ E. W. H. Budianto dan N. D. T. Dewi, "Pemetaan Penelitian Rasio Financial Value Added (FVA) pada Perbankan Syariah dan Konvensional: Studi Bibliometrik VOSviewer dan Literature Review," *BJRM (Bongaya Journal of Research in Management)* 6, no. 2 (2023): 1–10, <https://doi.org/10.21107/kompetensi.v17i1.20002>.

2. Keyword Strategy

The search was conducted using a combination of Boolean operators: ("Emotional Intelligence" AND "Critical Information Literacy") OR ("Kecerdasan Emosional" AND "Literasi Informasi Kritis") OR ("Emotional Intelligence" AND "Information Overload")

3. Inclusion and Exclusion Criteria

The search results were subjected to selection criteria in order to guarantee the validity of the data:

Table 1. Inclusion Criteria (Accepted)

Time Range	2020–2024
Document Type	Peer-reviewed journal articles and scientific journals
Topic	Discussing the relationship between Emotional Intelligence and Critical Information Literacy

Source: Authors' data processing, 2024

Table 2. Exclusion Criteria (Rejected)

Time Range	Articles outside the 2020–2024 timeframe
Document Type	Scientific Journal/ peer-reviewed journal articles
Topic	Articles that discuss only one concept (EI or IL) separately

Source: Authors' data processing, 2024

Literature Selection Process

The literature selection process was conducted in three main stages, following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol flow diagram:

1. Identification

The initial search using a combination of keywords yielded a total of 15 articles (Records identified from Databases, n=15). No duplicates were found in the search results.

2. Screening

All identified articles were then screened based on title and abstract to apply exclusion criteria. Seven (7) articles were excluded because they were not relevant to the topic of the relationship between emotions and critical literacy. Therefore, 8 articles remained for eligibility assessment (Reports screened, n=8).

3. Eligibility and Inclusion

The eight (8) articles underwent full-text screening. At this stage, 4 articles

were further excluded because they did not meet the focus of this research subtopic. Finally, 4 relevant articles that met all inclusion criteria were used as the main data source (Studies included in review, n=4).

Data analysis was conducted using thematic analysis techniques, focusing on:

1. The components of emotional intelligence that contribute most to the have development of critical information literacy.
2. How does emotional intelligence help individuals cope with information overload and decision making.
3. The role of emotional intelligence in education for developing both competencies.

The findings of this thematic analysis were then combined to create a strong conceptual framework that complied with the goals of the study.

RESULT AND DISCUSSION

The findings of the analysis process that looked at the function of emotional intelligence in critical information literacy in the digital age using the Systematic Literature Review (SLR) method are presented in this section. This study's findings are compiled from four pertinent scientific articles that act as the main information source after a thorough selection process. These articles were drawn from various study contexts and published within a specific timeframe, which will be explained in more detail in Table 1 as the basis for further discussion.

Table 1. Acquisition of Data Related to Emotional Intelligence
on Information Literacy

Code Article	Author Name	Article Title	Type of Research	Discussion
A1	Dr Andrew TEMBOGE CLN, Musa Yila UMAR CLN (PhD)	Emotional Intelligence and Creativity in Librarianship: Unlocking Innovation and Problem-Solving Abilities among Librarians in Northern	Quantitative Survey or Linear Regression	This research explores how the ability to understand and control emotions can influence the creative thinking skills of librarians in Northern Nigeria. This article will discuss how emotional skills, such as empathy and communication, can help librarians develop

		Nigeria ²⁵		innovative library services, design engaging programs, and solve problems related to information access and management.
A2	Yayan Alpian, M. Syarif Sumantri, Sri Yufiarti, Sri Wulan Anggraeni	Self-Concept and Emotional Intelligence in Relation with Digital Literacy ²⁶	Correlational quantitative	This scientific article examines the relationship between how a person perceives himself, his ability to understand and control emotions, and his ability to use digital devices. In other words, this research will find out if there is a link between a person's self-confidence, emotional intelligence, and digital skills.
A3	Syafnan, Eni Sumanti Nasution, Rina Hasri Ainun	Digital Literacy and Emotional Intelligence to Ibtidaiyah Madrasah Students' Learning Results ²⁷	Quasi-experimental research	This article focuses on how students' ability to utilize digital technology and their ability to manage emotions are interconnected and affect their learning outcomes.
A4	Maulina	Hubungan	Correlational quantitative	The title of this journal indicates that the

²⁵ A. Temboge dan U. M. A. R. Musa, "Emotional Intelligence and Creativity in Librarianship: Unlocking Innovation and Problem-Solving Abilities among Librarians in Northern Nigeria," *Niger Delta Journal of Library and Information Science* 5, no. 1 (2024): 25–37.

²⁶ Y. Alpian dkk., "Self-concept and emotional intelligence in relation with digital literacy," *Journal of Nonformal Education* 9, no. 1 (2023): 47–57, <https://doi.org/10.15294/jne.v9i1.42098>.

²⁷ S. Syafnan, "Digital Literacy and Emotional Intelligence to Ibtidaiyah Madrasah Students' Learning Results," *Chinese Journal of Geotechnical Engineering* 44, no. 8 (2022): 32–39.

Anisa Rahmadhani, Drs. Sukarjo, S.Pd., M.Pd.	Kecerdasan Emosional dan Literasi Digital dengan Hasil Belajar IPS ²⁸	research conducted wants to see the extent to which emotional intelligence and digital literacy (the ability to use digital technology) affect student learning outcomes in Social Studies subjects.
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Source: Authors' data processing, 2024

Data analysis was conducted using thematic analysis techniques, where findings from each selected article were identified, coded, and grouped to identify key patterns and themes related to the relationship between emotional intelligence and critical information literacy. Based on the synthesis of these four articles, this discussion is organized into several subheadings to systematically answer the research questions.

A. The Role of Emotional Intelligence in Enhancing Digital Literacy Skills and Student Learning Outcomes

Emotional intelligence (EQ) shows a strong correlation with the development of digital literacy and academic achievement, which collectively from the fundamental basis for the development of critical information literacy. This relationship is supported by research by Alpian et al. (A2, 2023) in Indonesia, which investigated the link between self-concept, EQ, and digital literacy. According to the study's findings, people with high EQ which is demonstrated by their ability to comprehend and regulate their own emotions also typically possess higher levels of digital literacy. Digital literacy, as used in this study, is the ability to use digital devices efficiently. This research suggests that people who can effectively control their emotions are more focused, flexible, and self-assured when using and interacting with technology. In the end, this circumstance fosters critical abilities for navigating the ecosystem of digital information.

Accordingly, a study by Syafnan et al. (A3, 2022) carried out in Indonesian elementary schools (madrasah ibtidaiyah) emphasized the connection between student learning outcomes, EQ, and digital literacy. This study demonstrates that students' academic performance is significantly impacted by their ability to use

²⁸ M. A. Rahmadhani dan Sukarjo, "Hubungan Kecerdasan Emosional dan Literasi Digital dengan Hasil Belajar IPS," *Joyful Learning Journal* 9, no. 3 (2020): 171–76, <https://doi.org/10.15294/jlj.v9i3.41547>.

digital technology and control their emotions. The example of elementary school pupils demonstrates how EQ influences learning and adaptability to a technologically advanced information environment from a young age. Additionally, Maulina Anisa Rahmadhani et al.'s (A4, 2020) analysis, which was conducted in an Indonesian context, looked at the connection between digital literacy and EQ and student learning achievement in Social Studies (IPS). According to this study, EQ helps students comprehend and assimilate pertinent information. The findings for these social studies students imply that EQ aids students in both receiving and more in-depth processing of data, even though the term "critical information literacy" is not used specifically in this study. This in-depth processing is an essential precondition for learning how to think critically about information.

B. The Role of Emotional Intelligence in Supporting Critical Thinking and Reasoned Decision-Making in the Information Age

Emotional intelligence has been found to be a significant component in the development of critical thinking abilities and logical decision-making when interacting with information, in addition to its relationship to digital literacy and learning outcomes. Temboge and Umar's study (A1, 2024), which involved librarians and was carried out in Northern Nigeria, investigates the relationship between emotional intelligence and creativity and problem-solving skills. Emotional competencies like empathy and effective communication aid librarians in creating novel services and resolving issues with access and information management, according to this quantitative study that used linear regression. These results imply that people (in this case, librarians) with high emotional intelligence will be better able to recognize information needs, assess sources, and adjust to challenging information situations in the context of critical information literacy. Communication skills facilitate critical discussions, while empathy aids in comprehending various points of view on information. The conclusion drawn from the synthesis of the four articles (A1, A2, A3, and A4) is that emotional intelligence makes people more flexible and objective when handling information. When presented with contradicting information, people with high emotional intelligence are typically more patient and receptive, which enables them to make more unbiased assessments and steer clear of confirmation bias. Maintaining a critical thinking mindset requires the capacity to control negative emotions when faced with difficult information. Because they are not readily influenced by the emotional appeal of false information, people with

emotional intelligence are better able to identify and reject emotionally charged misinformation.

C. Implications of Emotional Intelligence in the Development of Critical Information Literacy in Education

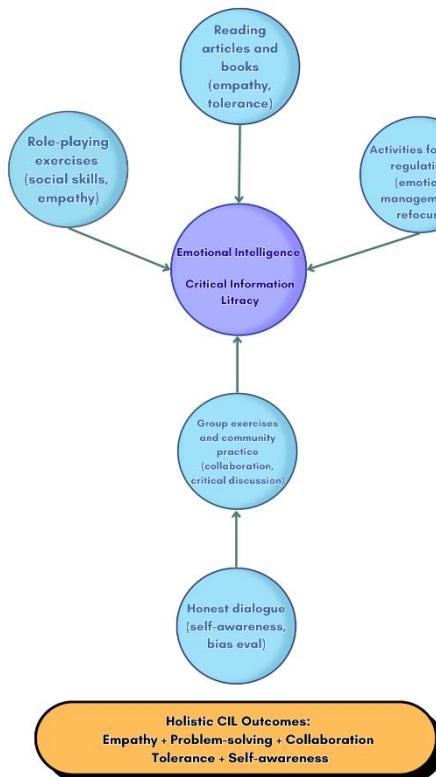


Figure 2. Implications of Emotional Intelligence in the Development of Critical Information Literacy in Education

Source: Authors' data processing, 2024

Given the importance of emotional intelligence as indicated by the literature review (A1–A4), incorporating EQ development into the curriculum is crucial for promoting critical information literacy in the classroom. Numerous initiatives and activities that have shown great efficacy can be used to carry out this implementation.

1. Reading articles and books

According to the literacy-focused articles (A2, A3, A4), reading exercises help students develop empathy and tolerance by enhancing their vocabulary and assisting them in comprehending a range of feelings, viewpoints, and life experiences.

2. Role-playing exercises

As evidenced by A1 findings on empathy and communication, students' social skills and empathy are critical for comprehending various points of view on information.

3. Activities for self-regulation

Students can return their attention to learning and assessing information by receiving assistance in managing their emotions, which is the cornerstone of self-management in emotional intelligence (related to A2, A3, and A4, which discuss self-regulation).

4. Group exercises and community practice

Improving social skills and the capacity to engage, exchange ideas, and form wholesome connections all of which are essential for critical discourse and cooperative information assessment (related to A1 on communication and A2, A3, and A4 which emphasize interaction).

5. Honest dialogue

Students can identify their strengths and weaknesses by expressing their thoughts and feelings in a safe environment. This fosters self-awareness, which is essential for assessing one's own biases when handling information (implications of A1-A4, which emphasize self-management and problem-solving).

Building emotional intelligence in the classroom should emphasize students' capacity to control and make positive use of their emotions in addition to their recognition of them. Students' critical information literacy can be improved holistically by learning how to effectively solve problems, develop empathy, and manage stress through the aforementioned activities.

CONCLUSION

The objective of this study is to investigate the significance of emotional intelligence in critical information literacy within the digital era, utilizing a Systematic Literature Review (SLR) methodology. This study, grounded in a thematic analysis of four scientific articles published from 2020 to 2024, concludes that emotional intelligence significantly enhances individuals' competencies in digital literacy, learning outcomes, critical thinking, and rational decision-making during information interaction. The findings from the reviewed articles (A1-A4) consistently demonstrate that components of emotional intelligence, including self-emotion regulation, empathy, and social competencies, enhance an individual's capacity to:

1. Effective and self-assured management of digital information, as seen in the

context of students' use of digital devices (A2, A3, A4).

2. Enhancing learning results since emotional intelligence promotes more in-depth information processing (A3, A4).
3. Gain proficiency in critical thinking and problem-solving, particularly when dealing with a variety of information challenges (A1, A2, A3, A4).
4. Overcome misinformation by making logical and impartial decisions by controlling one's own prejudices and remaining receptive to different viewpoints (synthesis of A1-A4).

It is crucial to remember that these findings are based on an examination of four distinct studies conducted within a specified time period and encompassing a range of contexts, including students in Indonesia and librarians in Nigeria. Consequently, even though these results offer important new information, more generalizations should be made cautiously and need to be confirmed by additional empirical research using a wider range of methodologies. Consequently, even though these results offer important new information, more generalizations should be made cautiously and need to be confirmed by additional empirical research using a wider range of methodologies. In order to improve students' critical information literacy and equip them to handle the complexity of information in the digital age, this study emphasizes how important it is to incorporate emotional intelligence development into educational programs..

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