

## **THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STUDENTS' LEARNING ACHIEVEMENT**

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### **ARTICLE INFO**

#### **Article**

#### **History**

Received : 2023-05-18

Revised : 2023-05-18

Accepted : 2023-11-27

#### **Keywords**

Emotional Intelligence

Learning achievement

Psychology student

### **ABSTRACT**

This study aims to see whether there is a relationship between emotional intelligence and the learning achievement of psychology students in semester 4. This study uses a quantitative approach using correlational methods with data analysis, namely, normality test, prerequisite test, person product correlation test, and hypothesis test. The subjects of this study came from N = 40 psychology students consisting of N = 16 male and N = 24 female psychology students in semester 4. The significant value in the data in the form of 0.000 means it is lower than the significance level of 0.01, which can be concluded that the emotional intelligence variable has a relationship to the learning achievement variable or can be called correlated, and thus H<sub>0</sub> is rejected or in other words there is a relationship. The personal correlation value is  $r = 0.598$ , so it can be concluded that the form of the relationship between the two variables is positive and is included in the moderate correlation. Based on the output of the scatter-plot graph, it can be seen that the data plot points form a straight line from the bottom left to the top right, which can be concluded that there is a linear and positive relationship between the emotional intelligence variable (X) and the variable (Y). positive relationship if emotional intelligence increases, then learning achievement increases. In conclusion, there is a relationship between emotional intelligence and learning achievement of psychology students in semester 4.

### **Introduction**

In modern times, the teacher's role is important in learning and motivating students to improve learning achievement (Kamarudin & Yana, 2021). Due to the low student achievement there are some teachers who cannot use learning

methods that are easily absorbed by students (Syafari & Montessori, 2021). effective learning methods to get benefits so that students can achieve the expected learning achievements. EQ-I Bar-On is a modified research measurement tool. Learning achievement according to (Meyrinda & Fakhriya, 2023) the results of learning, which looks at the extent to which learning is taught, which is characterized by a feeling of satisfaction because they have tried well.

Salovey and Mayer (Nauli Thaib, 2013) explain that emotional intelligence is part of social intelligence, the ability to monitor social feelings that involve other people and use information to guide thoughts and actions. Researchers adapt the EQ-I measuring tool to reach aspects of the emotional intelligence of research subjects. Appropriate or not the conditions themselves will be determined by the subject. Emotional intelligence has a scale assessment using the Likert approach . Emotional intelligence variable uses Daniel Goleman's theory. Social relations affect mood, someone who is good at controlling his mood has a good level of emotionality and will easily adapt to his environment. Emotional intelligence influences or determines decisions more than IQ (Goleman, 1996).

The formulation of the problem in this study is as follows: Is there a relationship between emotional intelligence and learning achievement of psychology students in semester 4.

## Method

Quantitative approach using the correlational method to find a relationship between two variables. Correlation is a form and size that has several variables in a relationship that uses the word positive correlation, so that an increase in an object changes. with data analysis namely, normality test, prerequisite test, person product correlation test, hypothesis test. The number of research subjects was  $N = 40$ , consisting of  $N = 16$  men and  $N = 24$  women. Data collection using questionnaires and documentation techniques. The method of controlling scales, expressing emotions and achievement encouragement developed by (Husaini, 2016) alternative answers, namely Strongly Disagree (STS) is given a score of 1, Disagree (TS) is given a score of 2, Agree (S) is given a score of 3, Strongly Agree (SS) is given a suspension 4.

## Results and Discussion

This study aims to see whether there is a relationship between emotional intelligence and learning achievement of psychology students in semester 4. The data used is data obtained from the internet, namely participants and procedures

that were distributed using a questionnaire from Google from all 4th semester psychology students at Palembang.

Variable data on the relationship between emotional intelligence and psychology student achievement in semester 4 was obtained through a scale of controlling, expressing emotions and encouraging achievement with 10 emotional intelligence questions and 10 learning achievement items, the number of respondents was 40 psychology students . The basis for making a relationship decision is that it can be seen through that if the significant value is  $<0.05$  then it is correlated whereas if it is  $>0.05$  then there is no correlation. It can be seen from table 2 below that it can be seen that the significant value of this study is 0.000 indicating that there is a relationship between emotional intelligence variables and learning achievement or correlated.

A positive correlation indicates a linear form with a score of 1 where the score moves in the same direction, if the X score increases then the Y score will also increase and vice versa a negative correlation indicates -1 then the score will move in the opposite direction, if the X score is high then the Y score is low and if the X score is low then the Y score is high (John W. Creswell, 2008). In the form of a positive variable relationship, it can be concluded that the higher the individual's emotional intelligence, the higher the learning achievement. For example, what appears is a scatterplot , in a non-linear form, so there is no correlation between the variables.

Basis for decision making Kolmogorov normality test:

- If the significant value is  $> 0.05$ , the residual value is normally distributed
- If the significant value is  $<0.05$ , the residual values are not normally distributed
- It can be seen from the results in the table below that it can be concluded that based on the normality test it is known that the significance value is  $0.200 > 0.005$ , it can be concluded that the residual values are normally distributed.
- Comparing the Significance Value (Sig.) with 0.05

If the value of Deviation from Linearity Sig.  $> 0.05$ , then there is a significant linear relationship between the independent variable and the dependent variable.

If the value of Deviation from Linearity Sig.  $<0.05$ , so there is no significant linear relationship between the independent variable and the dependent variable.

Comparing the calculated F values with F tables :

- If the calculated F value  $<F$  table, then there is a significant linear relationship between the independent variable and the dependent variable.

- If the value of  $F_{count} > F_{table}$ , then there is no significant linear relationship between the independent variable and the dependent variable.

Calculation of the value of the coefficient to determine the degree of relationship between variables. The coefficient value ( $r$ ) is between -1.00 to +1.00. A value of 0.00 indicates no correlation.

For the value of the  $r$  coefficient, the following guidelines will be used:

- The coefficient  $\leq 0.35$  is in the low category
- The coefficient 0.36 – 0.67 is in the medium category
- The coefficient 0.68 – 1.00 is in the high category
- The coefficient  $\geq 0.90$  is categorized as very high (Richard Taylor, 1990).

So it can be seen from table 2 below, it can be concluded that the value of  $r = 0.598$  is included in the medium category and the form of the relationship between the two variables is positive. Then determine the significance through hypothesis testing. As previously mentioned, the hypothesis proposed by this study is as follows:

- There is no significant relationship between emotional intelligence and the learning achievement of psychology students in semester 4 (hereinafter referred to as the null hypothesis or  $H_0$ ).
- There is a significant relationship between emotional intelligence and the learning achievement of psychology students in semester 4 (hereinafter referred to as the alternative hypothesis or  $H_a$ ).

the level of significance or alpha level which is usually at 0.01 or 0.05 on a two-tailed test of significance. If the  $p$  value is smaller or greater than the specified alpha level or significance level, the null hypothesis ( $H_0$ ) is rejected. So it can be concluded that the significant value of this study is 0.000 which is  $< 0.01$ , so there is a significant relationship between emotional intelligence and psychology student learning achievement in semester 4 or alternative hypothesis ( $H_a$ )

EQ is not something that can be compared to IQ or cognitive skills but the two interact and relate dynamically, both in the world and conceptually. According to Gardner in his book entitled *Frame Of Mind*, which states that not only one type of intelligence is very important for achieving success in life. But there is a broad spectrum of intelligence with seven main varieties namely linguistics, mathematics/logic, spatial, kinesthetic, musical, interpersonal and intrapersonal (Goleman, 2000).

According to Goleman, for individuals who only have high academic intelligence, they will tend to feel agitated, fussy, overly critical, tend to withdraw from themselves who seem cold which will be difficult to express emotions and upset. If it is supported by low emotional intelligence, it will often become a source

of problems, because people are seen as stubborn, easily frustrated, don't easily trust other people, find it difficult to get along. This condition is the opposite that will be experienced for individuals who have an average IQ but have high emotional intelligence, so it is often seen that individuals who are accustomed to organizations that involve emotional intelligence are more successful (Goleman, 2000).

The results of research at the University of Vermont regarding the analysis of the neurological structure of the human brain and behavioral research by LeDoux in (Nauli Thaib, 2013) which determines that in important events of a person's life EQ always precedes rational interrogation. success in individual learning achievement to achieve success is determined by a good EQ. So it can be concluded that emotional intelligence (EQ) is related to learning intelligence (IQ) in order to achieve success and success in the real world. In conclusion, there is a relationship between emotional intelligence and learning achievement of psychology students in semester 4.

**Tables, Figures and Formulas**

Table 1 ( Total study population )

No.	Gender	Amount
1.	Man	16
2.	Woman	24
Total		40

The number of respondents N = 40 consisting of N = 16 men and N = 24 women.

Table 2 ( Normality Test )

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residuals
N		40
Normal Parameters <sup>a,b</sup>	Means	,0000000
	std. Deviation	4.20886073
Most Extreme Differences	absolute	,102
	Positive	,102
	Negative	-.078
Test Statistics		,102
asympt. Sig. (2-tailed)		,200c <sup>d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The results of the table below say that the tolerance value = 1,000 and the VIF value = 1,000. So it can be concluded that the data on emotional intelligence and learning achievement experience multicollinearity.

Table 2 ( Linearity Test )

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
learning achievement * emotional intelligence	Between Groups	(Combined)	739,142	16	46,196	3.164	,006
		Linearity	384,109	1	384,109	26,306	,000
		Deviations from Linearity	355,033	15	23,669	1621	,144
	In Groups	335,833	23	14,601			
Total			1074,975	39			

The sig value of 0.144 is greater than 0.05. So it can be concluded that there is a significant linear relationship between the variables of emotional intelligence (X) and learning achievement (Y). F value 1.621 < f table 2.13 because the calculated f value is smaller than the f table value, it can be concluded that there is a significant linear relationship between the variables of emotional intelligence (X) and learning achievement (Y). Based on the spss output value df (15;23). Then found F table of 2.13.

Table 3 ( Relationship between Emotional Intelligence and Learning Achievement )

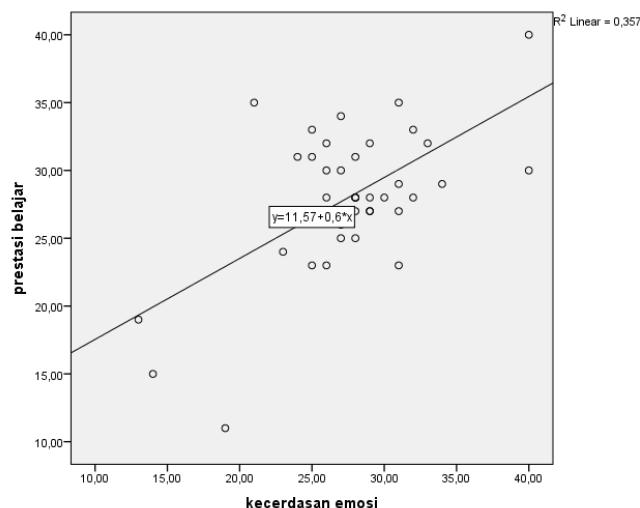
		correlations	
		emotional intelligence	learning achievement
emotional intelligence	Pearson Correlation	1	,598 **
	Sig. (2-tails)		,000
	N	40	40
learning achievement	Pearson correlation	,598 **	1
	Sig. (2-tails)	,000	
	N	40	40

\*\* . Significant correlation at the level of 0.01 (2-tailed).

The significant value in the data above is 0.000 which means it is lower than the significance level of 0.01, which can be concluded that the emotional intelligence variable has a relationship to the learning achievement variable or can be called correlated and thus H0 is rejected or in other words there is a relationship . The personal correlation value is  $r = 0.598$ , so it can be concluded that the form of the

relationship between the two variables is positive and is included in the moderate correlation.

Diagram 1 *scatterplot* (correlation of emotional intelligence scores and learning achievement)



Based on the output of the *scatter-plot graph*, it can be seen that the data plot points form a straight line from the bottom left to the top right, which can be concluded that there is a linear and positive relationship between the emotional intelligence variable (X) and the variable (Y). positive relationship if emotional intelligence increases then learning achievement increases.

## Conclusion

Based on the results of the study which aims to see whether there is a relationship between emotional intelligence and learning achievement of psychology students in semester 4. It can be seen from the significant value in the data above in the form of 0.000 which tends to be lower than the significant level which is 0.01. We draw the conclusion that the emotional intelligence variable has a relationship to the learning achievement variable or it can be called a correlation and thus  $H_0$  is rejected or in other words there is a relationship. With a personal correlation value of  $r = 0.598$ , the relationship between the two variables is positive and is included in the moderate correlation. In conclusion, there is a relationship between emotional intelligence and learning achievement of psychology students in semester 4.

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