Emotional Intelligence and Learning Interest in Improving Civics Learning Outcomes for Fifth Grade of Elementary Schools

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A R T I C L E   I N F O

A B S T R A K

Fakta yang terjadi saat ini adalah hasil belajar siswa pada muatan PPKn masih berada pada kategori rendah. Terdapat berbagai faktor yang menyebabkan rendahnya hasil belajar siswa. Penelitian ini bertujuan untuk menguji hubungan yang signifikan antara kecerdasan emosional dan minat belajar siswa terhadap hasil belajar PPKn siswa. Penelitian ini termasuk dalam pendekatan kuantitatif dengan jenis penelitian korelasional. Populasi dalam penelitian ini adalah siswa kelas V SD berjumlah 179 siswa. Penentuan sampel dilakukan dengan teknik probability sampling. Jumlah sampel dalam penelitian ini dibulatkan menjadi sebesar 124 siswa. Metode pengumpulan data yang digunakan adalah kuesioner dan studi dokumentasi. Sementara, data dianalisis menggunakan statistik inferensial. Hasil analisis data dengan pearson product moment, menunjukkan bahwa terdapat hubungan yang signifikan antara kecerdasan emosional dengan hasil belajar PPKn siswa. Selain itu, terdapat pula hubungan yang signifikan antara minat belajar dengan hasil belajar PPKn siswa. Berdasarkan hasil uji korelasi ganda, diketahui bahwa terdapat hubungan yang signifikan antara kecerdasan emosional dan minat belajar dengan hasil belajar PPKn siswa. Disimpulkan bahwa kecerdasan emosional dan minat yang tinggi dapat meningkatkan hasil belajar siswa. Implikasi penelitian ini yaitu kecerdasan emosional dan minat harus diperhatikan oleh setiap guru, sehingga siswa memiliki semangat belajar yang tinggi sehingga dapat meningkatkan hasil belajar PPKn pada siswa sekolah dasar. Informasi terbaru pada hasil penelitian ini dapat digunakan sebagai parameter pengembangan kecerdasan emosional dan minat belajar siswa.

A B S T R A C T

The current fact is that students' Civics learning outcomes are still in the low category. There are various factors that cause low student learning outcomes. This research aims to examine the significant relationship between emotional intelligence and students' interest in learning on students' Civics learning outcomes. This research is included in a quantitative approach with a correlational research type. The population in this study was 179 fifth grade elementary school students. Sample determination was carried out using probability sampling techniques. The number of samples in this study was rounded up to 124 students. The data collection methods used questionnaires and documentation studies. The data was analyzed using inferential statistics. The results of data analysis using Pearson Product Moment show that there is a significant relationship between emotional intelligence and student Civics learning outcomes. Apart from that, there is also a significant relationship between interest in learning and students' Civics learning outcomes. Based on the results of the multiple correlation test, it is known that there is a significant relationship between emotional intelligence and interest in learning and student Civics learning outcomes. It was concluded emotional intelligence and high interest can improve student learning outcomes. The implication of this research is emotional intelligence and interests must be considered by every teacher, so that students have a high enthusiasm for learning so they can improve Civics learning outcomes.. The latest information on the results of this research can be used as a parameter for developing students' emotional intelligence and interest in learning.

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1. INTRODUCTION

Education is the main foundation for the formation of quality individuals and society. It is hoped that improving human resources can be done through education (Kertia, 2019; Sulaksana & Wibawa, 2019; Dewi et al., 2018).An effective education system can provide meaningful learning outcomes for students (Dagong & Arsana, 2019; Listiawati, 2018; Lestari et al., 2018). A good educational process includes not only providing information, but also developing skills, in-depth understanding, and character formation. Teachers and education providers at schools should provide services with all supporting facilities that refer to student needs in accordance with the student's own growth and development (Muhlis et al., 2021; Ríordáin et al., 2019; Syahputra et al., 2017). This is because quality services can have a positive impact on student learning outcomes (Naziah et al., 2020; Shofiah et al., 2018; Izaak et al., 2016). Students are more likely to be actively involved in the learning process if they are given a learning environment that is appropriate to their level of growth and development (Hardiansyah & Misbahudholam, 2022; Martella et al., 2018). Having supporting facilities, such as a complete library, adequate technology, and a comfortable environment will make learning enjoyable. Previous research results also state that students can better understand lesson material and develop their skills when learning is designed to be fun (Cattaneo, 2017; Ismail et al., 2021). One of the learning subjects that requires fun learning activities is Pancasila and Citizenship Education or PPKn. It is very important to learn PPKn to form citizens with personalities in accordance with Pancasila values (Astawa et al., 2020; Sulistyo & Mediatati, 2019).

The development of the PPKn curriculum in Indonesia has experienced very dynamic changes, both in normative and substantial aspects. This development process has been going on for quite a while. The dynamic development of the PPKn curriculum in Indonesia is basically adjusted to the needs and vision and mission of the government which influences the formation of education policy in this country (Arisal et al., 2020; Khairunnisa, 2020; Kurniaman & Wuryandani, 2017). However, in practice, there are factors that are the main basis for implementing PPKn subjects, such as Pancasila, the 1945 Constitution of the Republic of Indonesia, political, legal, values, morals, local wisdom, and cultural diversity (Raharjo, 2020; Kurniawan & Wuryandani, 2017; Sapulette & Wardana, 2016). The high level of dynamicity in curriculum development, especially in the field of Civics, cannot be separated from changes in the political and legal situation in Indonesia.

However, in reality, there are still many students who have difficulty learning PPKn. Previous research findings also state that there are still many students who get low PPKn learning outcomes (Nurholisa et al., 2022; Astawa et al., 2020). Other research reveals that one of the factors that causes low student learning outcomes is inappropriate learning models or media, so that they do not facilitate students in learning (Dewi et al., 2019; Sholeh, 2019; Sriyanto et al., 2019). The results of observations carried out in Class V of SDN Gugus Ahmad Yani, Subah District in the PPKn subject also show that student learning outcomes are still quite low, because there are still many who have not reached the KKM.

The percentage of students who did not reach the KKM (80) for Class V at SDN Gugus Ahmad Yani in PPKn subjects was SDN Karang Tengah where there were 15 out of 28 students or 57.1% who did not reach the KKM. There are 6 out of 12 or 50% of Class V students at SDN Mangunharjo 01 who do not reach the KKM. Then, 3 out of 8 or 37.5% of SDN Mangunharjo 02 students scored below the KKM. 19 out of 39 or 48.7% of SDN Teggulangharjo students did not reach the KKM. 14 out of 29 or 48.2% of Class V students at SDN Menjangan did not reach the KKM. Furthermore, 9 out of 12 or 75% of Class V students at SDN Keborangan did not reach the KKM. There are 14 out of 29 or 57% of Class V students at SDN Kemiri 04 who did not reach the KKM. Finally, there were 14 out of 25 or 56% of Class V students at SDN Kemiri 06 who did not reach the KKM. Therefore, it can be concluded that the majority of class V students at Gugus Ahmad Yani State Elementary School have quite low learning outcomes.

Based on the results of interviews with class V teachers at SDN Gugus Ahmad Yani, it was found that most students did not actively listen when the teacher explained the material. Students feel less involved or interested in the material being taught. Students tend to lose interest and focus if the material presented is deemed irrelevant or uninteresting to them. Apart from that, other class V teachers also revealed that when learning was taking place and the teacher was explaining the material, most students tended not to follow carefully, but instead focused more on their own personal matters. The impact of this behavior turns out to have an influence on student learning outcomes. Thus, the temporary assumption is that student learning outcomes are closely related to emotional intelligence and interest in learning. This is because both have a significant impact on the learning process and student academic achievement.

Emotional intelligence is very important for every student (Tadjuddin et al., 2020; Said & Rahmawati, 2018). Emotional intelligence develops naturally, this means that a person does not inherently have emotional maturity just based on their biological age. However, emotional intelligence relies heavily on ongoing training and education (Ulfah et al., 2021; Jalaluddin et al., 2020; Naimah, 2019; Rambe et al., 2018). Other research also states that emotional intelligence instilled in children has a positive impact on

academic performance (Cantero et al., 2020; Nisrina et al., 2018; Rachmiati, 2016). Emotional intelligence is very important for elementary school students because it has a positive impact on their learning outcomes and development. Emotional intelligence helps students to better understand and recognize their own feelings (Ahad et al., 2021; Shafait et al., 2021; Tadjuddin et al., 2020). Students who can understand their emotions can better manage stress and anxiety that may arise during learning, thereby focusing more on learning. Apart from that, positive emotions will also influence students' interest in learning while participating in learning activities. Interest in learning can also be an important factor in student learning outcomes.

The importance of interest in learning greatly influences learning outcomes, because if students are not interested in the material being taught, they may lose interest in the learning process (Subandi et al., 2022; Setyowati & Widana, 2016). To understand the subject matter well, there needs to be proper concentration on what is being studied (Dusalan & Wirahmad, 2022; Charli et al., 2019). In addition, a student-centered learning process without adequate learning media facilities will have an impact on reducing students' interest in learning (Sari et al., 2021; Apriliani & Radia, 2020; Nursyam, 2019; Ula et al., 2020). One of the factors that influences students' interest in learning is the availability of learning media during the learning process. Learning media, especially the use of technology, is very vital in increasing students' interest in learning (Widiarti et al., 2021; Shafieiosgouei et al., 2018). Low student interest in learning will affect student learning outcomes (Primamukti & Farozin, 2018; Ratri et al., 2017). Therefore, high interest in learning is consistently associated with higher academic achievement. Students who are interested in learning have a greater opportunity to achieve superior learning outcomes. Previous research findings also reveal that learning outcomes are indeed an indicator of success in the world of education (Guo et al., 2020; Ardiyani & Gunarhadi, 2018; Nuswowati et al., 2017). Learning outcomes are the goal of the learning process, so it is necessary to pay attention to several factors that influence learning (Batlolona & Mahapoonyanont, 2019; Febriliani, 2018).

Learning outcomes reflect the extent to which students have understood the subject matter, mastered certain skills, and can apply the knowledge they have acquired in various situations. Positive learning outcomes include a strong understanding of the subject matter, creativity in problem solving, critical thinking skills, and a good attitude toward knowledge. PPKn in elementary schools is intended to instill a sense of love for the country, increase the national spirit, and shape the nation's personality in accordance with the philosophy, outlook on life, ideology and the foundations of the state, namely Pancasila (Zai & Harefa, 2023; Parawangsa et al., 2021). To achieve this goal, it is important to obtain superior learning outcomes for students. Based on the literature review that has been carried out, there has been no research that discusses emotional intelligence and interest in learning regarding Civics learning outcomes in class V elementary schools. The results of this research can be used as a reference or reference by teachers in achieving learning goals. In addition, it is hoped that the latest information from the results of this research can be used as a parameter for developing students' emotional intelligence and interest in learning. Based on this, the aim of this research is to test the significant relationship between emotional intelligence and student interest in learning and student Civics learning outcomes.

2. METHOD

This type of research is quantitative, with a correlational type of research to test the relationship between two variables. This research was conducted at Gugus Ahmad Yani Elementary School, Subah District, Batang Regency. The population in this study was Class V students at Gugus Ahmad Yani State Elementary School, Subah District, Batang Regency, totaling 179 students. In this research, the sampling technique used is the probability sampling technique. The probability sampling technique applied in this research is proportional stratified random sampling. The random sampling technique was carried out using the Slovin formula with an error rate set at 10%, so that the precision or accuracy of the sample was 90%. The number of samples in this study was rounded to 124 students.

Data collection was carried out using questionnaires and documentation studies. The documentation study method is used to collect data regarding the progress, development, or learning success of students without testing. Data collection using documentation studies is complemented or enriched by examining documents. Then, the questionnaire method is used to collect information regarding emotional intelligence and the level of interest in learning from students. Questionnaires were given directly to the research sample. The learning interest statement questionnaire consists of positive (favorable) and negative (unfavorable) question items. The emotional intelligence and interest in learning questionnaires were prepared using a Likert scale without neutral answer options. The questionnaire grid used in this research is described Table 1 and Table 2.

Table 1. Emotional Intelligence Questionnaire Grid

No	Indicator	Sub Indicator
1	Self-awareness	Understanding Emotions
		Self reflection
		Awareness of Learning Goals
		Introduction to Strengths and Weaknesses
2	Self-regulation	Time Management
		Learning Planning
		Self-control
		Independence in Learning
3	Self-motivation	Willingness to Learn
		Ability to Set Goals
		Endurance against Obstacles
		Awards for Achievement
4	Empathy	Understanding of Others
		Conflict Resolution
		Able to accept other people's points of view
		Addressing diversity
5	Social skills	Effective Communication
		Joint Problem Solving
		Team Collaboration
		Negotiation

Table 2. Learning Interest Questionnaire Grid

No	Indicator	Sub Indicator
1	Feeling happy	Positive response to learning
		Positive attitude towards the subject matter
2	Attention	Enthusiasm for learning
		Ability to focus on subject matter
		Don't get distracted easily while studying
		Listen to information well
3	Interest	Don't postpone tasks
		Strong interest in the learning subject
		Willingness to learn more deeply about a particular topic
4	Obtained satisfaction	Confidence in mastering the subject matter
		Feelings of joy when you succeed in understanding the material
		Adequate understanding of the subject matter
5	Attachment	Emotional involvement in learning
		Sense of responsibility for progress in learning. Have chemistry with the teacher
6	Participation	Active in asking questions to the teacher
		Active in answering teacher questions
		Willingness to participate in discussions or group assignments

Instrument validity testing was carried out using the Pearson Product Moment Correlation Formula. Meanwhile, the instrument reliability test uses Cronbach's Alpha. Based on the results of testing the emotional intelligence questionnaire, a Cronbach alpha value of 0.978 > 0.60 was obtained, so the statement that was declared valid was also reliable. Based on the results of testing the interest in learning questionnaire, a Cronbach value of 0.982 > 0.60 was obtained, so the statement items that were declared valid were also reliable. The data analysis technique used in this research is inferential statistics. The Pearson Product Moment Correlation Formula is used as a data analysis formula. The normality test in this study used the Kolmogorov-Smirnov test. The linearity test is a prerequisite test in parametric testing. In this study, the linearity test was carried out with the help of the SPSS program. Then, hypothesis testing in this research was carried out using a multiple correlation test assisted by the SPSS version 26 programme.

3. RESULT AND DISCUSSION

Result

Researchers analyzed trends in whether the data results were said to be low to very high. This analysis is based on using the mean and standard deviation for each variable. The tendency of data results for each variable is categorized into 5 groups. To explain the picture of students' emotional intelligence in this research, the data is described in the form of minimum, maximum scores, total scores, average scores, standard deviation and variance. The minimum emotional intelligence value is 67, the maximum value is 148, the total value is 14,909, the average value is 120.23, the standard deviation value is 19.8 and the variance is 394.929. Apart from that, researchers also analyzed trends in whether the data results were low to very high. A total of 12 students (10%) had emotional intelligence in the very low category, 28 students (23%) had the low category, 41 students (33%) in the medium category, 43 students (35%) in the high category, and 0 students (0 %) in the very high category. It can be concluded that the majority of students have emotional intelligence in the high category. Most of the students are around 17 students who have an emotional intelligence score of 140-145. On the other hand, a small number of students, around 1-3 students, have an emotional intelligence score of 75-80.

Data on student learning interest in this research is described in the form of minimum value, maximum value, total value, average value, standard deviation and variance. The minimum value for student interest in learning is 72, the maximum value is 148, the total value is 14,932, the average value is 120.42, the standard deviation value is 20.2 and the variance is 406.668. Apart from that, researchers also analyzed trends in whether the data results were low to very high. It is known that 13 students (10%) have emotional intelligence in the very low category, 27 students (22%) have the low category, 36 students (29%) in the medium category, 48 students (39%) in the high category, and 0 students (0%) in the very high category. It can be concluded that the majority of students have a high interest in learning. Most students have a learning interest score of 135-140. On the other hand, a small number of students, around 1-3 students, have a learning interest score of 80-85.

In explaining the description of student learning outcomes in this research, the data will be described in the form of minimum value, maximum value, total value, average value, standard deviation and variance. There were 124 samples in this study, the minimum value for student interest in learning was 20, the maximum value was 100, the total value was 9,393, the average value was 75.75, the standard deviation value was 15.094, and the variance was 227.831. Apart from that, researchers also analyzed trends in whether the data results were low to very high. A total of 37 students (30%) had learning outcomes in the very low category, 10 students (8%) had the low category, 44 students (35%) in the medium category, 31 students (25%) in the high category, and 0 students (0 %) in the very high category. It can be concluded that the majority of students have a moderate interest in learning. The majority, namely 28 students, had a learning outcome score of 80. On the other hand, a small number of students, around 1-3 students, had a learning interest score of 30.

The data normality test was carried out to determine whether the data obtained was normally distributed or not. The results of the normality test show that the significance value of the emotional intelligence variable is 0.216, the significance value of the learning interest variable is 0.123, and the significance value of the learning outcomes variable is 0.144. All significance values are greater than 0.05, so it can be concluded that the distribution is normal. The linearity test is a prerequisite test in parametric testing. As for the results of the linearity test, it is known that the significance value between the relationship between emotional intelligence and learning outcomes is 0.220 and the significance value between the relationship between interest in learning and learning outcomes is 0.115. The probability value (sig.) is greater than $\alpha = 0.05$, it can be concluded that the independent variable has a linear relationship with the dependent variable.

After the data obtained is normal and linear, then a hypothesis test is carried out. Pearson product moment correlation is used to assess the level of relationship and contribution between the independent variable and the dependent variable. This analysis method is included in the category of parametric statistics which requires data on an interval and ratio scale under certain conditions. For example, this method can be used when the data is taken at random, the data has a normal distribution, there is a linear relationship between the data, and the pairs of data that are linked correspond to the same subject. The results of the Pearson product moment correlation test for this research are presented in Table 3.

Table 3. Correlation of Emotional Intelligence with Learning Outcomes

	Variable	X1	Y
X1	Pearson Correlation	1	0.689
	Sig. (2-tailed)		0.000

	Variable	X1	Y
	N	124	124
Y	Pearson Correlation	0.689	1
	Sig. (2-tailed)	0.000	
	N	124	124

Based on Table 3, it is known that the significance value of emotional intelligence with learning outcomes is 0.00 < 0.05, so it can be concluded that Ha is accepted, which means there is a significant relationship between emotional intelligence and student learning outcomes. Meanwhile, the correlation coefficient of 0.689 can be interpreted to mean that the relationship between emotional intelligence and learning outcomes is classified as strong because it is between 0.60 – 0.799. After testing the Pearson product moment correlation, the r value itself can be applied to express the high and low contribution of variable X to Y. The results of data analysis show that the emotional intelligence variable contributes to the learning outcome variable by 47.4%. The results of the correlation between interest in learning and learning outcomes are presented inTable 4.

Table 4. Correlation of Learning Interest with Learning Outcomes

	Variable	X2	Y
X2	Pearson Correlation	1	0.812
	Sig. (2-tailed)		0.000
	N	124	124
Y	Pearson Correlation	0.812	1
	Sig. (2-tailed)	0.000	
	N	124	124

It is known that the significance value of learning interest with learning outcomes is 0.00 <0.05, so it can be concluded that Ha is accepted, which means there is a significant relationship between learning interest and student learning outcomes. Meanwhile, the connection coefficient of 0.812 can be interpreted as meaning that the relationship between interest and learning outcomes is continuously remembered for the extraordinary class because it is between 0.80 - 1.000. After testing the Pearson product moment correlation, the r value itself can be applied to express the level of commitment of variable X to Y. Based on the calculations above, it is known that the emotional intelligence variable contributes to the learning outcome variable by 65.93%. Multiple correlation is a value that shows the strength of the influence or relationship of two or more variables together with other variables (Situmeang & Oishi, 2023;Ghozali, 2021). The results of the multiple correlation test in this study are presented in Table 5.

Table 5. Multiple Correlation Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.821	0.674	0.669	8.686	0.674	125.223	2	121	0.000

Based on Table 5, it is known that the significance value of emotional intelligence and interest in learning with student learning outcomes is 0.00 <0.05. So it can be concluded that H_a is accepted, which means there is a significant relationship between emotional intelligence and interest in learning and student learning outcomes. Meanwhile, the correlation coefficient (r) of 0.821 can be interpreted to mean that the relationship between emotional intelligence and interest in learning and learning outcomes is included in the very strong category because it is between 0.80 – 1.000. Then the R Square value shows the contribution of emotional intelligence and interest in learning to learning outcomes of 0.672 or 67.4%.

Discussion

The results of the research show that there is a significant relationship between emotional intelligence and PPKn learning outcomes for Class V students at SD Negeri Gugus Ahmad Yani, Subah District, Batang Regency. The relationship between emotional intelligence and learning outcomes is included in the strong classification. The results of this study support research results which state that emotional intelligence is significantly related to learning outcomes (Fadhilah & Mukhlis, 2021; Prafitriani

et al., 2019).Emotional intelligence stimulates student focus on the learning process, encouraging students to retain their learning and knowledge (Munirah & Putri, 2018; Shafait et al., 2021).

A higher level of emotional intelligence in a child will increase his or her ability to quickly self-soothe, focus well, interact better with others, have a deeper understanding of others, and achieve better results in academic performance at school. This is reinforced by previous research findings which state that higher emotional intelligence will influence student learning achievement (Agustini et al., 2019; Prafitriani et al., 2019; Munirah & Putri, 2018). Intellectual intelligence (IQ) only contributes around 20% to success, while the other 80% is determined by other factors, including emotional intelligence or Emotional Quotient (EQ) (Arafa et al., 2022; Rachmawati & Yasin, 2021). However, a balance between IQ and EQ is considered the main key in achieving student learning success at school.

In this research, emotional intelligence refers to students' skills in recognizing and managing their personal emotions, motivating themselves, having empathy for other people's emotions, and the ability to build good relationships with other people. Learning success can be seen through the results of learning achievement and one of the psychological factors that contribute to learning achievement is emotional intelligence (Shafait et al., 2021; Fadhilah & Mukhlis, 2021; Ardian et al., 2019; Munirah & Putri, 2018;). Emotional intelligence is based on an individual's ability to understand their own feelings and the feelings of others, motivate themselves, and be able to manage emotions both for themselves and in interactions with others (Ulfah et al., 2021; Jalaluddin et al., 2020; Naimah, 2019; Rambe et al., 2018).

The correlation between interest in learning and strong learning outcomes in this study supports the results of previous research which states that interest in learning is significantly related to student learning outcomes (Wiradarma et al., 2021; Nurhasanah et al., 2016). Previous findings also confirm that interest is basically a response to the relationship between oneself and things outside of someoneself (Amelia & Harahap, 2021; Nugroho et al., 2020; Permana, 2018). In other words, interest can be reflected through statements indicating a student's preference for one thing over another, or it can be manifested through involvement in various activities. A strong interest in learning reflects deep interest, which in turn can produce appropriate changes in learning outcomes, both from the perspective of students and teachers (Lestari et al., 2021; Wiradarma et al., 2021; Syawaluddin et al., 2020). High student interest can also guide students in participating in learning activities with full dedication. Based on the results of the multiple correlation test, it is known that there is a significant relationship between emotional intelligence and interest in learning and PPKn learning outcomes for Class V students at Gugus Ahmad Yani State Elementary School, Subah District, Batang Regency. The correlation between emotional intelligence and interest in learning and learning outcomes is in the very strong category. The variables emotional intelligence and interest in learning contribute to the learning outcome variables. The results of this study support research results which state that emotional intelligence and interest in learning are significantly related to learning outcomes (Janah & Farihah, 2021; Prasetiya, 2019). Emotion refers to a child's ability to manage his emotions when facing stressful situations. When children experience tension, they may not realize that this can drain their energy due to unpleasant feelings, which can ultimately dampen their spirits. Students who can manage their emotions well tend to be better able to face exam situations, avoid exam anxiety, handle deadlines, compete, and focus more on the learning process (Supriyanto, 2021; Ulfah et al., 2021; Pratama & Corebima, 2016). Emotional intelligence is an indicator of student academic success. Therefore, students with high emotional intelligence will have high learning outcomes.

Previous research findings confirm that students who have an interest in learning will voluntarily and happily involve themselves in various learning activities, including attending lessons, without needing to feel pressured by others (Santos et al., 2021; Nursyam, 2019). Other findings also state that motivation is also a factor in generating student interest (Aprijal et al., 2020; Rismawati & Khairiati, 2020; Novalinda et al., 2018). Based on this, students' interest in learning is very necessary to support their learning. The results of this research can provide the latest information that emotional intelligence and high interest in learning will influence student learning outcomes. Apart from that, motivation also plays an important role in learning activities. In the future, teachers can pay more attention to students' interests and learning motivation. If someone has a high interest in a subject or learning topic, they tend to be more motivated to learn and seek deeper understanding. This motivation can encourage them to invest extra time and effort in understanding the subject matter. Through high interest in learning, it will have an impact on the success of learning outcomes. The limitation of this research is that the research was only carried out at Gugus Ahmad Yani Elementary School, Subah District. Other research can expand the research location to find out deeper correlations.

4. CONCLUSION

The results of the data analysis show that there is a relevant relationship between emotional intelligence and in learning interest and Civics learning outcomes for Class V students at Gugus Ahmad Yani State Elementary School, Subah District, Batang Regency. The correlation between emotional intelligence and interest in learning and learning outcomes is in a very strong category. Therefore, it is known that the variables of emotional intelligence and interest in learning contribute to the learning outcome variables. The latest information regarding the relevance of emotional intelligence and interest in learning to the Civics learning outcomes of Class V students in this research can be used as a reference or parameter for the development of emotional intelligence and interest in learning in elementary school students.

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