The Relationship Between Emotional Intelligence and Students Learning Achievement

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A R T I C L E   I N F O

A B S T R A K

Dalam suatu pembelajaran tercapai atau tidaknya tujuan pembelajaran akan tercermin dari prestasi belajar siswa. Salah satu faktor dari dalam diri siswa yang menentukan prestasi belajar adalah kecerdasan emosional. Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan emosional dengan prestasi belajar siswa. Penelitian ini tergolong penelitian expostfacto, dengan populasi penelitian adalah siswa SMP. Pengambilan sampel dalam penelitian ini dilakukan dengan menggunakan teknik non-probability sampling, dengan sampel akhir sebanyak 56 siswa SMP. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan metode pencatatan dokumen prestasi belajar dan metode non tes serta wawancara untuk mengetahui kecerdasan emosional siswa. Data penelitian dianalisis menggunakan teknik analisis data korelasi Product Moment dari Karl Pearson dengan bantuan SPSS versi 25. Hasil analisis akan menentukan hubungan antara kecerdasan emosional dengan prestasi belajar. Hasil yang diperoleh dalam penelitian ini menunjukkan nilai signifikansi 0,019 < 0,050 yang berarti ada hubungan antara kecerdasan emosional dengan prestasi belajar siswa. Penelitian ini juga menunjukkan nilai koefisien product-moment sebesar 0,736 yang berarti ada hubungan antara kecerdasan emosional dengan prestasi belajar siswa. Kemudian, berdasarkan hasil tersebut, terdapat hubungan yang signifikan antara kecerdasan emosional dengan prestasi belajar siswa.

A B S T R A C T

In a study, whether or not the learning objectives are achieved will be reflected in students' learning achievements. One of the factors from within students that determines learning achievement is emotional intelligence. This study aimed to determine the relationship between emotional intelligence and student achievement. This research is classified as expostfacto research, with the research population being junior high school students. Sampling in this study was carried out using a non-probability sampling technique, with a final sample of 56 junior high school students. Data collection in the study was carried out using the document recording method for learning achievement and non-test methods and interviews to determine students' emotional intelligence. The research data were analyzed using the Product Moment correlation data analysis technique from Karl Pearson with the help of SPSS 25 versions. The analysis results will determine the correlation between emotional intelligence and learning achievement. The results obtained in this study showed a significant value of 0.019 < 0.050, which meant a correlation between emotional intelligence and students' achievement. This study also showed the product-moment coefficient value of 0.736, which meant a correlation between emotional intelligence and student achievement. Then, based on these results, there was a significant relationship between emotional intelligence and student achievement.

1. INTRODUCTION

Education is a mode to improve the quality of human resources because of the success of the world of education as a determining factor in achieving the education's goal, namely educating the citizens (Suhendro, 2020; Sujana, 2019). It needed to face the sophisticated and competitive global era (Dewi, 2019; Lestari, 2018). Therefore, education plays a very important role in human life to realize progress and prosperity. Therefore, education cannot be separated from human life (Cikka, 2020; Wiyono et al., 2019). There is a relationship between educators and learners in learning (Jumrawarsi & Suhaili, 2021). Educators shape the learners' character and behaviour patterns (Minsih & D, 2018; Nuraida, 2019; Suwardi & Farnisa,

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2018). Formal education results will show a positive learning change to acquire new skills, abilities, and knowledge (Rahmadana & Ichsan, 2021; Sarwanto et al., 2019). Changes due to the learning process known by the term learning achievement.

Learning achievement is an effort or activity to master the subject matter that teachers provide in school (Riinawati, 2021; Umar, 2020; Yulika, 2019). Learning achievement is the result students obtain in the learning process (Rahmadana & Ichsan, 2021; Shafi'i et al., 2018). Learning achievement is a term that individuals have achieved as an experienced activity that aims to acquire knowledge, skills, intelligence, and proficiency in certain conditions and situations (Arifandi, 2018; Istianah, 2019). Students have had learning achievements if they can achieve the learning goals (Santosa et al., 2020; Sodik et al., 2019). Student learning achievement becomes one of the benchmarks for the success of the learning process. Then, various factors that support the success of the learning process should become the focus of teachers and parents (Santosa et al., 2020). The support factor comes from inside and outside the learners. The intrinsic factor is the characteristics of the learners themselves, which include ability, attitude, motivation, learning habits, and emotional intelligence, while the extrinsic factor is the learning environment, learning resources, learning strategies, and others (Lagili et al., 2021; Utami et al., 2020; Yulika, 2019). One factor that determines the success of students learning is emotional intelligence.

Emotional intelligence becomes one of the important factors in the learning process. This is because emotional intelligence is an emotional ability that includes self-control, endurance when facing a problem, control impulses, self-motivated, mood, empathy, and managing relationships with others (Divine et al., 2018; Sarnoto & Romli, 2019; Sunarti, 2018). Emotional intelligence can put someone's emotions in the right portion, sort out satisfaction and control the mood. Mood control is at the core of good social relationships (Alfian et al., 2020; Mulia & Said, 2019). If a person is good at adjusting to the mood of other individuals or can empathize, the person will have a good level of emotionality and will more easily adjust to the social association and environment (Hafsah, 2021; Divine et al., 2018; Mulia & Said, 2019). Students with good emotional intelligence will certainly be easier to get along with friends and master teaching material (Hastuti & Baiti, 2019). This shows that not all students can control their emotions well (Ayuningtiyas et al., 2020). The lack of students' ability to control emotions in learning activities decreases student learning achievement. This is in line with the results of observations and interviews that have been conducted at MI Bongas IV Cililin West Bandung. Observations and interviews showed that students often are frustrated to complete assignments and homework given by teachers, which they are not serious about. Students had low emotional intelligence. Therefore, they could not survive in doing tasks as students. In addition, there were also found some students who did not get along with their classmates. It will affect the continuity of interaction in the classroom. For example, when working in groups, they have difficulty in communication. Well, it can be emphasized that emotional intelligence plays a role in the success of the learning process.

Some studies that have been done before revealed an influence of emotional intelligence on the students' results in learning mathematics (Setyawan & Simbolon, 2018). The results of other studies also revealed a positive relationship between emotional intelligence and learning outcomes (Mulyati &Farkhah, 2020). A third relevant study also revealed a significant positive relationship between emotional intelligence and junior high school students (Sitiman, 2021). Based on some previous studies, it can be concluded that emotional intelligence significantly influences student learning outcomes. However, there has been no study on the relationship between emotional intelligence and student learning achievement at MI Bongas IV Cililin West Bandung in the previous studies. Thus, this study focuses on finding out the relationship between emotional intelligence and learning achievement in MI Bongas IV Cililin West Bandung students.

2. METHOD

This study is expostfacto research that examines the relationship between emotional intelligence and student learning achievement. The independent variable was emotional intelligence, while the dependent variable was student learning achievement. Expostfacto research is an approach without a treatment to bring up the variables you want to research in the subject of the study, which is done to uncover the relationship of two or more variables without manipulation. This research was conducted at MI Bongas IV Cililin West Bandung with a population of all MI Bongas IV Cililin West Bandung students. The sample was collected using a nonprobability sampling technique (unknown population), which provides an equal opportunity for each element (member of the population) to be selected into a sample. Then, the current research used the Simple Random Sampling method. A population sampling was done randomly without regard to the strata in the population. The criteria used to determine the sample are grade VII and VIII students who have received school report cards. Thus, the sample in this study was 56 students. Data

collection used document recording methods for learning achievement and non-test methods and interviews to determine students' emotional intelligence. The data was analyzed using the Product Moment correlation data analysis technique from Karl Pearson with the help of SPSS 25 versions. The analysis results would be used to find out the correlation between emotional intelligence and learning achievement.

3. RESULT AND DISCUSSION

Result

The research analysis began with the Pearson product-moment test. Pearson Product Moment test is used to determine the degree of relationship of 2 variables that scale intervals or ratios. This test will return the correlation coefficient value between -1, 0 and 1. Value -1 means a perfect negative correlation, 0 means no correlation, and 1 means a perfect positive correlation. Test results showed a significant value of 0.019 < 0.050. It showed a correlation between emotional intelligence and learning achievement in grade VII and VIII students at MI Bongas IV Cililin West Bandung. To see the level of correlation between the two variables, it can be known that the value of the product-moment coefficient is 0.736. It showed that the correlation between emotional intelligence and learning achievement in MI Bongas IV Cililin West Bandung students is categorized as substantial. After conducting a hypothesis test to determine how much the influence of X variable has on Y variable expressed in percentage form. The Coefficient of Determination test is carried out. The Coefficient of Determination test results showed that the coefficient of determination (R^2) value of 0.418 or 41.8%. It meant that the ability of the emotional intelligence determination model was able to explain other variables that influenced 41.8% of learning achievement and the remaining 57.2%.

Discussion

The data analysis from the research results showed that emotional intelligence became one-factor affecting student learning achievement. This is because emotional intelligence indicates the students' emotional ability, which includes the ability to control themselves, have endurance when facing a problem, able to control impulses, motivate themselves, be able to control mood, empathize and manage relationships with others (Divine et al., 2018; Mulyati & Farkhah, 2020; Setyawan & Simbolon, 2018; Sitiman, 2021). Emotional intelligence can put one's emotions in the right portion, sort out satisfaction and control the mood. Mood control is at the core of good social relations (Utami et al., 2020; Wiyono et al., 2019). Suppose a person is good at adjusting to the mood of other individuals or can empathize. In that case, the person will have a good level of emotionality and will more easily adjust to the social association and environment (Lagili et al., 2021). A child who can control his emotions well will interact well with his friends, teachers, and people in his environment (Hastuti & Baiti, 2019; Istianah, 2019). Good interaction between learners with learning resources with peers will make learners more comfortable in the learning process.

The existence of good interaction between peers will make learners appreciate each other and can eliminate feelings of anxiety. Peers help guide and support their peers to build learning through interaction and collaboration (Andersen &Watkins, 2018). In addition, learning involving peers will reduce anxiety, by being guided, helped, and given feedback by fellow learners will be able to increase confidence (Han et al., 2015; Stone et al., 2013) and learning with peers will encourage learners to play an active role in learning (Oh, 2019). Being active in the learning process will provide more learning experiences to learners, which will certainly impact their learning achievement. Learning achievement is an effort or activity to master the subject matter teachers provide in school (Rinawati, 2021; Umar, 2020; Yulika, 2019). Learning achievement is the students' results obtained in the learning process (Rahmadana & Ichsan, 2021; Shafi'i et al., 2018). Learning achievement is a term that individuals have achieved as an experienced activity that aims to acquire knowledge, skills, intelligence, and proficiency in certain conditions and situations (Arifandi, 2018; Istianah, 2019). Students are known to have had learning achievements if the student has been able to achieve learning goals (Santosa et al., 2020; Sodik et al., 2019). Therefore, to support the achievements, teachers must understand the factors that determine the success of the learning process.

The results obtained in this study align with some previous studies. The study results also revealed an influence of emotional intelligence on students' mathematic learning outcomes (Setyawan & Simbolon, 2018). The other studies also revealed a positive relationship between emotional intelligence and learning outcomes (Mulyati &Farkhah, 2020). A third relevant study also revealed a significant positive relationship between emotional intelligence and junior high school students (Sitiman, 2021). Based on the research results supported by previous studies, the result can be concluded that students' emotional intelligence will affect the students' achievement and learning outcomes.

4. CONCLUSION

There is a significant relationship between emotional intelligence and student learning achievement. The existence of good emotional intelligence will allow learners to control themselves in the learning process to create a conducive learning environment. The suggestions that can be given are teachers and parents can be focused on students' emotions when the learning process is carried out to improve the learning achievement of each learner.

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