

The Relationship between Emotional Intelligence and Student Learning Achievement at MA Bahrul Ulum Tambakberas Jombang

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ABSTRACT

There is another factor that is no less important in achieving success than intellectual intelligence, that factor is emotional intelligence. A person's rationality is actually guided and can even be controlled by emotions. People with good emotional skills are likely to be happy and successful in life, because they can know and deal with their feelings well so that they can focus on work and not be stressed, and they are able to read and deal effectively with other people's emotions. The purpose of this study is to determine the level and results of emotional intelligence and students' learning achievement, as well as to analyze the relationship between emotional intelligence and students' learning achievement at MA Bahrul 'Ulum Tambakberas Jombang. This type of research is descriptive and inferential quantitative research with 92 respondents. Data were obtained through questionnaire instruments and documentation formats. This study resulted in findings that the emotional intelligence of students is in the high category with a presentation of 76.1%, student learning achievement is in the good category with a percentage of 97.8% and there is a significant relationship between emotional intelligence and student learning achievement at MA Bahrul 'Ulum Tambakberas Jombang.

Keywords: *Emotional Intelligence, Achievement Learning, Correlation.*

ABSTRAK

Ada faktor lain yang tidak kalah penting dalam mencapai keberhasilan selain kecerdasan intelektual, faktor tersebut adalah kecerdasan emosional. Kemampuan rasionalitas seseorang sebenarnya dipandu dan bahkan bisa dikuasai oleh emosi. Orang dengan keterampilan emosional yang baik kemungkinan besar akan bahagia dan berhasil dalam menjalani kehidupan, karena mereka dapat mengetahui dan menghadapi perasaan mereka dengan baik sehingga dapat fokus pada pekerjaan dan tidak stres, dan mereka mampu membaca dan menghadapi emosi orang lain dengan efektif. Tujuan dari penelitian ini adalah untuk mengetahui tingkat dan hasil dari kecerdasan emosional dan prestasi belajar peserta didik, serta menganalisis hubungan antara kecerdasan emosional dengan prestasi belajar peserta didik di MA Bahrul 'Ulum Tambakberas Jombang. Jenis penelitian ini adalah penelitian kuantitatif deskriptif dan inferensial dengan responden berjumlah 92 peserta didik. Data diperoleh melalui instrumen angket dan format dokumentasi. Penelitian ini menghasilkan temuan bahwa kecerdasan emosional peserta didik berada pada kategori tinggi dengan presentasi 76,1%, prestasi belajar peserta didik berada pada kategori baik dengan persentase 97,8% dan terdapat hubungan yang signifikan antara kecerdasan emosional dengan prestasi belajar peserta didik di MA Bahrul 'Ulum Tambakberas Jombang.

Kata Kunci: *Kecerdasan Emosional, Prestasi Belajar, Hubungan*

INTRODUCTION

Education is an activity that is carried out deliberately, systematically and planned with the main

objective of developing the knowledge, attitudes, skills and potential of students, so that quality human resources can be created.

The proof that someone has learned is a change in behavior in that person, for example from not knowing to knowing, and from not understanding to understanding. A student's learning achievement is very important because it is in the form of data and values that become material to measure whether a lesson has run effectively and efficiently as it should or still needs improvement.

Hamalik said (2015) In order for students to achieve high achievement in learning, students must not only have high intellectual intelligence or Intelligence Quotient (IQ). According to Goleman (2015) "At its highest, IQ contributes approximately 20 percent to the factors that determine success in life, then 80 percent is filled by other forces." Daniel Goleman (2015) explains that "Even a high IQ does not guarantee prosperity, prestige or happiness in life; our schools and culture emphasize academic ability and ignore emotional intelligence."

The development of today's times is increasingly massive and unpredictable, therefore emotional development in adolescents must be considered. Because adolescence is begun between 11-16 years. A period in which pubertal children have a tendency to imitate, easily feel bored, seek attention, begin to be attracted to the opposite sex, look for idols, have volatile emotions, and like to fantasize. Their emotional development at this time is also strongly influenced by the environment in which they live. They tend to experience emotional difficulties, for example: anxiety, aggression, lack of respect for manners, and so on. In the teaching and learning process at school, it is often found that children who are so smart at school, so brilliant in their academic achievements, but they are easily angered, easily discouraged or behave haughtily and arrogantly. This is due to the child's inability to manage the emotions that occur within him. Therefore, emotional intelligence is needed in order to be a companion so that it can think clearly in determining the actions to be taken. A person's ability to understand and control emotions will determine whether or not IQ functions. As a person who is so brilliant in academic achievement but commits a crime because he cannot hold back his angry emotions. Someone who masters in academic subject but gets poor grade because they cannot focus during the exam due to anxiety and stress.

The influence of emotions in a person's life is immense. Emotions are distinctive feelings and thoughts, a biological and psychological state, and a set of tendencies to act. Emotions prepare a person to respond to an urgent event without wasting time to think, and reflect. For example, in ancient times anger triggered by small things could be intended to save human survival, caution imposed by fear when in the midst of heavy rain, could also be intended to save human survival from threats that could suddenly appear.

Emotions can be felt psycho-physically as they are directly related to the psyche and the physical body. Emotions are not only able to make human abilities increase but on the contrary are also able to revoke all human greatness. Emotions not only have the power to make us comfortable but are also capable of presenting tremendous unrest. Therefore, it is very important for a person to be able to control the emotions that occur within him.

Emotional intelligence is the ability to motivate oneself, persevere in the face of frustration, control impulses and keep stress from paralyzing thinking, empathizing and praying. More simply, it is the ability to be able to know and understand one and others. According to Goleman, especially in people who have purely high academic intelligence, they tend to be critical and dismissive, have difficulty expressing annoyance or anger, are unreasonably anxious, boring and cold.

Emotional intelligence combines important aspects of personal and interpersonal relationships, adaptation, mood, and skills in stress management that have a profound effect on student achievement. Efendi's research results state that there is a relationship between emotional intelligence and student achievement in MA NW Keruak East Lombok. Therefore, emotional intelligence has an important function in supporting students in achieving success. With the touch and approach of emotional intelligence can make a person able to open up to awaken the potential that has been latent and achieve the best learning outcomes.

The results of observations made at MA Bahrul 'Ulum Tambakberas Jombang, before entering the classroom, students are gathered first in the school yard to be motivated to be enthusiastic in learning and focus during learning and closed by praying together. However, when learning takes place, it is found that some students are indifferent when receiving learning. It was seen that some students were busy with their own affairs and did not listen to the explanation given by the teacher properly. There are even some learners who disturb their friends when learning takes place.

However, from the results of the 2nd semester exam, it was found that the average score obtained

by students was above 80. Where it was found that most of the students got scores above 80 in all subjects, and only 4 people scored below 80 in one of the subjects. Therefore, seeing the gap shown by these students, the researchers want to conduct research to find out the reality of students' relationships related to emotional intelligence and learning achievement. Therefore, the researchers are interested in conducting an in-depth study of the relationship between emotional intelligence and students' learning achievement at MA Bahrul 'Ulum Tambakberas Jombang.

METHOD

The researchers use quantitative research. Quantitative research is research whose data is in the form of numbers and is analyzed using statistics. This study used the correlation method, the purpose of this study to look at the relationship between two or more variables. In accordance with the objectives to be achieved, namely testing to see the relationship between emotional intelligence and student learning achievement, this study uses an ex post facto (non-experimental) approach with a correlation design. This means that there is no manipulation of the research variables at all. So this research only explores the facts about the presence or absence of a relationship between two variables.

The population of this study was students at MA Bahrul 'Ulum Tambakberas Jombang in the 2021/2022 academic year. The sampling technique used is cluster sampling (regional sampling). The population at MA Bahrul 'Ulum has 3 classes (regions), namely classes X, XI and XII. In this study used samples of classes X and XI. All students in grades X and XI were sampled in the study, totaling 95 students.

The instruments in this study include emotional intelligence questionnaires and students' report cards. The emotional intelligence questionnaire uses statement items consisting of 28 statement items based on 5 dimensions of emotional intelligence (Recognizing self-emotion, managing emotions, self-motivation, recognizing the emotions of others, and building relationships).

RESULT AND DISCUSSION

The Result

- **Instrument Validity and Reliability Test Results**

Before being used on the actual research subject, the measuring instrument used in this study was tested first to find out which items were valid and reliable so that they could be used in research. The trial was carried out using a sample of 30 students at MA Bahrul 'Ulum Tambakberas Jombang. For analysis calculation is using computer assistance with the SPSS version 26 programs.

- **Instrument Validity Analysis**

The validity test of the emotional intelligence scale is calculated using the product moment correlation formula from Person. From the results of the correlation between the item score and the total score, the correlation value on the emotional intelligence scale ranges from 0.329-0.736. Based on a significant level of 0.05, 1 item is obtained and 27 items are valid. Therefore, the items that will be used in this study are 27 items.

- **Instrument Reliability Analysis**

The emotional intelligence scale reliability test is calculated using the Cronbach's Alpha formula. The reliability test results obtained an alpha value of 0.915. The results of this analysis indicate that the alpha value is greater than 0.700 ($0.915 > 0.700$), so it can be said that all emotional intelligence items are reliable.

- **Overview of Emotional Intelligence of Students at MA Bahrul 'Ulum Tambakberas Jombang**

This research was conducted on students at MA Bahrul 'Ulum Tambakberas Jombang with a sample size of 95 students. Students who were present and filled out the emotional intelligence questionnaire at the time of conducting the research only amounted to 92 students. 3 students did not fill out the questionnaire because they did not go to school. So, these study using a sample of 92 students.

The researchers collected data through a questionnaire that had been filled in by students and then scored by researchers on each item so that the data in table 1 was obtained as follows:

Table 1. Description of Emotional Intelligence of Learners

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Emotional Intellegent	92	74	103	86,63	7,049	
Valid N (listwise)	92					

Based on Table 1 above, it shows that the value of the results of the emotional intelligence questionnaire of students at MA Bahrul 'Ulum Tambakberas Jombang with 92 respondents (N), namely the lowest value of 74, while the highest value is 103. The average value (mean) obtained is 86.63 and also obtained a standard deviation where the standard deviation is a measure that describes the level of data distribution from the average value of 7.049.

If the value of the emotional intelligence questionnaire results is categorized into 3 categories, namely low, medium and high. The lowest value that students can get is 28 and the highest value that students can get is 112, then the data range is the highest value minus the lowest value, so $112 - 28 = 84$. The class length is the data range divided by the number of classes, so $84 : 3 = 28$. Then the data is obtained in table 2 as follow:

Table 2. Category of Emotional Intelligence of Learners

Categorized Boundary	Frequency	Percentage	Categorized
27 – 54	0	0%	Low
55 – 81	22	23,9%	Middle
82 – 108	70	76,1%	High
Total	92	100%	

From Table 2 above, it can be seen that none of the respondents' answers were in the low category, 22 respondents' answers were in the medium category (23.9%), and 70 respondents' answers were in the high category (76.1%). So, it can be concluded that most students at MA Bahrul 'Ulum Tambakberas Jombang on average have a high level of emotional intelligence.

- Description of Student Learning Achievement at MA Bahrul 'Ulum Tambakberas Jombang

Learning achievement is the result of the learning process that has been carried out by students in the form of knowledge or skills that are realized in the form of numbers in test results or report cards. The results of students' learning achievement in this study were taken from the 2nd semester report card so that the research data were obtained in table 3 below:

Table 3. Description of Learners' Learning Achievement

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Achievement learning	92	84,25	87,83	85,8665	,83267	,693
Valid N (listwise)	92					

Table 3 above shows that the learning achievement scores of students at MA Bahrul 'Ulum Tambakberas Jombang with 92 respondents (N), namely the lowest score of 84.25, the highest score of 87.83, and the average value is 85.87.

If the results of students' learning achievement scores are categorized into 3 categories, namely: less, enough, and good. The lowest value that students can get is 75 (KKM value) and the highest value that students can get is 100, then the data range is the highest value minus the lowest value, so $100 - 75 = 25$. The class length is the data range divided by the number of classes, so $25 : 2 = 12,5$. Then the data obtained in table 4 below:

Table 4. Category of Learners' Learning Achievement

Categorized limits	Frequency	Percentage	Categorization
0 – 75	0	0%	Poor
75,1 – 87,5	90	97,8%	Good
87,6 – 100	2	2,2%	Very Good
Total	92	100%	

From table 4 above, it can be seen that there are no students who are in the less category, 90 students are in the good category (97.8%), and 2 students are in the high category (2.2%). So, it can be concluded that the learning achievement of students at MA Bahrul 'Ulum Tambakberas Jombang on average has a good level of learning achievement.

• **The Relationship Between Emotional Intelligence and Student Learning Achievement at MA Bahrul 'Ulum Tambakberas Jombang**

In this section, data analysis will be carried out X (students' emotional intelligence) with Y (students' learning achievement) to see the relationship between variable X and variable Y. Before conducting correlation tests and hypothesis testing, data normality testing will first be carried out.

➤ **Normality Test**

Before further data processing, a research prerequisite test will be carried out, namely the normality test. The normality test is useful for knowing whether the research to be carried out is normally distributed or not. In this study, Kolmogorov-Sminov normality testing was used using a significance level of 0.05. If the significant number (Sig.) < 0.05 then the data is not normally distributed. If the significant number (Sig.) > 0.05 then the data is normally distributed.

Table 5. The Result of normality test
One-Sample Kolmogorov-Smirnov Test

		Kecerdasan Emosional	Prestasi Belajar
N		92	92
Normal Parameters ^{a,b}	Mean	86,63	85,8665
	Std. Deviation	7,049	,83267
Most Extreme Differences	Absolute	,070	,096
	Positive	,070	,096
	Negative	-,048	-,063
Test Statistic		,070	,096
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,035 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Based on the table 5 above, Normality testing is carried out on emotional intelligence and learning achievement with a significant level set at 0.05. Based on the results of processing with SPSS 26.0 on the emotional intelligence variable, the sig. value is 0.200 because $0.200 > 0.05$, it can be concluded that the emotional intelligence variable is normally distributed. For the normality test on the learning achievement variable, the sig. value is 0.035 because $0.035 < 0.05$, it can be concluded that the learning achievement variable is not normally distributed. Because the learning achievement variable is not normally distributed, this study will use a nonparametric statistical test, namely the correlation technique from Spearman to determine whether or not there is a significant relationship between emotional intelligence and learning achievement.

➤ **Correlation test**

This correlation test is used to find the relationship between emotional intelligence and student learning achievement at MA Bahrul 'Ulum Tambakberas Jombang. The correlation test used in this data processing is the Spearman correlation with the following hypothesis:

Ho : There is no significant relationship between emotional intelligence and student learning

achievement at MA Bahrul 'Ulum Tambakberas Jombang.

Ha : There is a significant relationship between emotional intelligence and students' learning achievement in MA Bahrul 'Ulum Tambakberas Jombang.

If the significant number (Sig.) < 0.05 then Ho is rejected and Ha is accepted. If the significant number (Sig.) > 0.05 then Ha is rejected and Ho is accepted. The results of the Spearman correlation test can be seen in table 6 below:

Table 6. The Relationship Between Emotional Intelligence And Student Learning Achievement at MA Bahrul 'Ulum Tambakberas Jombang

			Emotional Intelligent	Learning Achievement
Spearman's rho	Emotional Intelligent	Correlation Coefficient	1,000	,308**
		Sig. (2-tailed)	.	,003
		N	92	92
	Learning Achievement	Correlation Coefficient	,308**	1,000
		Sig. (2-tailed)	,003	.
		N	92	92

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table 6 above can concluded that the results of the calculation of the correlation between emotional intelligence and student learning achievement at MA Bahrul 'Ulum Tambakberas Jombang obtained a significance value (Sig.) of 0.003, where the significance value (Sig.) is smaller than 0.05 (0.003 < 0.05). Thus, it means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It can be concluded that there is a significant relationship between emotional intelligence and students' learning achievement.

DISCUSSION

- **An Overview of the Emotional Intelligence of Students at MA Bahrul 'Ulum Tambakberas Jombang**

Emotional intelligence is a person's ability to feel and understand emotions that occur within himself and the emotions of others. This ability will lead him to behave in accordance with the needs and demands of his environment. So it is understandable that people who have good emotional intelligence will be able to control themselves well, as well as their social life. This is because they can respond appropriately to the demands of the environment.

Based on the results of data analysis of emotional intelligence of students at MA Bahrul 'Ulum Tambakberas Jombang, 70 people (76.1%) are in the high category. By looking at the average score of students' emotional intelligence which is 86.63, it means that the emotional intelligence of students at Ma Bahrul 'Ulum is in the high category. This shows that learners have been able to utilize their emotional intelligence in their daily lives, especially at school well.

The results of emotional intelligence are very much determined by the pattern of teaching and continuous instillation of values carried out by educators, in this case the teachers at Ma Bahrul 'Ulum, including giving advice in the school yard before entering the classroom and praying together.

- **Overview of Student Learning Achievement at MA Bahrul 'Ulum Tambakberas Jombang**

Learning achievement is an educational assessment of the progress of students in all matters studied at school concerning knowledge or skills expressed after the assessment. The results of the assessment action can be expressed in various formulations, some are classified with the symbols A, B, C, D, E, some use a scale of numbers from 0 to 100, and then at the end of each certain period, the school issues a report card. The report card is the final formulation given by the teacher regarding the progress or learning outcomes of students during a certain period.

The results of students' learning achievements have an important role for students and teachers. Teachers can find out the success of the ability of their students to where. In addition, these

results can be a trigger for motivation for students to study harder.

Based on data analysis of students' learning achievement at MA Bahrul 'Ulum Tambakberas Jombang, it shows that students' learning achievement is in the good category with a percentage of 97.8%. This proves that the achievement of students at MA Bahrul 'Ulum Tambakberas Jombang is good because it has an average value of 85.8.

- **The Relationship between Emotional Intelligence and Student Learning Achievement at MA Bahrul 'Ulum Tambakberas Jombang**

Based on the calculation of the correlation between emotional intelligence and learning achievement, it is found that there is a significant relationship with a significance value (Sig.) of 0.003 and the significance value (Sig.) is smaller than 0.05 ($0.003 < 0.05$). So it was decided to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). That is, there is a relationship between emotional intelligence and students' learning achievement.

Goleman said that, "Human success in life is determined by intellectual intelligence and emotional intelligence. Indeed, intellect cannot work at its best without emotional intelligence". If this pair interacts well, then it is likely that humans will be successful in life. This is in line with Semiawan's view that intellectuality is strongly influenced by emotional involvement, and even emotionality also determines the intellectual development of children gradually. Thus, intellectual intelligence and emotional intelligence cannot be separated from each other. The existence of emotional intelligence greatly supports the functioning of intellectual intelligence and vice versa.

A person's rationality is even guided and can be controlled by emotions. People who are unable to recognize emotions and manage their emotions well are very vulnerable to drowning in problems. Learners who are anxious, angry, or depressed will experience learning difficulties. People who are emotionally disturbed will find it difficult to remember, concentrate, learn, or make clear decisions. 126 studies of over 36,00 people found that the more anxious a person is, the worse their academic performance, regardless of the method of measurement.

Feniareny explained that "emotional intelligence has an influence on student learning outcomes". This emotional intelligence trains a person's ability to recognize and manage their feelings, the ability to be strong in the face of frustration, the ability to control urges and delay momentary satisfaction, regulate reactive moods, and be able to empathize and cooperate with others. This intelligence supports a learner in achieving their goals and aspirations. Emotional intelligence skills are also very useful in preparing learners in starting and undergoing a career when they have finished studying at school.

Good emotional intelligence is needed by students because emotional intelligence greatly supports the development of students in their lives including learning achievement. Learners who have good emotional intelligence will find it easier to live their lives and are better able to control themselves, motivate themselves, and establish good relationships with teachers and friends and achieve success in learning achievement.

CONCLUSION

Based on the results of research and discussion, it can be concluded that:

Description of the emotional intelligence of students at MA Bahrul 'Ulum Tambakberas Jombang, with an average value of 86.63. This means that the emotional intelligence of students in Ma Bahrul 'Ulum is in the high category with a percentage of 76.1%. Description of students' learning achievement at MA Bahrul 'Ulum Tambakberas Jombang, with an average score of 85.8. This means that the learning achievement of students in Ma Bahrul 'Ulum is in the good category with a percentage of 97.8%. There is a significant relationship between emotional intelligence and students' learning achievement at Ma Bahrul 'Ulum. This can be seen from the results of inferential analysis by conducting the Spearman correlation test. The significance value (Sig.) obtained is 0.003. Where the significance value (Sig.) is smaller than 0.05 ($0.003 < 0.05$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So it can be concluded that there is a significant relationship between emotional intelligence and students' learning achievement.

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