

The Relationship Between Emotional Intelligence And Student Achievement In Social Studies Subject Class IX SMP Negeri 10 Samarinda Academic Year 2021/2022

¹Wahyuni, ²Nasib Subagio, ³Sutrisno
Mulawarman University, Samarinda, Indonesia

¹wyuni8632@gmail.com, ²nasib.subagio@fkip.unmul.ac.id, ³sutrisno@fkip.unmul.ac.id

ABSTRACT

The purpose of this study was to determine the level of emotional intelligence and the level of student achievement, as well as to determine whether there is a significant relationship between emotional intelligence and student achievement in social studies subject class IX SMP Negeri 10 Samarinda in the academic year 2021/2022. Sampling in this study used a probability sampling technique with proportional random, namely 78 students from 326 students of class IX SMP Negeri 10 Samarinda. The type of research used is quantitative research with a correlational approach. In an effort to collect data (research instruments), the author uses a Likert scale, namely the emotional intelligence scale which refers to the 5 (five) elements of emotional intelligence and documentation of student report cards to determine the value of learning achievement. Testing the validity of items and elements on the emotional intelligence scale was carried out by expert validation. To find the correlation between the two research variables, Pearson's Product Moment correlation was used and the analysis used the computer-assisted SPSS 23 for Windows program. Based on the results of the study, it showed that there was a significant relationship between emotional intelligence and student achievement in class IX of SMP Negeri 10 Samarinda. From the results of the calculation analysis, the value of $\text{sig} = 0.000$ and $r_{\text{count}} = 0.407$ means that the value of $\text{sig} 0.000 < 0.05$ and r_{count} is consulted with the r_{table} of product moment known to be at a significant level of $5\% = 0.222$, which means the value of $r_{\text{count}} = 0.407 > r_{\text{table}} = 0.222$. Thus the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Emotional Intelligence, Learning Achievement,

INTRODUCTION

Education is a very important thing to achieve, an activity that is carried out intentionally, regularly and planned. Education is expected to change everything about the way of thinking and acting. The education process in schools starts from the most basic learning activities, the success or failure of achieving the goals of activities and learning achievement will cause problems for students and schools (Sri, 2010: 281).

Schools as formal institutions are a means of achieving the goals of education. Through school, students learn various things that can produce a change in themselves and to find out to what extent the changes that occur in students, an assessment of the learning process is needed. Assessment of learning outcomes is carried out to determine the extent to which the student has achieved the target and to know the progress he has achieved in learning or what is called learning achievement.

According to Tritjahjo Danny Soesilo (2015: 107) learning achievement is the knowledge achieved or the acquisition of skills during learning at school. The process of teaching and learning activities in schools is a complex and comprehensive process. Many people argue that to achieve high learning achievement, a student must have a high Intelligence Quotient (IQ), because intelligence is a potential provision that will facilitate students in the learning process so that they can achieve optimal learning achievement.

In fact, in the teaching and learning process in schools, it is often found that a student has not been able to achieve an equivalent learning achievement and in accordance with his intelligence abilities. Based on the results of interviews conducted by researchers with social studies teachers at SMP Negeri 10 Samarinda, the teacher stated that each student certainly has a different level of intelligence. There are students who have high intelligence abilities but get relatively low learning achievements, but there are also students who, although they have relatively low intelligence abilities, can achieve relatively high learning achievements.

In the world of psychology shocked by the findings of emotional intelligence (EQ). This term became popular and even rivaled the popularity of IQ. The inventor is Daniel Goleman a brain expert, he popularized EQ in the 90s. Goleman's findings are very surprising, namely intellectual intelligence (IQ) turns out to only contribute approximately 20% to a success, while 80% is a contribution that comes from other factors, including emotional intelligence Emotional Quotient (EQ), namely the ability to motivate oneself, overcoming frustration, controlling impulses, regulating moods (mood), empathy and the ability to work together (Daniel Goleman: 2016: 42).

According to Daniel Goleman (2016: 45) Emotional Intelligence is the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves, endure when facing frustration, trying to control impulses and the ability to manage emotions well in oneself and in build relationships with others. Emotional intelligence can be measured through the skills and abilities of individuals in realizing, recognizing and managing their emotions, as well as utilizing their emotions to motivate themselves to better things and being able to understand the feelings of others so that they are skilled in social relations.

With emotional intelligence, it is hoped that students can build a commendable attitude that arises from the heart and conscience. Emotional intelligence provides awareness of one's own feelings as well as awareness of the feelings of others. EQ can provide a sense of love, empathy, motivation, inspiration and the ability to manage inner feelings both in response to sadness and happiness appropriately. EQ is a basic prerequisite for using and developing IQ effectively. So that emotional intelligence becomes an important provision for children in reaching the future, therefore it will be easier and more successful in facing all kinds of life challenges, including challenges to succeed academically. In an effort to develop children's

emotional intelligence, it is necessary to include emotional training in community-based activities or involving many parties, such as scouts, book discussion groups, parent-student associations, art groups, nature lovers, etc.

Thus, the emotional intelligence possessed by students is very influential on learning achievement because emotions provoke a person's actions towards what he or she faces. According to Poerwodarminto achievement is an achievement of learning outcomes that have been done and implemented by someone. While the learning achievement itself is defined as the achievements that have been achieved by students in a certain period of time and recorded in the school report card. (Eva Nauli Thaib, 2013: 387).

The purpose of this study was to determine the level of emotional intelligence and the level of student achievement, as well as to determine whether there is a significant relationship between emotional intelligence and student achievement in social studies subject class IX SMP Negeri 10 Samarinda in the academic year 2021/2022. Sampling in this study used a probability sampling technique with proportional random, namely 78 students from 326 students of class IX SMP Negeri 10 Samarinda.

METHOD

The type of research used is quantitative research with a correlational approach. In an effort to collect data (research instruments), researchers used data collection techniques through questionnaires that referred to 5 (five) elements of emotional intelligence. In this study, researchers used a Likert scale. According to Sugiyono (2015:134) the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social events or phenomena. Then to find out the value of student achievement, the researcher uses the technique of documenting the value of report cards. To find the correlation between the two research variables, Pearson's Product Moment correlation was used and the analysis used the computer-assisted SPSS 23 for Windows program.

RESULT AND DISCUSSION

A. RESEARCH RESULT DESCRIPTION

There are two data obtained from the results of this study, namely emotional intelligence and learning achievement in class IX students of SMP Negeri 10 Samarinda. Data on emotional intelligence comes from the answers given by class XI students of SMP Negeri 10 Samarinda to the statements contained in the emotional intelligence scale, while data on learning achievement is obtained through recap of grade 2 social studies report cards, class XI students of SMP Negeri 10 Samarinda. In the description of this data, the researcher classified the subjects into 4 (four) levels, namely: very high, high, medium and low:

Table 1 Frequency Distribution of Emotional Intelligence Aspects

Aspect	Category	Interval	Frequency	Percentage
Emotional Intelligence	Low	30 - 52,5	0	0%
	Currently	53,5 - 75	9	12%
	Tall	76 - 97,5	69	88%
	Very high	98,5 - 120	0	0%
	Total		78	100%

Source: Primary data processed (2021)

Based on table 4.3, it can be seen that from 78 research subjects, 69 children (88%) had a high level of emotional intelligence, 9 children were classified as moderate (12%) in their emotional intelligence level.

The results of the learning achievement scores of the subjects taken and used in this study will be shown in the following interval table:

Table 2 Frequency Distribution of Learning Achievement Scores

Aspect	Category	Interval	Frequency	Percentage
Emotional Intelligence	Low	77 - 80	7	9%
	Currently	81 - 84	29	37%
	Tall	85 - 88	40	51%
	Very high	89 - 92	2	3%
	Total		78	100%

Source: Primary data processed (2021)

Based on table 4.4, it can be seen that of the 78 research subjects there are 2 children (3%) who have a very good learning achievement score (raport), 40 children (51%) are in the good category, 29 children (37%) are in the sufficient category and the rest as many as 7 children (9%) categorized as less good.

B. TESTING RESEARCH HYPOTHESES

Calculation of correlation is used to determine the relationship between emotional intelligence and student achievement. The results of these calculations can be seen in the following table:

Table 3 Results of Emotional Intelligence Data Analysis

Correlations

	Religiusitas	Agresivitas
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Religiusitas	Pearson		
	Correlation	1	,407**
	Sig. (2-tailed)		,000
	N	78	78
Agresivitas	Pearson		
	Correlation	,407**	1
	Sig. (2-tailed)	,000	
	N	78	78

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

Source: Primary data processed (2021)

Dari tabel di atas dapat diketahui bahwa dari hasil perhitungan korelasi antara kecerdasan emosional dengan prestasi belajar siswa kelas IX SMP Negeri 10 Samarinda diperoleh nilai sig = 0.000 dan $r_{hitung} = 0,407$ artinya nilai sig $0.000 < 0,05$ dan r_{hitung} dikonsultasikan dengan r_{tabel} *product moment* diketahui pada taraf signifikan $5\% = 0.222$ yang artinya nilai $r_{hitung} = 0,407 > r_{tabel} = 0.222$.

C. DISCUSSION

Based on the description of the emotional intelligence data of class IX students of SMP Negeri 10 Samarinda from 78 research subjects, 69 children (88%) had a high level of emotional intelligence and 9 children (12%) were in the medium category. So that it can be seen that in general the level of emotional intelligence of class IX students of SMP Negeri 10 Samarinda is in the high category. The data on student achievement in social studies subjects, shows that of the 78 research subjects there are 2 children (3%) who have a learning achievement score (raport) in the very good category, 40 children (51%) are in the good category, 29 children (37%)) is categorized as sufficient, and the remaining 7 children (9%) are categorized as less good. So that it can be seen that in general the level of learning achievement of grade IX students of SMP Negeri 10 Samarinda is categorized as good.

From the results of the calculation analysis, the value of sig = 0.000 and rcount = 0.407 means that the value of sig $0.000 < 0.05$ and rcount is consulted with the rtable of product moment known to be at a significant level of $5\% = 0.222$, which means the value of rcount = $0.407 > rtable = 0.222$. Thus, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, it can be said that there is a significant positive relationship between emotional intelligence and learning achievement in social studies subjects for class IX SMP Negeri 10 Samarinda.

Based on the results of the analysis of linearity test calculations obtained the value of sig. deviation from linearity is $.745 > 0.05$, it can be concluded that there is a linear relationship between emotional intelligence and student achievement. There is no negative sign (-) in the result of the r coefficient, then it indicates that the two variables are positively correlated (+) or in the same direction. With a moderate level of correlation because it is less than 0.05, the coefficient $r = 0.407$.

The positive correlation relationship gives the understanding that there is a unidirectional relationship between emotional intelligence and learning achievement, in that the higher the level of emotional intelligence of students, the higher their learning achievement, as well as the lower learning achievement, the less good their emotional intelligence.

In line with Goleman (2016: 56) which describes some of the characteristics of emotional intelligence quoted from Salovey about five areas, especially emotional intelligence (1) recognizing one's own emotions (2) managing emotions (3) motivating oneself (4) recognizing other people's emotions others and (5) building relationships. Daniel Goleman states that "Emotional Intelligence" is very influential on the success of one's life both in terms of achieving one's learning and work achievements.

Based on this, it can be concluded that good emotional intelligence can make students high-spirited in learning. Vice versa, if the emotional intelligence in students is lacking, the learning achievement of students will also be less good because it is influenced by the inability of students to recognize their own emotions, manage their emotions, motivate themselves, empathize and build relationships with others.

CONCLUSION

Based on the results of research and discussion that have been described in the previous chapter, the following conclusions can be drawn:

1. Based on the results of the emotional intelligence scale analysis of 78 subjects, it can be concluded that in general the level of emotional intelligence of class IX students of SMP Negeri 10 Samarinda is in the high category.
2. The learning achievement taken by the researcher for the research data is the value of the second semester report card of the XI grade students of SMP Negeri 10 Samarinda. The result is that from 78 subjects it can be concluded that in general the level of learning achievement of class IX students of SMP Negeri 10 Samarinda is categorized as good.

3. Based on the results of the study, it shows that there is a significant positive relationship between emotional intelligence and student achievement in class IX of SMP Negeri 10 Samarinda. From the results of the calculation analysis, the value of $\text{sig} = 0.000$ and $r_{\text{count}} = 0.407$ means that the value of $\text{sig} 0.000 < 0.05$ and r_{count} is consulted with the r_{table} of product moment known to be at a significant level of $5\% = 0.222$, which means the value of $r_{\text{count}} = 0.407 > r_{\text{table}} = 0.222$. Thus, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

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