

THE INFLUENCE OF EMOTIONAL INTELLIGENCE

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Abstract

One form of success for students in the learning process is having high learning achievements. According to Daniel Goleman, intellectual intelligence only contributes 20% to a person's success. Meanwhile, the other 80% is caused by several factors, one of which is emotional intelligence. Based on the researcher's initial observations, the researcher found indications of a lack of emotional intelligence in MAN Wajo students.

This research aims to examine the level of emotional intelligence and learning achievement of MAN Wajo students and at the same time analyze whether emotional intelligence has a significant effect on the learning achievement of MAN Wajo students or not. The research approach used is quantitative with ex post facto research type and bivariate correlation research design. The population in this study was 380 students with a sample of 79 students selected using cluster sampling techniques. Meanwhile, data collection techniques use observation, questionnaires and documentation. The data collected was then analyzed using descriptive statistical analysis techniques and inferential statistical analysis.

Based on the research results, it was concluded that (1) the level of emotional intelligence of MAN Wajo students was in the medium category (75.4% of the specified criteria). (2) The learning achievement of MAN Wajo students is in the high category (82% of the specified criteria). (3) There is no significant influence between emotional intelligence on the learning achievement of MAN Wajo students and the regression model cannot be used to predict learning achievement variables.

Keywords: Emotional Intelligence, Learning Achievement

INTRODUCTION

In essence, learning is a process, namely a process in terms of regulation, organizing the environment around students so that it can stimulate students to carry out the learning process. Learning can also be interpreted as the process of providing guidance or assistance to students in carrying out the learning process. Learning is a process of interaction between students and educators where educators are tasked with providing assistance to students in the context of acquiring knowledge and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in students.

One form of success for students in the learning process is having high learning achievements. This learning achievement is of course obtained from the learning process and educational process that students have gone through. The assumption that often circulates is that students who have high intellectual intelligence (IQ) will automatically be successful in the learning process and achieve brilliant learning achievements. However, a psychologist named Daniel Goleman denied this assumption.

According to Daniel Goleman, intellectual intelligence (intelligence quotients) only contributes 20% to a person's success. Meanwhile, the other 80% is influenced by several factors, one of which is emotional intelligence (EQ). 3 EQ is considered capable of leading a person to success. This can be seen from the phenomenon of many people who have high IQ but suffer in the face of world competition. On the other hand, people with mediocre IQ actually become successful entrepreneurs and leaders in various fields.

Emotional intelligence has a bigger role than intellectual intelligence. Intellectual intelligence (IQ) is only a minimum requirement for achieving success, but emotional intelligence (EQ) is what actually leads a person to the peak of achievement.

The phenomenon related to emotional intelligence that researchers found at Madrasah Aliyah Negeri (MAN), Kab. Wajo is that there are some students who have poor emotional management, this can be seen from the attitude of students who are indifferent or do not heed orders from the teacher or do not heed the rules made by the school. An example is that there are some students who have long hair and are reluctant to cut their hair, so the teacher is forced to cut the students' hair. What some students do is a form of low emotional intelligence according to what Yusuf (2009) stated that "adolescents who have low emotional intelligence will find it difficult to adapt to their social environment".

Learning achievement at the Wajo State Madrasah Aliyah (MAN) is relatively high. This can be seen from the majority of students who get scores above the KKM (Minimum Completeness Criteria). This is certainly not in line with Daniel Goleman's theory above which states that emotional intelligence influences a person's success.

METHOD

The research approach used is quantitative with ex post facto research type and bivariate correlation research design. The population in this study was 380 students with a sample of 79 students selected using cluster sampling techniques. Meanwhile, data collection techniques use observation, questionnaires and documentation. The data collected was then analyzed using descriptive statistical analysis techniques and inferential statistical analysis.

RESULTS AND DISCUSSION

This test aims to determine the direction of the relationship, the strength of the relationship and the significance of the strength of the relationship between variable X and variable Y. Test the significance of the correlation coefficient obtained from the Correlation table in IBM SPSS Statistics software. The test criteria are if the Sig value. (2-tailed) < 0.05 then H0 is rejected and H1 is accepted. The statistical hypothesis is as follows.

H0: $r_{xy} = 0$ means variables X and Y protection are not significant
H1: $r_{xy} \neq 0$ means variables X and Y protection are not significant

After carrying out the correlation coefficient significance test, the Sig value was obtained. (2-tailed) is 0.051, which means the value is greater than 0.05 so that H0 is accepted and H1 is rejected. Thus, variable X and variable Y have a correlation or relationship but it is not significant. The relationship between the two variables is classified as low based on the interpretation of the level of relationship in table 4.37 and apart from that, the Pearson correlation value has a negative sign which means the higher the emotional intelligence, the lower the learning achievement of MAN Wajo students or it could also mean that the lower the emotional intelligence, the higher MAN Wajo students' learning achievements.

The research results will be described in detail after first describing the research variables, namely emotional intelligence (X) and learning achievement (Y). Emotional intelligence is a person's ability (in this research, MAN Wajo students) to recognize their own emotions, manage their emotions, motivate themselves, recognize the emotions of other people and the ability to build relationships with other people. Meanwhile, learning achievement is the result of learning efforts that have been completed by students (in this study, MAN Wajo students) in the form of average grades on odd semester report cards.

This research was carried out at Madrasah Aliyah Negeri (MAN) Wajo with a population of 380 students and a sample size of 79 students who were selected using a cluster sampling technique where the population was divided into several clusters and samples were then drawn from these clusters. There are three data collection techniques, namely observation which functions to match research results with actual conditions in the field, questionnaires which are

used to collect data on the emotional intelligence variable (X) and documentation which is used to collect data on the learning achievement variable (Y).

After the data is collected, the data is then subjected to an analysis test of data requirements in the form of a normality test which is used to determine whether the residual values of the two variables are normally distributed or close to normal. The linearity test is used to determine whether variable X and variable Y have a significant linear relationship or not. No. and the correlation coefficient significance test aims to determine the direction of the relationship, the strength of the relationship and the significance of the strength of the relationship between variable X and variable Y. After fulfilling the test requirements for data analysis, the next step is to carry out the research hypothesis test.

Based on the data analysis requirements test, the results obtained were that the residual values of the two variables were normally distributed, there was a linear relationship between variable X and variable Y, variable X and variable Y had an insignificant correlation or relationship with a negative relationship direction and low classification.

Emotional Intelligence of MAN Wajo Students

Emotional intelligence is the ability of MAN Wajo students to recognize their own emotions, manage their emotions, motivate themselves, recognize the emotions of others and the ability to build relationships with other people, both teachers and friends. Based on descriptive hypothesis testing, the results obtained showed that the level of emotional intelligence of MAN Wajo students was 75.4% of the specified criteria. This means that the emotional intelligence of MAN Wajo students is included in the medium category.

The results of the research above are in accordance with the results of initial observations carried out by researchers where there are several students who have poor emotional management, this can be seen from the attitude of students who are indifferent or do not heed orders from the teacher or do not heed the rules made by the parties. school. Suitability in adapting to the environment is one of the characteristics of a person's low emotional intelligence. 75 Because only a few students were indicated to have difficulty adapting to the environment, so when examined statistically, the results showed that the emotional intelligence of MAN Wajo students was moderate.

MAN Wajo Student Learning Achievement

Learning achievement is the result of the learning efforts that MAN Wajo students have gone through in the form of average grades on odd semester report cards. Based on descriptive hypothesis testing, the results obtained were that the level of emotional intelligence of MAN Wajo students was 82% of the specified criteria. This means that the learning achievements of MAN Wajo students are included in the high category.

If seen explicitly, the average score obtained by MAN Wajo students in each subject is above the Minimum Completeness Criteria (KKM) score in the odd semester report card grades for the 2021/2022 academic year. This means that the learning achievement of MAN Wajo students is relatively high.

To achieve high learning achievement, teachers must try to animate and provide motivation so that an educational and conducive interaction process occurs. 76 Several teachers at MAN Wajo, when carrying out the learning process, have tried to liven up the class by providing learning material that is not monotonous or monotonous. . only on teachers, but the learning system is designed with a student-centered learning system or student-centered learning.

The Influence of Emotional Intelligence on the Learning Achievement of MAN Wajo Students

Before the researcher carried out an associative hypothesis test to determine whether there was an influence between the emotional intelligence variable and the learning achievement

variable of MAN Wajo students, the researcher first carried out a correlation coefficient significance test to determine whether there was a relationship, whether the relationship was strong or weak, and the direction of the relationship between the two variables. From the results of the correlation coefficient significance test, the Sig value was obtained. $0.051 > 0.05$, which means that the emotional intelligence variable does not significantly affect the learning achievement variable. Apart from that, the Pearson correlation value obtained is -0.221 , this means that the direction of the relationship is negative and the level of completeness is low.

Based on the correlation coefficient significance test, the researcher continues to the associative hypothesis testing stage to find out how the influence between the two variables is because the two variables still have a correlation based on the correlation coefficient significance test even though the correlation is relatively low and based on the theory explained in the research section that the theory is that there is a relationship. between emotional intelligence and learning achievement.

The results of associative hypothesis testing show the Sig value. $0.051 > 0.05$ which means H_0 is accepted and H_1 is rejected. This means that there is no significant influence between emotional intelligence on the learning achievement of MAN Wajo students.

The simple linear regression equation obtained is as follows. $Y = 91.580 + (-0.082)X$ This regression model is the same as the regression model in relevant research observations entitled "The Influence of Emotional Intelligence on Learning Achievement in Class V Students of SDN Ketawaggede Malang" which was researched by Muh. Jidan Ananta where the regression equation obtained by the researcher was $Y = 887.97 + (-0.112)X$.

CONCLUSION

Based on the analysis described in the thesis which discusses the influence of emotional intelligence on the learning achievement of MAN Wajo students, the following conclusions can be drawn. The emotional intelligence level of MAN Wajo students is 75.4% of the set criteria, meaning that the emotional intelligence of MAN Wajo students is in the medium category, in other words the students' ability to recognize their own emotions, manage their emotions, motivate themselves, recognize people's emotions. others and building relationships is neither too high nor too low (medium). The learning achievement of MAN Wajo students is 82% of the set criteria, meaning that the learning achievement of MAN Wajo students is in the high category, in other words the average score of students in each subject is above the KKM (Minimum Completeness Criteria) score. There is no significant influence between emotional intelligence on the learning achievement of MAN Wajo students. Regression models or equations cannot be used to predict the learning achievement of MAN Wajo students.

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