The Effect of Emotional Intelligence and Learning Motivation on Student Achievement

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Abstract—This study aims to determine: (1) An overview of emotional intelligence, learning motivation and student achievement of students in State Junior High School 1 Sengkang; (2) Effect of emotional intelligence on student achievement; (3) Effect of learning motivation on student achievement; (4) Effect of emotional intelligence and learning motivation on student learning achievement in State Junior High School 1 Sengkang. This type of research is quantitative. The research location is State Junior High School 1 Sengkang. A total of 149 students participated in the study. Data collected using emotional intelligence scale, learning motivation scale, and student achievement documentation. Then were analyzed using descriptive and inferential statistical techniques. The formulation of the second until four hypotheses were analyzed by simple linear regression and multiple linear regression. Results descriptive statistical analysis showed that: 1. The emotional intelligence, learning motivation, and learning achievement of students was in the medium category; 2. The simple and multiple regression showed that there is a positive and significant impact of emotional intelligence on student performance. The coefficient of determination implies that 3.2% of the variability of student performance variable is described by emotional intelligence. Furthermore, there is a positive and significant impact of learning motivation on student performance. The coefficient of determination implies that 3.5% of the variability of student performance variable is described by learning motivation. Then, the result showed there is a positive and significant impact of emotional intelligence and learning motivation on student performance. The coefficient of determination implies that 3.7% of student performance; the variability of the variable is described by emotional intelligence and learning motivation.

Keywords—emotional intelligence, learning motivation, student achievement

I. INTRODUCTION

Education is an activity that is carried out intentionally, regularly, and plans with the intention of changing or developing the desired behavior. Education is an institutional instrument for the development of the basic potential that humans need. Education can also be interpreted as a process of cultivating values, knowledge, and skills that develop in society. The fundamental function that must be carried out by education is to provide a conducive means for developers of human cultural ethos as learners so that in real life they can interact dialectically with the social environment surrounding them. The purpose of education can be achieved through school as a formal institution where students conduct learning activities.

With learning activities, it is expected that students can show positive change by acquiring new knowledge and skills. Then, learning achievement is the result obtained through the learning process. Learning achievement cannot be separated from learning activities because learning activities are processes, while achievement is the result of teaching and learning.

Learning achievement is the level of ability possessed by students in accepting, rejecting, and assessing information in relation with the level of success of something in learning the subject matter, which is expressed in the form of grades or report cards for each field of study after experience the teaching and learning process. High and low student achievement can be known after an assessment of learning outcomes.

The learning process is very important for a student. Learning is a process of change that occurs in a person within a certain period of time from being unable to become capable. By learning, students can achieve their dreams. Educational success is never separated from learning and learning activities which are the core activities of the process of achieving learning outcomes.

To measure the improvement of the quality of education in educational institutions is the learning achievement of students. This means that if students in a school have a high learning achievement, the school has a quality education. But in reality, student learning achievement at Junior High School 1 Sengkang which is the place for researchers to conduct research has experienced ups and downs. This can be seen from the students' learning achievement stated in the report card for an odd semester of 2017/2018 academic year which most of them are only on good and medium criteria.

Many factors influence high and low student achievement as a result of the schooling system. Goleman [1] claims that only 20% of a person's success can be attributed to IQ. This claim prompts many researchers to explore and identify other factors that contribute another 80% to a person's success [2]. These factors can be from within that come from the students themselves, can also be from the outside, such as the competencies that the teacher has, the curriculum that is applied, as well as from the community environment.

Low and Nelson [3] claim that EQ is crucial to a student's personal health and college success. They claimed that students with emotional intelligence skills are better able to cope with demanding and complex college experience. When individuals are able to lead their life successfully in the academe, they can focus on their learning and perform academically. Apart from its contribution to academic success, a person with high emotional intelligence

is also said to function better as a worker citing reasons such as being able to be a team player, work under pressure, and contribute to organization's productivity. It is becoming more evident that employers nowadays are no longer looking for employees with good grades alone, but they are more interested in applicants who can meet the demands of a working world and adapt to the forever changing climate and needs of their organization. In a nutshell, knowledge on students' emotional intelligence allows educators and administrators as well as the students themselves to recognize the importance of emotional competencies in learning hence capitalizing on them to achieve the common educational goals [2].

Various problems that seem trivial such as skipping during class hours, late entering the class, cheating, and not collecting tasks on time seem to be normal for students. Even if left unchecked, it certainly will greatly affect student achievement. Based on observations in class VIII.2 on August 9, 2017, Islamic Religion and Character Education lesson, 1 person was absent, and 3 students were late entering the class because they have been eating in the canteen. When the learning process, the teacher gives several examples of sentences containing the reading law of *Mad* on the blackboard and gives students the opportunity to determine which in the sentence contains the reading law of Mad, no one dares to raise his hand. This lasted a while until the teacher appointed one of the students to answer the questions on the board. When given individual training, some students even cheated from their friends who first collected their assignments and were examined by the teacher. In follow-up observations on Indonesian lesson in class VIII.3 on August 15, 2017, when we asked the students to express their opinions about a reading, no students raised their hands until the teacher pointed at one of the students to comment, even though the teacher had told times, so students dare to appear and argue in front of their friends. Likewise, observations made on social studies on August 16 in class VII.3, when the student makes group work to do the task, some students were instead talking to other friends without caring about their friends who were busy doing group assignments given by the teacher.

The focus of this study is to find factors that influence student achievement. Another aspect that influences in improving learning achievement is learning motivation. A person will succeed in learning if there is a desire to learn for himself. Learning motivation is a non-intellectual factor. Its role is in terms of growing passion, feeling happy and passion for learning. Students who have strong motivation will have a lot of energy to learn. Motivation is needed by students to implement strategies that will affect the learning process. Learning motivation makes students more efficient in managing time and effective learning.

Based on the background, the writer formulates the problem in this study as follows: Is there any influence of emotional intelligence and learning motivation on student achievement in State Junior High School 1 Sengkang?

II. RESEARCH METHOD

A. Approach and Type of Research

The approach used by researchers is a quantitative approach because the data collected is in the form of numbers which are then analyzed using statistical formulas.

This study uses the ex post facto method. Ex post facto research is research that aims to find causes that allow changes in phenomena, symptoms, or behavior caused by behavior and events that cause changes in the independent variables that have occurred as a whole.

B. Population and Sample

The population referred to in this study were all eighth-grade students of SMP Negeri 1 Sengkang, amounting to 297 people. While the sample in this study was taken from 50% of the population of 149 people.

C. Variable Operational Definition

1) Emotional Intelligence

Emotional intelligence is intelligence that includes self-awareness, managing emotions, and using emotions positively as well as social skills that include empathy and social skills in fostering relationships with others. The components contained in emotional intelligence are recognizing emotions, managing emotions, motivating yourself, recognizing others' emotions (empathy), and fostering relationships with others.

2) Motivation to learn

Learning motivation is the overall driving force in a student who directs and maintains behavior so that he is motivated to act to do something so as to achieve learning outcomes or goals. The components of learning motivation are the interest in learning, being independent in learning, diligent in learning, resilient in facing difficulties, and having hopes and aspirations for the future.

3) Learning achievement

Learning achievement is learning outcomes that can be achieved when evaluating and evaluating to determine the extent of students' mastery of various things (affective, cognitive, and psychomotor) that have been taught so that an overview of the overall educational program can be achieved. This learning achievement variable will be seen by using a document collection method in the form of student learning report cards in school.

D. Research Instrument

The instrument used is a psychological scale. The instrument score determination uses four alternative answers. Respondents only give a sign (√) to the available answers that are appropriate to their situation. Always, often, sometimes and never an alternative answer that is available and can be checked directly by students.

The scale of emotional intelligence is compiled based the Goleman [1] theory with the following aspects: 1) knowing your emotions, 2) managing your emotions, 3) motivating yourself, 4) empathy, and 5) establish relationships with other people. Learning motivation scale is based on Sardiman's [4] statement with the following aspects: 1) interest in learning, 2) independent in learning, 3) be diligent in learning, 4) tenacious facing difficulties, and 5) have hopes and aspirations for the future. Whereas to get data about student learning achievement, the instrument used is report card and is intended to obtain data about the learning achievement of the eighth grade students of SMP Negeri 1 Sengkang in the odd semester of 2017/2018 academic year.

E. Data Analysis and Processing Techniques

In the data analysis phase based on sample data, it was analyzed using descriptive statistical analysis techniques and inferential statistical analysis techniques. Some of the tests conducted in this study are 1) normality test, 2) linearity test, 3) multicollinearity test and 4) hypothesis testing.

III. RESULTS AND DISCUSSION

Base on the descriptive analyzes, there is three categorizations for variables (Table 1). The result showed that emotional intelligence is at the medium level, learning motivation is at the medium level, and student achievement is in the medium level also.

TABLE I.   CATEGORIZED OF EMOTIONAL INTELLIGENCE, LEARNING MOTIVATION, AND STUDENT ACHIEVEMENT

Categorization	EI	F	%	LM	F	%	SA	F	%
High	$(\mu + 1.0\,\sigma) \le X$	27	18.12%	$(\mu + 1.0\,\sigma) \le X$	27	18.12%	$(\mu + 1.0\,\sigma) \le X$	25	16.78%
Medium	$(\mu - 1.0\,\sigma) \le X \le (\mu + 1.0\,\sigma)$	97	65.10%	$(\mu - 1.0\,\sigma) \le X \le (\mu + 1.0\,\sigma)$	101	67.79%	$(\mu - 1.0\,\sigma) \le X \le (\mu + 1.0\,\sigma)$	98	65.77%
Low	$X \le (\mu - 1.0\,\sigma)$	25	16.78%	$X \le (\mu - 1.0\,\sigma)$	21	14.09%	$X \le (\mu - 1.0\,\sigma)$	26	17.45%

The result shows that the coefficient correlation (R) = 0.178 and p-value = 0.029 < 0.05 or H0 is rejected. Thus, the coefficient correlation is meaningful or significant. It means that there is a positive and significant impact of emotional intelligence of student achievement. While the coefficient of determination looks at the value of R Square = 0.032 which implies that 3.2% of the variability of student achievement variable (Y) is explained by emotional intelligence (X_1).

The result shows that the coefficient correlation (R) = 0.191 and p-value = 0.019 < 0.05 or H0 is rejected. Thus, the coefficient correlation is meaningful or significant. It means that there is a positive and significant impact of learning motivation of student achievement. While the coefficient of determination looks at the value of R Square = 0.037 which implies that 3.7% of the variability of student achievement variable (Y) is explained by learning motivation (X_2).

The result shows that the coefficient correlation (R) = 0.218 and p-value = 0.028 < 0.05 or H0 is rejected. Thus, the coefficient correlation is meaningful or significant. It means that there is a positive and significant impact of emotional intelligence and learning motivation of student achievement. While the coefficient of determination looks at the value of adjusted R Square = 0.035 which implies that 3.5% of the variability of student achievement variable (Y) is explained by emotional intelligence and learning motivation $(X_{1,2})$.

Emotional intelligence and learning motivation together on learning achievement have an influence of 3.5% with a significant value of p = 0.028. While the remaining 96.5% is determined by other factors beyond emotional intelligence and student learning motivation, this means that H0 states that there is no influence of emotional intelligence and learning motivation on student achievement in Sengkang Middle 1 Junior High School rejected, and H1 which states that there is an influence of emotional intelligence and learning motivation on student achievement in SMP 1 Sengkang accepted.

The results showed that there was an influence of emotional intelligence and learning motivation on student learning achievement. Thus H1 is accepted. The effective contribution amount given emotional intelligence and learning motivation to learning achievement is 3.5%. This shows that the influence given is very small because the remaining 96.5% is influenced by other factors.

High and low student achievement can be influenced by many factors, namely internal factors, and external factors. Internal factors include physical factors which consist of health and disability, and psychological factors which consist of intelligence, attention, talent, motivation, maturity, and readiness while external factors include family factors which consist of how parents educate, relationships between family members, home atmosphere, family economic conditions, and understanding of parents, school factors which consist of teaching methods of teachers, curriculum, teacher relations with students, student relations with students, school discipline, media education, school time, standard lessons above the size, and condition of the building, as well as community factors which consist of student activities in the community, mass media, social associates, and forms of community life.

As one of the major schools in Wajo District, State Junior High School 1 Sengkang always tries to innovate in various fields for the sake of the progress of its school. The teachers are always encouraged to dig up information about the use of media and the latest and interesting learning methods that can be used in classes that are in accordance with the material provided so that students easily accept the lesson. Similarly, the state of the school continues to be renovated and made as comfortable as possible so that students feel at home in school.

The support of the family is also one of the important things that students have. With the support of the family, a student will be able to concentrate on learning and not be burdened by family problems. On the other hand, the way parents educate, and a good home atmosphere will cause children to be more relaxed in living life, including in their school environment so that it is easier to go through the learning process in school. Likewise, the state of students is always monitored by the BK Teacher. If there are students who are in trouble, then the problem will be immediately sought to be solved so that it will not be a protracted problem that can affect their learning achievement.

Emotional intelligence and learning motivation are factors that both of them can affect student achievement. The higher the emotional intelligence that students have, the more they are able to know and respond to their own feelings well. A student who has high emotional intelligence is more likely to succeed in learning and has the motivation to achieve so as to produce good learning achievement. While students who have low emotional intelligence will have difficulty holding back emotional control and will experience inner conflicts that will damage their ability to

focus on their tasks that will make their learning achievements decrease.

With learning motivation, students will be motivated to achieve learning goals and objectives. Learning motivation is very important because it can move student behavior in a positive direction so that they are able to deal with all the demands and difficulties of learning. Motivation can determine whether or not to achieve goals so that the greater the motivation, the greater the success in learning.

Cushman & Gilford [5] believes that a sense of achievement in someone is a source of pride. A sense of achievement will encourage someone to compete and feel the need to get the highest results. When learning activities carried out by students are achieved successfully, will cause pleasant feelings. This can cause motivation for students, so they try to achieve more success than before. But if students find failure in learning, it can lead to feelings of disappointment which result in loss of motivation in learning.

All of these factors have different levels of influence on each student so that in this study, although there is an influence between emotional intelligence and learning motivation on student achievement, the effective contribution given is quite small. The last finding of this study is that there is a positive influence between emotional intelligence and student learning motivation together on learning achievement. This shows that emotional intelligence and learning motivation are factors that need to

be considered in an effort to improve student learning achievement.

IV. CONCLUSIONS

There is a positive influence between emotional intelligence and learning motivation together on learning achievement of 3.5% with a significant value of p = 0.028. While the remaining 96.5% is determined by other factors beyond emotional intelligence and student learning motivation. This means that there is an influence of emotional intelligence on students' learning achievement in State Junior High School 1 Sengkang. Thus, it can be concluded that the higher the emotional intelligence and learning motivation, the better student learning achievement and vice versa, the lower the emotional intelligence and student learning motivation, the lower the learning achievement.

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