The Relationship between emotional intelligence and student learning achievement in SMK Muhammadiyah Bangunjiwo Bantul Yogyakarta

Nursidik Jaka Andika [a,1], Sutarman [a,2,*]

[a] Universitas Ahmad Dahlan, Yogyakarta, Indonesia

[1] nursidik1900031143@webmail.uad.ac.id ; [2] sutarman17@pai.uad.ac.id*

* corresponding author

ARTICLE INFO

ABSTRACT

This research is motivated by the lack of optimal students in achieving learning achievements that can be seen through the results of daily tests, Mid Test, and Final Test Semester, besides that there are problems in learning achievement which include a negative understanding of themselves, so that these students are not sure of their potential. Therefore, this study aims to determine the relationship between emotional intelligence and ISMUBA learning achievement of students at SMK Muhammadiyah Bangunjiwo. This research method uses quantitative methods. Data collection uses useful documentation to obtain report card data for class XI and XII of the first and second semesters and the scale used is the Emotional Intelligence Scale. This study used *product moment* analysis techniques using the help of IBM 27 *for Windows*. The results of the *product moment* analysis showed a significant result of 0.001 (p < 0.01) meaning that there was a very significant relationship between emotional intelligence and ismuba learning achievement of students at SMK Muhammadiyah Bangunjiwo. So it can be interpreted that the hypothesis proposed by the researcher is accepted.

INTRODUCTION

Education is a learning process that is carried out using a face-to-face approach that occurs through communication activities between teachers and students which are expected to be able to make quality students think critically. Education is not only about quality, but as an effort to make a human being who can achieve success in the future and is able to overcome the egoism that exists in him (Ristanti et al., 2020).

Vocational education is a component of the National Education system. The government hopes that vocational education through SMK will develop students' knowledge and skills and be able to face the real challenges of the world of work. With this concept, several vocational schools were established in Indonesia, including SMK Muhammadiyah Bangunjiwo (Engel, 2014).

In this study, SMK Muhammadiyah Bangunjiwo became the research site. SMK Muhammadiyah Bangunjiwo is one of the private schools in Bantul Regency, Yogyakarta. In fact, according to an

interview with one of the teachers at SMK Muhammadiyah Bangunjiwo, there are some students who are not optimal in achieving learning achievements which can be seen through the results of daily tests, Mid Test, and Final Test Semester. In addition to studying at school, there are also some students who are outside school hours while working, so the work greatly impacts student learning achievement because students often do not collect the assignments that have been given and sometimes do not follow the learning process. In this case, there are also problems in learning achievement which include a negative understanding of oneself, so that the student is not sure of his potential.

According to Goleman, emotional intelligence is the ability contained in individuals to regulate emotions, motivate themselves, be able to resist a failure, and manage their psychology. According to Hurlock, emotional intelligence that often occurs in adolescents can be seen in acceptance of oneself, can make an impression on oneself, attaches oneself to the environment, is able to adjust to fellow comrades-in-arms, can express positive and negative desires and can have good social interactions (Goleman, 2016) Based on research conducted by Nisrina, Rini, and Latifa, there is a positive relationship between emotional intelligence and learning achievement, where emotional intelligence has an important role in learning achievement that can increase students' self-intelligence so that it can make it easier to overcome stress and focus attention on completing tasks properly (Nisrina, Rini, and Latifah, 2018).

Learning achievement is an achievement that students get from learning activities. Students who are able to achieve learning achievements will have behavioral changes in interactions in social life. Learning achievements can be seen through the efforts that have been obtained by students in academic learning capacity carried out in a period that has been ratified and in each semester will be proven by the results of the grades contained in the report book (Qodri, 2017).

The Ministry of National Education 2019 said that the 2019/2020 Education statistics data, the number of male and female public and private vocational high school students who did not advance to the grade was 24,413 students. Meanwhile, in 2018/2019 there was an increase of 19,187 students and students who did not advance in class. According to Syah, the low achievement of learning achievement results has an impact on schools which will affect the accreditation achieved, while the impact felt by students due to low learning achievement is the difficulty in continuing the next level of education to higher education and the lack of quality from students (Meliani et al., 2021).

Referring to the problems described above makes this research important. This research will examine the research subjects of the students of SMK Muhammadiyah Bangunjiwo. In this study, it is very interesting to study which will later answer problems including how big the level of emotional intelligence is, how big the level of learning achievement is and whether there is a relationship between emotional intelligence and ISMUBA learning achievement at SMK Muhammadiyah Bangunjiwo. Students of SMK Muhammadiyah Bangunjiwo are the subject of appropriate research, because they are actors who feel the importance of emotional intelligence in determining learning achievement.

METHOD

This type of research uses quantitative methods. This study used *product moment* correlation analysis (Edwindha, Wibowo, and Murtadho, 2017) *Product Moment* correlation analysis is a statistical method used to determine the strength of the relationship between one variable and another, whether a certain variable depends on other variables or not. The population is the total number of students at SMK Muhammadiyah Bangunjiwo which amounts to 89 students.

FINDINGS

1. Emotional Intelligence

    a. Definition of Emotional Intelligence
        According to Salovey and Mayer, emotional intelligence is an advantage that individuals have in managing, understanding emotions in oneself and others. Salovey and Mayer also suggest that emotional intelligence is related to social intelligence which involves the ability of others formed on a person's social emotional ability to guide his thoughts and actions (Baiti and Munadi, 2014).

Patton defines that emotional intelligence is the ability that every individual has in managing emotions effectively to build productive relationships, achieve expected goals and be able to achieve success in life (Ifham and Helmi, 2002).

Howes and the Herald posit that emotional intelligence is a set of a person's ability to help control his emotions. In everyday life, the language of emotional intelligence is often referred to as street smart (smart) or a special ability that a person has which is usually called common sense (Rahmasari, 2012).

Goleman argues that emotional intelligence is the ability that individuals have in the face of failure, motivate themselves, and be able to regulate the state of the soul. Then Goleman added that emotional intelligence regarding an individual's ability to understand, feel, be able to apply emotional sensitivity and power as a human source, information, connection, energy and influence (Goleman, 2016).

Based on the description above, it is in line with Sutarman's research that emotional intelligence is a person's ability to control or manage their emotions, so that in every difficult situation that is being faced can be resolved properly (Sutarman, Tjahjono, and Hamami, 2017)

b. Aspects of Emotional Intelligence
Goleman explains that emotional intelligence is divided into 5 basic aspects, namely:
1) Recognizing self-emotions, is the individual's ability to know self-feelings.
2) Managing emotions, is the ability of individuals to regulate their emotions to remain stable and lead to positive behavior.
3) Self-motivation, is the ability to regulate self-condition to lead oneself towards the desired goal.
4) Recognizing the emotions of others, is the ability to participate in feeling and understanding the opinions of others.
5) Fostering relationships with others, is the ability of individuals to understand the emotions of others aimed at building harmonious relationships for the social environment (Goleman, 2016)

Based on the description above, the aspects of emotional intelligence used in this study refer to aspects of emotional intelligence according to Goleman which include: self-awareness, self-regulation, motivation, empathy and social awareness.

2. Learning Achievements

a. Definition of Learning Achievement
According to Tohirin, learning achievement is an outcome achieved by students after carrying out the learning activity process. Learning achievement can also be called learning outcomes. In the sense that learning achievement is a form of inseparable unity, even into a hierarchical relationship. To see whether or not a student is successful in learning, it is necessary to have a test, which aims to be able to find out how far the student's learning achievement level is after undergoing the learning activity process that has taken place (Asri primastuti, Supriyono, 2021).

According to Zainal, learning achievement is a process carried out by individuals in the form of efforts related to aspects of knowledge. Learning achievement is an indicator of the quality and quantity of knowledge that has been mastered by individuals in the learning process. The results of learning are in the form of numbers and explanations of student abilities that have been achieved after going through the learning activity process (Waryani, 2021).

Based on the explanation above, researchers can conclude that learning achievement is the level of student success in a learning activity that can be described in the form of symbols, letter numbers, and sentences as a reference in student success with predetermined value standards so that it can provide emotional satisfaction.

b. Aspects of Learning Achievement
According to Tohirin, learning achievements can be seen after doing learning activities. The achievement of student learning achievement results includes several aspects, namely:

1) Cognitive
The cognitive aspect is the main aspect in many educational curricula and becomes a benchmark in the assessment of child development.

2) Affective
   The affective aspect is material based on everything related to emotions such as feelings, values, rewards, interests, attitudes, and enthusiasm for things.

3) Psychomotor
   The psychomotor aspect is a domain that includes the behavior of movement and physical coordination, motor skills, and physical abilities of a person (Susanto, 2013)

Based on the description above, the learning achievement aspects contained in this study refer to learning aspects including cognitive, affective, and psychomotor aspects.

FINDINGS AND DISCUSSION

1. Level of Emotional Intelligence
   The level of emotional intelligence is in the moderate range. Based on data collected from 89 student respondents at SMK Muhammadiyah, 12 students or 13.5% of students who have emotional intelligence with a high category, students who have emotional intelligence with a moderate category are 66 students or 74.2% of students and 11 students or 12.4% who have low emotional intelligence. So it can be concluded that the majority (74.2%) of students have a moderate level of emotional intelligence. This means that students have the capacity to explore their own emotions, manage them, motivate themselves, empathize, and build relationships.

Table 1. Frequency of emotional intelligence

Categories Emotional Intelligence				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tall	12	13.5	13.5	13.5
	Keep	66	74.2	74.2	87.6
	Low	11	12.4	12.4	100.0
	Total	89	100.0	100.0	

2. Level of Learning Achievement
   Based on the data collection and processing of student learning achievement data obtained from 89 respondents of students of SMK Muhammadiyah Bangunjiwo, as many as 23 students or 25.8% of students who have high category learning achievements, students who have average learning achievements of 55 students, accounting for 61.8% of students and 11 students or 12.4% of students who have low learning achievement. So it can be concluded that majoritar (61.8%) students have learning achievement in the moderate category. This means that students are competent enough to understand the material that has been given.

Table 2. Frequency of learning achievement

Categories Learning Achievement				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tall	23	25.8	25.8	25.8
	Sedang	55	61.8	61.8	87.6
	Low	11	12.4	12.4	100.0
	Total	89	100.0	100.0	

3. The relationship between emotional intelligence and student learning achievement at SMK Muhammadiyah Bangunjiwo
   Based on the results of the research data test, it shows that there is a very significant relationship between emotional intelligence and ISMUBA learning achievement of students at SMK Muhammadiyah Bangunjiwo who were tested using product moment correlation statistical analysis techniques with the help of IBM 27 for Windows. The results of this study in the questionnaire trial concluded that of the 25 items of the questionnaire statement, there were 21

valid items, while 4 items were invalid, and the 21 statement items proved to be reliable. From the product moment correlation test, that rxy result was 0.340. Furthermore, by looking at the rtabel the value of the coefficient "r" product moment of 89 people with a level of 5% of 0.206 which means more than the rtabel of $0.340 \geq 0.206$. This figure shows the correlation or relationship of emotional intelligence with student learning achievement at SMK Muhammadiyah Bangunjiwo. Thus that the alternative hypothesis (Ha) in the study is accepted, while the null hypothesis (Ho) is rejected.

Based on research findings that show a relationship between emotional intelligence and student learning achievement at SMK Muhammadiyah Bangunjiwo. This is because The higher the student's emotional intelligence, the higher the learning achievement. Conversely, the lower the emotional intelligence, the lower the learning achievement. Thus, it can be concluded that if students have good emotional intelligence, it will also affect good learning achievement.

The results of this study are supported by Fauziyah's research that there is a positive relationship between emotional intelligence and significant learning achievement. In addition, the research of Nisrina, Rini, and Latifa showed a positive relationship between emotional intelligence and learning achievemen (Nisrina, Rini, and Latifah, 2018) Students who have good intelligence will speed up the learning process, so as to be able to achieve the desired learning achievements. On the other hand, if students have low emotional intelligence, it will slow down the learning process, so that the desired learning achievement is not achieved.

CONCLUSION

Based on the results of a study of 89 students at SMK Muhammadiyah Bangunjiwo, there is a very significant relationship between emotional intelligence and learning achievement of ISMUBA students at SMK Muhammadiyah Bangunjiwo. So it can be interpreted that the hypothesis proposed by the researcher is accepted. The higher the emotional intelligence, the higher the learning achievement. Conversely, the lower the emotional intelligence, the lower the learning achievement. Advice to students is expected to further improve their emotional intelligence so that they can perform well after graduation. In addition, this study aims to be a reference for schools to further improve emotional intelligence both inside and outside the school.

REFERENCES

Asri primastuti, Supriyono, Wharyanti Ika Purwaningsih. 2021. "Peningkatan Self Regulated Learning Dan Prestasi Belajar Matematika Melalui Model Pembelajaran SDM Di SMP." *Jurnal.Umpwr.Ac.Id* 3 (2): 25–32. https://doi.org/10.37729/jipm.v3i2

Baiti, Ahmad Awaludin, and Sudji Munadi. 2014. "Pengaruh Pengalaman Praktik, Prestasi Belajar Dasar Kejuruan Dan Dukungan Orang Tua Terhadap Kesiapan Kerja Siswa SMK." *Jurnal Pendidikan Vokasi* 4 (2): 164–80. https://doi.org/10.21831/jpv.v4i2.2543.

Edwindha, Prafitra Nugraheni, Mungin Eddy Wibowo, and Ali Murtadho. 2017. "27 Jubk 6 (2) (2017)." *Jurnal Bimbingan Konseling* 6 (2): 127–34. http://journal.unnes.ac.id/sju/index.php/jubk.

Engel. 2014. "Pendidikan Kejuruan." *Paper Knowledge . Toward a Media History of Documents*, 10–36.

Goleman. 2016. *Emotional Intelligence*. Jakarta: PT Gramedia Pustaka Utama.

Ifham, Ahmad, and Avin F. Helmi. 2002. "Hubungan Kecerdasan Emosi Dengan Kewirausahaan Pada Mahasiswa." *Jurnal Psikologi* 000 (2): 89–111. https://doi.org/10.22146/JPSI.7018.

Meliani, Fitri, Dindin Alawi, Muhammad Yamin, Muhibbin Syah, and Muhammad Erihadiana. 2021. "Manajemen Digitalisasi Kurikulum Di SMP Islam Cendekia Cianjur." *JIIP - Jurnal

Ilmiah Ilmu Pendidikan 4 (7): 653–63. https://doi.org/10.54371/jiip.v4i7.328.

Nisrina, Ajeng Nida, Candra Puspita Rini, and Nur Latifah. 2018. "Hubungan Antara Kecerdasan Emosional Dengan Prestasi Belajar Matematika Siswa Kelas Iv Sd Negeri Kutabumi Iv Kabupaten Tangerang." *Taman Cendekia: Jurnal Pendidikan Ke-SD-An* 2 (2): 198–205. https://doi.org/10.30738/tc.v2i2.2950.

Qodri, Abd. 2017. "Jurnal Pedagogik." *Teori Belajar Humanistik Dalam Meningkatkan Prestasi Belajar Siswa* 04 (02): 188–202.

Rahmasari, Lisda. 2012. "Pengaruh Kecerdasan Intelektual , Kecerdasan Emosi Dan Kecerdasan Spiritual Terhadap Kinerja Karyawan." *Majalah Ilmiah INFORMATIKA* 3 (1): 1–20.

Ristanti, Octiana, Atika Suri, Candra Choirrudin, and Lutfita Kurnia Dinanti. 2020. "Pendidikan Islam Dalam Sistem Pendidikan Nasional Telaah Terhadao UU No. 20 Tahun 2003." *Tawazun: Jurnal Pendidikan Islam* 13 (2): 152. https://doi.org/10.32832/tawazun.v13i2.2826.

Susanto, Ahmad. 2013. *Teori Belajar & Pembelajaran Di Sekolah Dasar*. Jakarta: PRENADAMEDIA Group.

Sutarman, Sutarman, Heru Kurnianto Tjahjono, and Tasman Hamami. 2017. "The Implementation of Holistic Education in Muhammadiyah's Madrasah Indonesia." *Dinamika Ilmu* 17 (2): 191–203. https://doi.org/10.21093/di.v17i2.856.

Waryani. 2021. *Dinamika Kinerja Guru Dan Gaya Belajar Konsep Dan Implementasi Terhadap Prestasi Belajar*. Indramayu: Penerbit Adab.