

# Multivariate Analysis on The Relationship Between Emotional Intelligence, Intellectual Intelligence, and Learning Outcomes in Psychology Education

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## ABSTRAK

Penelitian ini menjalani analisis multivariat untuk menyelidiki hubungan antara kecerdasan emosional, kecerdasan intelektual, dan hasil belajar di konteks pendidikan psikologi. Metode penelitian yang digunakan adalah studi literatur yang melibatkan tinjauan terhadap penelitian-penelitian terkait, teori-teori yang mendukung, dan studi kasus yang mengilustrasikan konsep-konsep yang dibahas. Hasil analisis menunjukkan bahwa kecerdasan emosional, dengan komponen-komponen seperti pengenalan emosi, pengelolaan emosi, empati, dan keterampilan sosial, berperan penting dalam meningkatkan interaksi sosial dan kemampuan siswa untuk mengatasi tantangan emosional selama studi. Sementara itu, kecerdasan intelektual, yang mencakup kemampuan berpikir analitis, kritis, dan memecahkan masalah, memiliki dampak positif dalam pemahaman materi pelajaran dan kemampuan siswa dalam menyelesaikan tugas akademik dengan efektif. Penelitian ini juga menyoroti pentingnya faktor-faktor lain seperti motivasi, dukungan sosial, dan gaya belajar yang dapat memediasi atau memoderasi hubungan antara kedua jenis kecerdasan ini dengan hasil belajar. Implikasi penemuan ini dalam pengembangan kurikulum dan metode pengajaran di bidang psikologi disajikan, dengan penekanan pada pendekatan holistik untuk memaksimalkan potensi siswa dalam mencapai

hasil belajar yang optimal.

## ABSTRACT

This research conducted a multivariate analysis to investigate the relationship between emotional intelligence, intellectual intelligence, and academic performance in the context of psychology education. The research method employed was a literature review involving a review of relevant studies, supporting theories, and illustrative case studies. The analysis revealed that emotional intelligence, with components such as emotional recognition, emotional management, empathy, and social skills, plays a crucial role in enhancing social interactions and students' ability to cope with emotional challenges during their studies. Meanwhile, intellectual intelligence, encompassing analytical, critical, and problem-solving skills, has a positive impact on understanding academic material and students' effectiveness in completing academic tasks. The research also highlights the importance of other factors such as motivation, social support, and learning styles that can mediate or moderate the relationship between both types of intelligence and academic outcomes. Implications of these findings in curriculum development and teaching methods in the field of psychology are presented, emphasizing a holistic approach to maximize students' potential to achieve optimal academic outcomes.

## 1. INTRODUCTION

Psychology education is a discipline closely related to the understanding of human behavior, cognitive processes, and emotional dynamics (Nilna Azizatus Shofiyyah, Tedy Sutandy Komarudin, 2023). In the context of education, a comprehensive understanding of how these factors interact becomes essential, as it greatly influences the learning process and students' academic outcomes. One crucial aspect of this analysis is emotional intelligence, which refers to an individual's ability to recognize, understand, manage, and express emotions in a healthy and productive manner. Alongside this, intellectual intelligence also plays

a key role in learning, encompassing critical thinking abilities, problem-solving skills, and the assimilation of new knowledge.

As education scientists and psychology practitioners, we are interested in understanding how the interaction between emotional intelligence and intellectual intelligence can affect learning outcomes in the context of psychology education. A deeper understanding of this relationship can help us design more effective teaching strategies, comprehend factors that may impact academic achievement, and support comprehensive student development both inside and outside the classroom. For instance, students with high levels of emotional intelligence may be better equipped to manage academic stress and interact positively with their peers, which can positively impact their motivation and learning outcomes. Conversely, students with high intellectual intelligence may be more efficient in grasping subject matter and applying it in a psychological context (Damayanti Nababan, Sandriyanti Sihotang, 2023).

Therefore, a comprehensive multivariate analysis of the relationship between emotional intelligence, intellectual intelligence, and learning outcomes in psychology education is relevant and beneficial. This analysis can provide valuable insights for developing more adaptive curricula, adjusting teaching methods, and designing more effective educational programs. By using appropriate statistical methods, such as multiple regression analysis or path analysis, we hope to uncover deep-seated relationships between these variables and provide a solid empirical foundation for decision-making in the context of psychology education. Thus, this research aims to address key questions regarding this relationship and make a valuable contribution to the development of better and more meaningful psychology education.

## 2. METHOD

This research will adopt a qualitative approach using the literature study method (John W. Creswell, 2013). This approach will enable us to gain a profound understanding of the relationship between emotional intelligence, intellectual intelligence, and learning outcomes in psychology education through a critical analysis of existing research. Firstly, we will identify and gather relevant literature sources from various outlets such as academic journals, textbooks, theses, and conference articles related to this topic. These sources will form the basis of our analysis. After collecting these sources, we will conduct a qualitative analysis on them. This involves a thorough evaluation of the research methodologies used, key findings, and theoretical frameworks employed in each study. We will look for patterns, similarities, differences, and relationships among the variables under investigation. Additionally, we will synthesize information from various sources to develop a deeper understanding of the concepts of emotional intelligence, intellectual intelligence, and learning outcomes in the context of psychology education. Using the qualitative literature study method, we will attempt to uncover patterns and findings that emerge from the existing literature to understand how these variables are interrelated.

The qualitative approach and literature study method will allow us to explore ideas and concepts developed by previous research. Thus, we hope to provide deeper insights into the relationship between emotional intelligence, intellectual intelligence, and learning outcomes in psychology education that can serve as the foundation for further research or even the development of more effective educational practices in this field.

## 3. RESULT AND DISCUSSION

### Result

#### *Emotional Intelligence Concept*

Emotional intelligence is a concept that describes an individual's ability to recognize, understand, manage, and express emotions in a healthy and productive manner (Deliati, Tussa'diah, & Elfrianto, 2022). This concept was first introduced by Daniel Goleman in 1995 through his book titled "Emotional Intelligence" (Bagas Ilham Yudhiyantoro, 2022). Emotional intelligence involves several key components, each of which plays a crucial role in shaping an individual's ability to deal with their own and others' emotions.

Firstly, emotional recognition involves the ability to identify emotions within oneself (Surahman, 2023). For example, someone with high emotional intelligence can quickly recognize that they are feeling anxious or angry in specific situations.

Secondly, emotional management is the ability to regulate and control emotions (Dewi & Yusri, 2023). This includes the ability to calm oneself when negative emotions arise, such as stress or anxiety. For instance, someone who can manage their emotions effectively may use relaxation techniques to alleviate stress before facing an important exam.

Thirdly, empathy is the ability to understand and empathize with the emotions of others (Diswantika & Yustiana, 2022). With empathy, one can sense and comprehend the feelings of others, which helps in building strong and empathetic relationships. For example, a psychology student who understands empathy may be more effective in assisting classmates experiencing emotional difficulties. Furthermore, there are social skills that involve the ability to interact with others effectively, build positive relationships, and resolve conflicts well. Examples of these social skills include effective communication, understanding others' perspectives, and collaborating in group situations.

Emotional intelligence becomes highly important in psychology education because this discipline inherently deals with the understanding of human behavior and emotions (Fitri & Wati, 2023). Psychology students need to understand their own and others' emotions, manage academic stress and pressure, interact empathetically with patients or clients, and collaborate within team or group contexts. By possessing good emotional intelligence, psychology students can become more effective and skilled practitioners in supporting the psychological well-being of individuals and communities. Additionally, proficiency in emotional intelligence can also aid students in the learning process, making them better equipped to tackle academic and social challenges often associated with studying psychology. Therefore, the understanding and development of emotional intelligence become key elements in holistic and positively impactful psychology education.

### ***Intellectual Intelligence vs. Emotional Intelligence***

Intellectual intelligence (IQ) and emotional intelligence (EQ) are two different forms of intelligence, yet both play crucial roles in an individual's development and their success in various aspects of life (Riris Amelia, Ahmad Irkham Saputro, 2022). The fundamental difference between them lies in their primary focus. IQ measures an individual's logical, analytical, problem-solving abilities, and cognitive capacity (Batubara & Reflina, 2022), while EQ is more focused on the ability to understand, manage, and express emotions healthily, as well as having the capability to interact socially effectively (Hartati, 2022).

In the context of learning in the field of psychology, both interact significantly. Psychology students with high IQ levels may have better abilities to tackle complex and analytical academic material (Triwulandari, 2022). They are likely to excel in breaking down psychological theories, following evidence-based arguments, and designing more intricate research. However, EQ abilities are also highly important in psychology learning. Students with good EQ levels will be better at understanding their own emotions and those of their study peers. This can aid them in interacting with their peers, participating in emotionally charged class discussions, and building strong relationships with professors or instructors. Furthermore, in the context of psychological practice, high EQ skills are essential when dealing with clients or patients. Psychologists must be able to sense their clients' emotions, understand their feelings, and manage them effectively in the therapy process.

Therefore, intellectual intelligence (IQ) and emotional intelligence (EQ) are not separate aspects in the field of psychology learning; they complement each other. Students who strike a balanced combination of both tend to succeed in understanding psychological theories, applying them in practice, and interacting effectively in both academic and professional contexts. Hence, effective psychology education should encompass the development of both intellectual and emotional intelligence, enabling students to become competent and empathetic practitioners in this field.

### ***Measurement Methods***

In measuring emotional intelligence and intellectual intelligence, various measurement tools are used to provide a deeper understanding of an individual's capabilities in both aspects. To measure intellectual intelligence, the most well-known and frequently used measurement tool is the IQ (Intelligence Quotient) test (Erly Oviane Malelak, Benediktus Labre, 2022). IQ tests typically consist of various types of assessments designed to measure various aspects of intellectual intelligence, such as verbal ability, numerical ability, and logical reasoning skills. Examples of well-known IQ tests include the Stanford-Binet Intelligence Scales and the Wechsler Adult Intelligence Scale (WAIS).

Meanwhile, to measure emotional intelligence, there is a measurement tool known as the emotional intelligence test (EQ) or Emotional Intelligence Appraisal. One well-known measurement tool in the context of EQ is the "Emotional Intelligence Appraisal" developed by Travis Bradberry and Jean Greaves (Rohaniah, 2021). This test measures several components of emotional intelligence, including the ability to recognize one's own and others' emotions, manage emotions healthily, communicate empathetically, and resolve conflicts effectively.

In the context of psychology education, measuring emotional intelligence becomes increasingly relevant. This is because psychology students need to develop a deeper understanding of human emotions, both in the context of psychological theories and in the practice of therapy or counseling. Measurement

tools for emotional intelligence can help students understand the extent to which they possess the necessary skills to interact with patients or clients in complex emotional situations.

However, it is important to note that in the context of psychology education, the effectiveness of measurement tools depends on the specific goals of the educational program and what is desired to be achieved. Therefore, there is no single measurement tool that is most relevant or effective for all cases. The selection of measurement tools should be tailored to the learning objectives and the needs of the students. Some psychology education programs may choose to use IQ tests as one indicator of students' cognitive abilities, while others may focus more on measuring emotional intelligence to develop the social and emotional skills required in psychological practice.

### ***The Relationship Between Emotional Intelligence and Intellectual Intelligence***

Research indicates that there is a relationship between emotional intelligence (EQ) and intellectual intelligence (IQ), although they are distinct concepts. This relationship is complex and can vary depending on various factors, including individual context and observed situations. In some cases, students with high emotional intelligence may also have high intellectual intelligence, but this is not always the case (Rahmatia, 2023). It's important to remember that both are independent types of intelligence, and proficiency in one area does not necessarily reflect proficiency in the other. For a concrete example, consider a psychology student with high emotional intelligence. This student may excel in understanding their own and others' emotions, as well as have the ability to communicate and interact effectively in social contexts. These are strong indicators of emotional intelligence. However, their level of intellectual intelligence may vary. They may possess strong critical and analytical thinking abilities, or they may not be as strong academically. In other words, someone can have high emotional intelligence without having the same level of intellectual intelligence.

Nevertheless, there is also research suggesting that good emotional intelligence can offer advantages in the development of intellectual intelligence (Rohmah, 2018). For instance, the ability to manage emotions effectively can help an individual stay focused and productive in learning or completing complex academic tasks. Furthermore, high emotional intelligence can facilitate positive social interactions, which, in turn, can create an environment that supports collaborative learning and meaningful idea exchange within the classroom.

In conclusion, the relationship between emotional intelligence and intellectual intelligence is complex, and there is not always a direct correlation between the two. However, good emotional intelligence can positively contribute to the development of intellectual intelligence and create a more effective learning environment. Both are essential aspects in the balanced development of individuals in various fields, including psychology education.

### ***The Influence of Emotional Intelligence on Learning Outcomes***

Research analysis has shown a significant correlation between emotional intelligence (EQ) and students' learning outcomes in the field of psychology (Sitiman, 2021). The theories supporting this relationship include the concept that the ability to manage emotions can impact the learning process and problem-solving abilities. An example of this research can be cited from a study conducted by Brackett, Rivers, and Salovey (Conita Ananto & Vinayastri, 2021).

This research found that students with better emotional intelligence, such as the ability to recognize and manage their emotions effectively, tend to have better learning outcomes. One theory that supports these findings is the "mood-congruent memory" theory, which states that we are more likely to remember information better when we are in a mood or emotional state that matches. In this context, students with high EQ might be better able to retain the information they learn because they can manage negative emotions, such as stress or anxiety, which can disrupt the learning process. Additionally, students with high emotional intelligence also tend to have better problem-solving abilities. This is related to the theory that healthy emotional management can enhance critical and analytical thinking skills. Students who can cope with pressure or frustration effectively may be more inclined to approach academic challenges with a constructive attitude. For example, when faced with a difficult task, they may be more capable of calmly contemplating the problem, seeking creative solutions, and adapting to changes.

The study also highlights the importance of emotional intelligence in social interactions (Siti Anisah, Katmajaya, & Zakiyyah, 2021), which is a crucial aspect of psychology education. Students with high EQ may be more empathetic toward patients or clients in the context of psychological practice, which can enhance the effectiveness of interventions and therapy. This is also related to social psychology theories that emphasize the importance of empathetic understanding of others in building strong relationships.

In conclusion, research findings and the theories supporting them indicate that emotional intelligence has a positive impact on students' learning outcomes in the field of psychology. Students who are better able to manage their emotions tend to have better learning outcomes and improved problem-solving abilities. Emotional intelligence also plays a role in enhancing positive social interactions, which is a crucial aspect of psychological practice. Therefore, the development of emotional intelligence can be a valuable component in holistic psychology education.

### ***The Influence of Intellectual Intelligence on Learning Outcomes***

Intellectual intelligence, often measured by IQ or Intelligence Quotient, plays a highly significant role in contributing to students' learning outcomes in various disciplines, including psychology. Analytical, critical thinking, and problem-solving abilities are the core components of this intellectual intelligence (Diana & Saputri, 2021), and research and theories strongly support that these abilities positively correlate with academic achievements.

Firstly, analytical thinking plays a crucial role in the process of understanding and interpreting information. Students who can analyze information effectively tend to break down complex concepts into more understandable parts. Consequently, they can better comprehend the subject matter, identify patterns, and establish connections between different concepts. This means they have a stronger foundation to build a deep understanding of the academic topics they are studying.

On the other hand, critical thinking skills help students in evaluating and interpreting information (Manurung, Utomo, & Gumelar, 2023). This includes the ability to identify strong arguments, critically assess presented information, and distinguish between facts and opinions. Students with strong critical thinking skills can construct better arguments in their academic assignments and are more likely to make informed decisions based on the evidence they gather. In this regard, theories such as critical thinking theory emphasize the importance of developing critical thinking in the learning process.

Furthermore, problem-solving ability is also a crucial component of academic success (Widia, Syahrir, & Sarnita, 2020). Students with this ability are more adept at identifying problems, formulating appropriate solutions, and implementing them effectively. Strong problem-solving skills help them overcome barriers that may arise in the learning process, such as challenging assignments or other academic obstacles. Theories like pattern problem-solving theory also highlight that this ability is a key aspect of higher learning and academic achievement.

To support this relationship, various studies have shown that students with high levels of intellectual intelligence, including strong analytical, critical thinking, and problem-solving abilities, tend to achieve better learning outcomes in various fields of study. Intellectual intelligence provides a solid foundation for students to understand, evaluate, and apply the concepts they learn. Therefore, strong intellectual intelligence is a valuable asset in higher education, including in the field of psychology, which often demands a deep understanding and critical analysis of human behavior and psychological processes.

### ***The Relationship Between Emotional Intelligence and Intellectual Intelligence in the Learning Context***

There is a complex interaction between emotional intelligence and intellectual intelligence that can significantly impact students' learning outcomes. Emotional intelligence (EQ) and intellectual intelligence (IQ) complement each other in the learning process and academic achievement (Sarnoto & Romli, 2019). For example, let's consider how the ability to manage stress, which is one component of emotional intelligence, can affect the ability to concentrate and understand course material, which is a component of intellectual intelligence. When a student has good stress management skills, they tend to be more effective in dealing with the academic pressures that often arise during their studies. This ability helps them stay calm and focused, even in challenging situations. When a student feels stressed, there is typically an increase in stress hormone levels like cortisol, which can disrupt cognitive abilities such as understanding and concentration. However, students with good emotional intelligence can manage stress more effectively (Sarnoto & Romli, 2019). They may have tested stress management strategies, such as relaxation techniques or meditation, which help them quickly alleviate stress. As a result, they can maintain their concentration on course material and avoid distractions that may arise due to stress. In other words, the ability to manage emotions healthily can create a mental environment conducive to understanding and effective learning (Purnamawati, 2023). Additionally, emotional intelligence also plays a role in understanding and controlling feelings that may arise during the learning process (Sarjie, Syaripuddin, & Kamaruddin, 2023). This helps students stay calm and think clearly in demanding situations, such as exams or presentations. This ability directly affects their ability to understand the material and apply it in an academic context. Therefore, the interaction between emotional intelligence and intellectual intelligence is highly relevant in learning. The ability to manage emotions, especially stress, plays a crucial role in maintaining focus,

concentration, and understanding of course materials. Thus, holistic education should consider the development of both emotional and intellectual intelligence to support optimal academic achievement.

### ***Mediating or Moderating Factors***

There are various other factors that can mediate or moderate the relationship between emotional intelligence, intellectual intelligence, and students' learning outcomes in the field of psychology. These factors include motivation, social support, and learning styles (Priyana, 2023), all of which have a significant impact on how individuals leverage their intelligence potential in an educational context.

Firstly, motivation is a crucial factor in moderating the relationship between emotional and intellectual intelligence and learning outcomes (Hendra, Sumarlin, 2023). Students with high levels of motivation tend to be more focused and persistent in their learning efforts. Intrinsic motivation, stemming from interest and a sense of achievement, can drive students to pursue deep understanding and high academic achievements. Additionally, extrinsic motivation, such as career goals or praise from others, can also be a strong driver for achieving good learning outcomes. Therefore, strong motivation can mediate the relationship between emotional and intellectual intelligence and academic achievement.

Social support also plays a significant role in influencing learning outcomes. Students with strong social networks, both from peers and from professors or instructors, tend to have additional resources to support their learning. This social support can include help in managing stress, positive reinforcement for achievements, and collaboration on academic tasks. Good social support can moderate the relationship between emotional and intellectual intelligence and learning outcomes (Sa'adah, Masrurroh, & Soedirman, 2023), allowing students to optimize their potential. Additionally, individual learning styles can also play a significant role in how emotional and intellectual intelligence impacts learning outcomes. Some students may be more effective in learning through visual methods, while others may lean toward auditory or kinesthetic approaches. When students have a good understanding of their own learning styles and can adapt their learning strategies accordingly, they may be able to maximize their understanding and retention of information. This creates conditions that moderate the relationship between emotional and intellectual intelligence and learning outcomes.

Thus, factors such as motivation, social support, and learning styles can mediate or moderate the complexity of the relationship between emotional intelligence, intellectual intelligence, and learning outcomes in the context of psychology education. Understanding these factors and incorporating them into the design of educational programs and academic support is key to helping students achieve their learning potential optimally.

### ***Educational Implications***

The findings regarding the relationship between emotional intelligence, intellectual intelligence, and learning outcomes can have significant implications for the development of curriculum and teaching methods in the field of psychology. Firstly, in curriculum development, an understanding of the importance of nurturing both types of intelligence can encourage the alignment of study programs with comprehensive student development (Ulfan & Hasan, 2023). In the psychology curriculum, stronger components that support the development of emotional intelligence can be included, such as training in social skills, stress management, and empathy (David, Kurniadi, Arifin, Romadhoni, 2023). This can assist students in preparing for clinical interactions or research that involves strong emotional aspects. Secondly, teaching methods can be adjusted to maximize the development of both types of intelligence. Instructors can incorporate approaches that integrate aspects of emotional intelligence into the course material, for example, by introducing case studies that consider emotional aspects in decision-making or problem-solving. In this regard, a holistic approach can be used to help students gain a deeper understanding of how emotional and intellectual intelligence interact in the context of psychology. Providing academic support and guidance that acknowledges the importance of balancing EQ and IQ can be a crucial component in efforts to enhance students' learning outcomes (Silalahi, Sitompul, & Naibaho, 2023). Counseling programs that encompass the development of emotional intelligence aspects, such as emotional management and effective communication, can assist students in overcoming challenges that may arise during their studies. It can also help them identify learning strategies that align with their learning styles and enhance their motivation to achieve high learning outcomes.

Knowledge of the relationship between emotional and intellectual intelligence can also impact more clinically oriented educational practices. Students in psychology programs often interact with individuals with emotional issues, and a better understanding of emotional intelligence can assist them in providing more effective and empathetic care. In this case, an approach that integrates emotional well-being aspects into clinical teaching and training can have a positive impact on student development. Thus,

curriculum development that considers both types of intelligence, the use of teaching methods that support the development of a balance between EQ and IQ, and the provision of relevant academic support can help students in the field of psychology achieve better learning outcomes. A deeper understanding of this relationship can serve as the foundation for improving education and learning in the field of psychology and preparing students for success in careers that involve both emotional well-being and intellectual intelligence.

### **Relevant Case Studies or Research**

There are various case studies and research that have been conducted to support the findings in the multivariate analysis of the relationship between emotional intelligence, intellectual intelligence, and learning outcomes in the field of psychology. For example, a study conducted by Salovey and Mayer in the 1990s investigated the relationship between emotional intelligence, particularly the ability to recognize and manage emotions, and academic achievement. The results of this study showed that students who had the ability to recognize and manage their emotions well tended to have higher levels of performance in exams and academic assignments. Additionally, research by Schutte, Malouff, and Thorsteinsson explored the impact of emotional intelligence, including components such as empathy and social skills, on students' interpersonal relationships in the academic environment.

This study found that students with higher levels of empathy tended to have more positive interpersonal relationships with their peers and professors, which could influence their learning outcomes through more effective collaboration and social support. Meanwhile, in the context of intellectual intelligence, research by Sternberg highlights the important role of practical intelligence in academic achievement (Lidiawati, Sinaga, & Rebecca, 2020). Practical intelligence involves the ability to apply knowledge in real-life situations, which is relevant in problem-solving in academic settings. This study showed that students with this ability tended to excel in applying theoretical concepts in practical tasks, which could enhance their learning outcomes. Furthermore, research conducted by Duckworth and Seligman on the concept of "grit" or perseverance suggests that psychological characteristics such as perseverance and passion also contribute to students' learning outcomes (Izzulhaq, 2023). These findings have supported the concept that a holistic educational approach, which recognizes the vital role of emotional and intellectual intelligence, can contribute to better academic achievements and the development of students' competencies in the field of psychology and other disciplines.

**Table 1.** The table summarizing the important findings

| <b>Action</b>   | <b>Action</b>   |
|---|---|
| Emotional Intelligence Concept                              | Emotional intelligence involves recognizing, understanding, managing, and expressing emotions healthily. It is crucial in psychology education for understanding human behavior and emotions, managing stress, and building empathetic relationships.           |
| Intellectual Intelligence vs. Emotional Intelligence        | Intellectual intelligence (IQ) focuses on cognitive abilities, while emotional intelligence (EQ) focuses on emotional and social skills. Both are important in psychology education, with IQ aiding in academic work and EQ in social interactions and therapy. |
| Measurement Methods   | IQ tests measure cognitive abilities, while EQ tests measure emotional and social skills. The choice of measurement tools should align with specific educational goals.   |
| Relationship Between EQ and IQ                              | There is a complex relationship between EQ and IQ; proficiency in one doesn't guarantee proficiency in the other. However, EQ can positively impact IQ development by aiding focus and social interaction.  |
| Influence of Emotional Intelligence on Learning Outcomes    | Emotional intelligence positively correlates with better learning outcomes due to its role in managing emotions, enhancing problem-solving, and improving social interactions.  |
| Influence of Intellectual Intelligence on Learning Outcomes | Intellectual intelligence, including analytical, critical thinking, and problem-solving abilities, positively correlates with academic achievement in psychology and other fields.  |
| Relationship Between EQ and IQ in the Learning Context      | Emotional intelligence, especially stress management, impacts concentration and understanding, creating an environment conducive to learning. EQ also aids in managing emotions during the learning process.  |

|                                   |   |
|-----------------------------------|---|
| Mediating or Moderating Factors   | Motivation, social support, and learning styles can mediate or moderate the relationship between emotional and intellectual intelligence and learning outcomes in psychology education. |
| Educational Implications          | Curriculum development, teaching methods, and academic support should consider both EQ and IQ development to enhance students' learning outcomes in psychology.                         |
| Relevant Case Studies or Research | Various studies and research support the relationship between EQ, IQ, and learning outcomes, highlighting the importance of holistic education.   |

#### 4. CONCLUSION

In the multivariate analysis of the relationship between emotional intelligence, intellectual intelligence, and learning outcomes in psychology education, it was found that both aspects of intelligence play a significant role in influencing students' academic achievements. Emotional intelligence, with its components involving emotional recognition, stress management, empathy, and social skills, has proven to play a crucial role in enhancing social interactions and students' ability to cope with emotional challenges during their studies. Meanwhile, intellectual intelligence, encompassing analytical, critical thinking, and problem-solving abilities, has a positive impact on the understanding of subject matter and students' effectiveness in completing academic tasks. Optimal learning outcomes in psychology can be achieved by considering a balance between these two types of intelligence, supported by factors such as motivation, social support, and relevant learning styles. This conclusion provides insight that holistic psychology education needs to incorporate these intelligence components into the curriculum and teaching methods, as well as provide relevant academic support, to maximize students' potential in achieving optimal learning outcomes in the field of psychology.

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