PENGARUH METODE PEMBELAJARAN *FULLDAYSCHOOL* TERHADAP MOTIVASI BELAJAR KELAS XI DENGAN *EMOTIONAL INTELLIGENCE* SEBAGAI VARIABEL MODERATOR

The Influence of *Full Day School* Learning Methods on Student Motivation in Grade XI of SMA Negeri 1 Plemahan, Kediri with *Emotional Intelligence* as a Moderator Variable

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Abstract

In the teaching and learning process, motivation plays a huge role in learning achievement. Emotional Intelligence can also influence the learning achievement. The purpose of this research is to test and analyze the effect of full-day school learning methods on the learning motivation of class XI students of SMA Negeri 1 Plemahan, Kediri with emotional intelligence as a moderator variable. This research involved 160 respondents with quantitative approach methods. The data obtained will be analyzed using multiple linear analysis techniques. The result of this study indicates that there is an effect of full-day school learning methods on student motivation with a significance value of 0,000 <0.10. Furthermore, the multiple linear regression analysis with emotional intelligence as a moderator variable showed that the emotional intelligence variable succeeded in moderating the effect of full-day school learning methods on student motivation with a significance value of 0.005 <0.05.

Keywords: Emotional Intelligence, Full Day School, Learning Motivation

Abstrak

Dalam proses belajar mengajar, motivasi memainkan peran besar dalam prestasi belajar. Siswa yang memiliki motivasi tinggi akan memiliki banyak energi untuk belajar. Siswa yang tidak memiliki motivasi belajar dalam diri mereka sendiri cenderung malas dan tidak memiliki semangat belajar sehingga dapat mempengaruhi prestasi belajar mereka. Tujuan dari penelitian ini adalah untuk menguji dan menganalisis pengaruh metode pembelajaran sekolah sehari penuh pada motivasi belajar siswa kelas XI SMA Negeri 1 Plemahan, Kediri dengan kecerdasan emosi sebagai variabel moderator. Penelitian ini melibatkan 160 responden dengan metode pendekatan kuantitatif. Data yang diperoleh akan dianalisis menggunakan teknik analisis linier berganda. Hasil penelitian ini menunjukkan bahwa ada pengaruh metode pembelajaran sekolah sehari penuh pada motivasi siswa dengan nilai signifikansi 0,000 <0,10. Selanjutnya, analisis regresi linier berganda dengan kecerdasan emosi sebagai variabel moderator menunjukkan bahwa variabel kecerdasan emosional berhasil memoderasi pengaruh metode pembelajaran sekolah sehari penuh pada motivasi siswa dengan nilai signifikansi 0,005 <0,05.

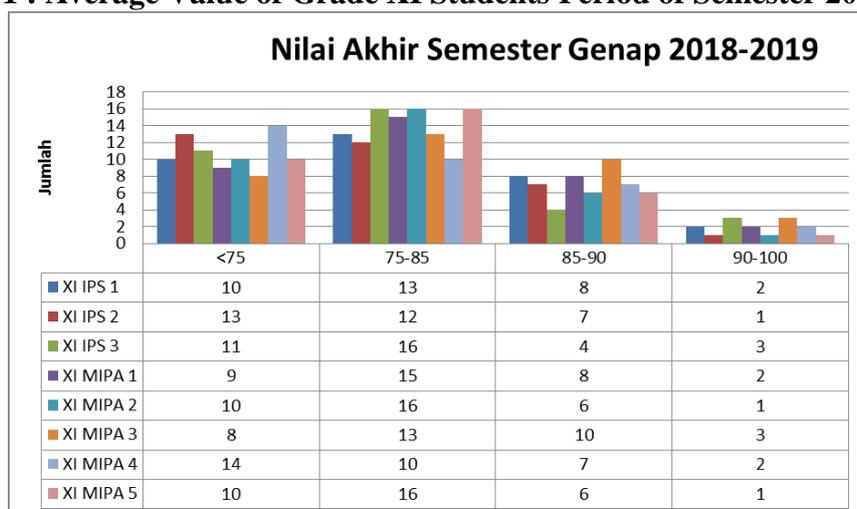*Kata kunci: Emotional Intelligence, Full Day School, Motivasi Belajar*

INTRODUCTION

Learning methods in Indonesia have undergone several developments, the latest one which is *full-day school*. *Full-day school* is a learning system where students come to school from morning to evening to study and socialize (Miller, 2005:1). Learning motivation can arise due to intrinsic and extrinsic factors (Mubeen & Reid, 2006). The intrinsic factor comes from within oneself, while the extrinsic factor comes from outside the student. Extrinsic factors include factors related to the school environment and social factors, for example are community and family environment.

Education can be defined as activities undertaken to obtain changes in knowledge, abilities, and attitudes from individuals, groups or communities (Kevin Carmody & Zane Berge, 2005: 3). SMA Negeri 1 Plemahan is one of the schools that has implemented a *full-day school* policy since the Minister of Education and Culture, Muhadjir Effendi issued a decision on *full-day school* policy in 2017. The implementation of the policy aims to improve indicators of good quality education, include student's learning motivation.

According to Ministry of Education and Culture (2019), the average score of national exam (UN) at SMA (Bahasa, IPA, IPS) in East Java, were recorded to have decreased from interval 2017-2019. Nevertheless, the achievement of the average value on a national scale at the high school level has increase (50.10), (50.80), (52.43). In 2017, the results of national examination (UN) on SMA/MA and SMK in East Java, which scored an average of 55 and <55 about 35% of the total number of UN participants. The number of SMA/MA and SMK participants was 225,552 students and those who scored below 55 were 38,745 students. Meanwhile, the number of students at SMK was 195,563 and those who scored below the average were 55,955 students.

Table 1 : Average Value of Grade XI Students Period of Semester 2018/2019

Nilai Akhir Semester Genap 2018-2019

	<75	75-85	85-90	90-100
XI IPS 1	10	13	8	2
XI IPS 2	13	12	7	1
XI IPS 3	11	16	4	3
XI MIPA 1	9	15	8	2
XI MIPA 2	10	16	6	1
XI MIPA 3	8	13	10	3
XI MIPA 4	14	10	7	2
XI MIPA 5	10	16	6	1

Source: Learning Outcome Report of Grade XI SMA Negeri 1 Plemahan 2018-2019)

The learning outcomes report above shows that there are still students who have not yet obtained standard learning achievement with average score <75, which is the KKM as national standard in learning achievement. As a parellel consequences, UN reports also indicates that many students have not reached the

standard set by the Government. SMA Negeri 1 Plemahan is one of schools among others which struggled in improving the learning achievement. Student learning achievement can be influenced by many factors. Suryosubroto (2009: 47) explains that learning can be said to be successful if it meets the classical completeness criteria of $\geq 75\%$ of the total number of students.

Sardiman (2010) suggested that learning is very necessary for motivation. Learning motivation can be optimize with conducive atmosphere and learning conditions in class. Learning outcomes will be with high motivation. Students who have high learning motivation tend to have positive attitudes to succeed (Slameto, 2010).

In the learning process at school often found students who cannot obtain learning outcomes that are equivalent to their intellectual abilities. There are students who have high intellectual abilities but with relatively low learning outcomes. On the other hand, there are students who has relatively low intellectual abilities, can achieve relatively high learning outcomes. Goleman (1996) states that *Cognitive Intelligence* (IQ) only contributes 20% to success, while 80% is influenced by other factors. The other factor is *Emotional Intelligence* or *Emotional Quotient* (EQ). Therefore, this study's first objective is to examine the influence of *full-day school* learning methods on student learning motivation. The second is the influence of *full-day school* learning methods on student learning motivation with *emotional intelligence* as moderator variable.

METHODS

Settings

This study uses probability sampling techniques where all members of the population have the same opportunity to be sampled (Juliandi et al, 2014). In probability sampling, there are several types of sampling methods, one of which is simple random sampling, where each member of the population has the same opportunity to be selected as a research sample (Riduwan and Akdon, 2010). The instrument used in this study was a questionnaire.

The population is all members of each class such as people, events, or objects that are well defined (Ary et al, 2010:148). The population is a whole subject that has certain qualities and characteristics. The subjects in this study were students of grade XI SMAN 1 Plemahan. The population in this study were all 210 students of grade XI of SMAN 1 Plemahan. The sample used in this study was 160 XI students of SMAN 1 Plemah students. This study was conducted in 2019.

The sample is part of a population that has certain qualities and characteristics. According to Ary et al (2010: 148), sample is part of a population. Sampling is the process of selecting a number of individuals to study in such a way that the individual represents the large group from which they were selected (LR Gay, 1992:123). In choosing a sample, the sample must represent the population. After researchers identify the population, the next step is to choose a sample.

Method

This type of research is quantitative research methods. In this study, the authors used quantitative research methods. According to Creswell (1994), quantitative research is research that focuses on the basic steps in a survey or experimental design. The study discusses in detail with a brief description of the population and sample selection. Survey design can be in the form of a list of questions/statements that have been provided to readers and designed according to the research design (Creswell, 1994).

In this study, researchers used instruments to collect data. The research instrument was a test. Brown (2003: 384) states "tests are a method for measuring the ability or knowledge of people in a particular domain". A good instrument must meet two important requirements, namely validity and reliability. According to Brown (2003: 387), validity is a benchmark to find out the extent of the actual

test of the object being measured. The applied condition is that a questionnaire item is declared valid if the r-value has a significant level of less than 5% (Silalahi, 2012). Brown (2003: 386) states "reliable tests are consistent". The reliability test is used to measure the consistency of respondents

in answering the questionnaire. The variable is declared to be reliable if the Cronbach's alpha ($\square$) value is above 0.6.

This study uses a classic assumption test consisting of a normality test, multicollinearity test, and heteroskedasticity test. The linear regression model used in this committee is a multiple linear regression analysis models. Linear regression analysis model consisting of several independent variables and one dependent variable is a multiple linear regression model (Faraway, 2002). Interaction Test (Moderated Regression Analysis) is the application of multiple linear regression where the equation contains interaction elements (multiplication of two / more independent variables). The coefficient of determination is used to indicate the magnitude of the contribution of variable X to variable Y. The value of R2 or r^2 is between 0 and 1 which means that if R2 or $r^2 = 1$, it means that the independent variable can explain the dependent variable 100% and the model approach used is right. F-test and T-test are used to test the hypothesis in the research.

RESULT AND DISCUSSION

Multicollinearity Test

Detection of the presence or absence of multicollinearity is attempted by looking at the tolerance value and the value of Variance Inflation Factor (VIF). If the VIF value is <10.00 and Tolerance is >0.10, then the regression model is free from multicollinearity.

Table 2 : Result of Multicollinearity Test

(Model 1) Coefficients[a]

Model		Correlati		Par	Collinearity	
		Zero-order	Partial		Tolerance	VI
1	(Constant)					
	Full Day Sch	,2/	,2/	,2/	1,00	1,000

Table 3 : Result of Multicollinearity Test

(Model 2) Coefficients[a]

Model	Sig.	Correlati			Collinearity	
		Zero-	Partial	Par	Toleranc	VI
1	(Constant)	,000				
		,000	,2/	,29	,28	,8/	1,158
		,004	,31	,21	,20	,8/	1,158

Table 4 : Result of Multicollinearity Test

(Model 3) Coefficients[a]

Model	Sig.	Correlati			Collinearity	
		Zero-	Partial	Par	Toleranc	VI
1	(Constant)	,00				
		,20	,2/	,05	,04	,39	2,544
	Full_Day_Schol	,80	,31	,01	,01	,4/	2,104
	1 X	,00	,46	,21	,19	,23	4,183

(Source: Processed Data Results Using SPSS, 2020)

Based on the assumption that if the Tolerance value >0.10 and VIF value <10.00 then there are no symptoms of multicollinearity. Based on the tables above it is known that all VIF values are > 0.10 and the VIF value indicates the value <10.00. It can be concluded that in this study the regression model 1,2,3 did not show symptoms of multicollinearity.

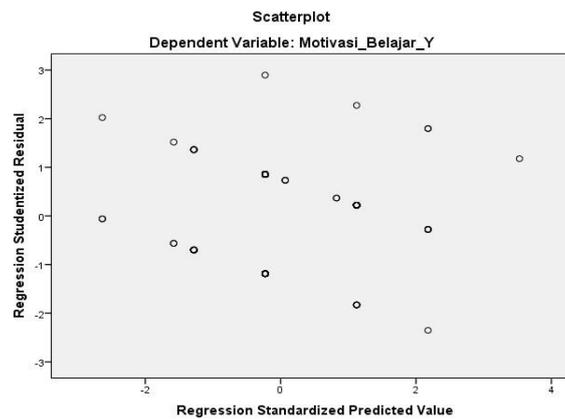**Heteroscedasticity Test**

The heteroscedasticity test aims to determine whether there are differences in variance from residual observations to other observations in a regression model. Regression is said to be free from heteroskedasticity and meets the assumptions test requirements if the residual transmit diagram does not form a particular pattern. Here are the results of the heteroscedasticity test using the Scatterplot model :

Figure 1 : Scatterplot of Heteroscedasticity Test

(Model 1)

Figure 2 : Scatterplot of Heteroscedasticity Test

(Model 2)

Figure 3 : Scatterplot of Heteroscedasticity Test

(Model 3) (Source: Processed Data Results

Using SPSS, 2020)

Based on the assumption that the condition of a regression model is said to be free from heteroscedasticity if the residual transmit diagram does not form a particular pattern. Figure 1,2,3 shows that patterns are formed irregularly. It can be concluded that there is no heteroscedasticity and is feasible for testing the regression model.

Autocorrelation Test

Autocorrelation can be detected by using the Durbin Watson test (DW-test). An observation is said to have no autocorrelation if the Durbin Watson value is dU <DW <4-dU. Following are the Durbin Watson values obtained from the regression model:

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Table 5 : Result of Autocorelation Test

(Model 1) Model Summary[b]

Model	Change Statistics			Durbin-Watson
	df 1	df 2	Sig. F Change	
1	1a	170	,000	1,980

Table 6 : Result of Autocorelation Test

(Model 2) Model

Summary[b]

Model	Change Statistics			Durbin-Watson
	df 1	df 2	Sig. F Change	
1	2a	169	,000	2,019

Table 7 : Result of Autocorelation Test

(Model 3) Model

Summary[b]

Model	Change Statistics			Durbin-Watson
	df 1	df 2	Sig. F Change	
1	3a	168	,000	2,016

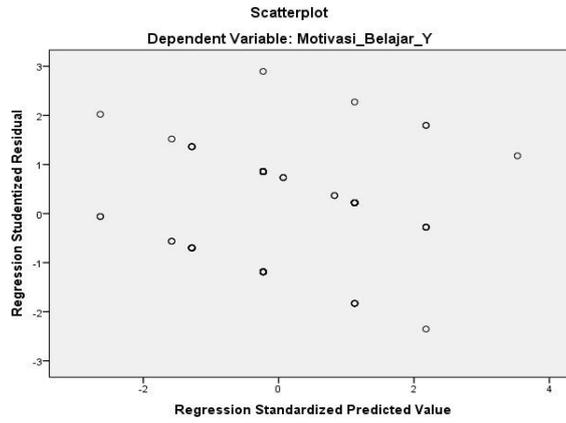**(Source: Processed Data Results Using SPSS, 2020)**

Based on the tables above, it is known that the Durbin-Watson (DW) value of the regression model is at the dU and 4-dU intervals, so these results indicate no autocorrelation in the regression model, and therefore the assumption of autocorrelation-free in the regression model is fulfilled.
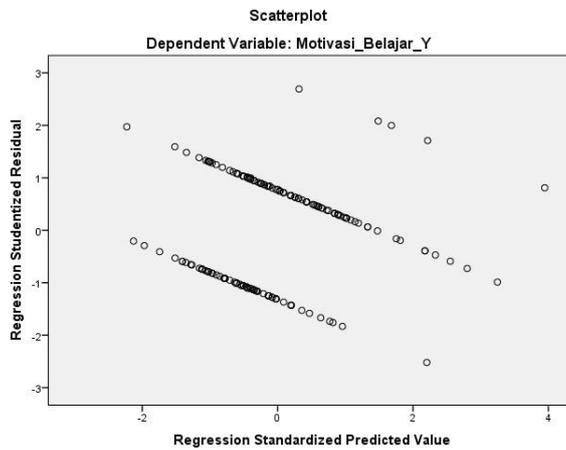
Normality Data Test

The normality test is said normally if the significant value is >0.05. Meanwhile, if the significance value is <0.05, the data is not normal. Tests conducted to see normality using the P-P plot / Scatterplot and the Kolmogorov-Smirnov test. Here are the results of the normality test using Scatterplot :

Figure 4 : Result of Normality Data Test

(Model 1)

Table 15

Figure 5 : Result of Normality Data Test
(Model 2)

Scatterplot
Dependent Variable: Motivasi_Belajar_Y

Figure 6 : Result of Normality Data Test
(Model 3)

Scatterplot
Dependent Variable: Motivasi_Belajar_Y

(Source: Processed Data Results Using

SPSS, 2020)

Based on Figure 4,5,6 above shows if the residual transmit diagram has the same pattern of character and does not show a certain pattern, so it can be concluded if in this study the data is normally distributed. Next, the results of the normality test using the Kolmogorov-Smirnov test:

Table 15

Table 8 : Result of Kolmogorov-Smirnov Model 1

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		172
Normal Parameters[a,b] Mean		-,0228139
	Std. Deviation	,62249438
	Absolute	,103
Most Extreme Differences	Positive	,040
	Negative	-,103
Kolmogorov-Smirnov Z		1,349
Asymp. Sig. (2-tailed)		,053

Table 9 : Result of Kolmogorov-Smirnov Model 2

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		172
Normal Parameters[a,b] Mean		-,0178500
	Std. Deviation	,62207610
	Absolute	,100
Most Extreme Differences	Positive	,044
	Negative	-,100
Kolmogorov-Smirnov Z		1,307
Asymp. Sig. (2-tailed)		,066

Table 10 : Result of Kolmogorov-Smirnov Model 3

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		172
Normal Parameters[a,b]	Mean	-,0289896
	Std. Deviation	,52377450
	Absolute	,092
Most Extreme Differences	Positive	,051
	Negative	-,092
Kolmogorov-Smirnov Z Asymp. Sig. (2-tailed)		1,212
		,106

Based on the normality test in table 8,9,10 using the Kolmogorov-Smirnov Test, overall results show that the Asymp.Sig values are 0.053 (table 8), 0.066 (table 9), 0.106 (table 10). As explained before, if the normality test shows the Sig. > 0.05 (P> 0.05) then the data is normally distributed. It can be concluded that the research data in this study are normally distributed because the value indicates Asymp. Sig> 0.05.

Coefficient of Determination Test

The coefficient of determination test is to determine the relationship between the independent variable and the dependent variable by using the adjusted R2 value as the value of the coefficient of determination. The coefficient of determination helps to find out how much the independent variable explains the dependent variable. As an assumption, if the value of R2 or r² is between 0 and 1 which means that if R2 or r² = 1, it means that the independent variable can explain the dependent variable

100% and the model approach used is appropriate. If R2 or r² = 0, it means that the independent variable is not able to explain the dependent variable. The higher the value R2 or r² and or the closer to 1, the better the model used

Here are the tables of coefficients of determinations for each model used (models 1,2,3) :**Tabel 11**

Coefficient of Determination (Model 1) Model

Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	,375^a	,141	,136	,502	,141	27,821

Tabel 12

Coefficient of Determination (Model 2)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	,425^a	,181	,171	,492	,181	18,653

Tabel 13

Coefficient of Determination (Model 3) Model

Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	,467^a	,218	,204	,482	,218	15,598

(Source: Processed Data Results Using SPSS, 2020)

Table 15

Based on table 11 (model 1), it can be seen that the value of R2 shows a value of 0.141. It means that the independent variable simultaneously affects the dependent variable by 14.1% and the rest is explained by other variables apart from this study. Table 12 (model 2) shows the value of R2 increased to 0.181 if compared to model 1. The independent variable in this model simultaneously affected the dependent variable by 18.1%. Table 13 (model 3) shows the value of R2 of 0.218. It means that the variable *full-day school* (X), *emotional intelligence* (Z), and XZ interaction simultaneously affect the variable of student motivation (Y) by 21.8%, which has increased by 3.7%.

Hypotetical Test

F-Test

F-Test is a statistical test used to test the magnitude of the influence of all the dependent variables in a variety of independent variables. The suitability of the linear regression model between the dependent variables (student learning motivation (Y)), independent variables (*full-day school* learning methods (X)), and moderator variables (*emotional intelligence* (Z)) can be determined through the F-Test. Here are the results of the F-Test before and after moderation :

Table 14
F-Test Result
(Model 1)
ANOVA^a

Mode		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	7,021	1	7,021	27,821	,000^b
1	Residual	42,903	170	,252		
	Total	49,924	171			

a. Dependent Variable: Motivasi_Belajar_Y
b. Predictors: (Constant), *Full_Day_Scholl_X*

F-Test Result
(Model 2)
ANOVA^a

Mode		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	9,028	2	4,514	18,653	,000^b
1	Residual	40,897	169	,242		
	Total	49,924	171			

a. Dependent Variable: Motivasi_Belajar_Y
b. Predictors: (Constant), *Emotional_Intelligence_Z, Full_Day_Scholl_X*

Table 16
F-Test Result
(Model 3)
ANOVA^a

Mode		Sum of Squares	df	Mean Square	F	Sig.

		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10,876	3	3,625	15,598	,000ᵇ
	Residual	39,048	168	,232		
	Total	49,924	171			

Table 15

a. Dependent Variable: Motivasi_Belajar_Y

b. Predictors: (Constant), Mod_X*Z, *Emotional_Intelligence_Z, Full_Day_Scholl_X*

(Source: Processed Data Results Using SPSS, 2020)

Based on table 14(model 1), table 15 (model 2), table 16 (model 3), it can be seen that whether moderation or moderated shows the same value that is equal to 0,000. If to the assumptions

:

1. H0: *Full Day School Learning* Method influences students' learning motivation with Emotional Intelligence as a moderator variable.
2. H1: *Full Day School Learning* Method does not affect student learning motivation with Emotional Intelligence as a moderator variable.

It can be concluded that there is a positive relationship direction where the significance value is 0,000 <0.05, then H0 is accepted and H1 is rejected. It means that the *full-day school* (X) learning method with *emotional intelligence* (Z) simultaneously influences the variable of student motivation (Y).

T-Test

The T-Test (test of significance of individual parameters) is used to test the effect of

independent variables on the dependent variable partially. In this study, the T-Test was conducted to determine whether each independent variable: *Full Day School* Learning Method (X) and *Emotional Intelligence* (Z) as a moderator variable partially or individually influenced the Student Learning Motivation variable (Y).

Table 17

Significance of T-Test

(Model 1) Coefficients[a]

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Bet		
1	(Constant)	2,37	,24		9,790	,00
	Full_Day_School_X	,38 8	,07 3	,3 5	5,275	,00 0

Based on table 17 it can be seen that the value of the T-Test is 9,790 with a significance level of 0,000. As an assumption, if the T-test value is 0,000 <0.05, it can be concluded that the *full-day school* learning method (X) has a positive effect on student learning motivation variables (Y).

Significance of T-Test

(Model 2) Coefficients[a]

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Bet		
1	(Constant)	1,68	,33		4,977	0,000
		,31	,07	,30	4,045	0,000
	Full_Day_School X	,24 2	,08 4	,21 4	2,880	0,004

Based on table 18 it can be seen that the T-Test value of emotional intelligence and full-day school variables is 2.880 with a significance level of 0.004. As an assumption, if the T-Test value is 0.004 <0.05, it can be concluded that the *full-day school* learning method (X) has a positive effect on student learning motivation variables (Y) with *emotional intelligence* (Z) as moderator variables.

Table 19

Significance of T-Test

(Model 3) Coefficients[a]

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Bet		
	(Constant)	2,30	,39		5,790	0,000
		07	11	07	66	0,507

| 1 | | 02 | Table 18 11 | 02 | 25 | 0.803 |
| | Full Day School | 07 | 02 | 39 | 2.820 | 0.005 |

Based on table 19, it can be seen that the T-Test value of emotional intelligence and full-day school variables is 2.820 with a significance level of 0.005. As an assumption, if the T-Test value is 0.005 <0.05, it can be concluded that the *full-day school* learning method (X) has a positive effect on student learning motivation variables (Y) with *emotional intelligence* (Z) as moderator variables.

Multiple Linear Regression Analysis

Multiple linear regression tests were conducted using the *full-day* school learning method variable (X) as an independent variable and the *emotional intelligence* variable (Z) as a moderating variable to student learning motivation (Y) as the dependent variable.

Description: Dependent Variable: Student Learning Motivation

Model 1: *Full Day School* Learning Methods

Model 2: *Full Day School* Learning Methods and *Emotional Intelligence*

Model 3: *Full Day School* Learning Methods, and *XZ* Interaction

Table 20
Coefficient of Regression (Model 1)

Model	Unstandardized Coefficients	
	B	Std. Error
(Constant)	2,372	,242
Full_Day_Scholl_X	,388	,073

Based on the results of multiple linear regression analysis, the Model 1 regression equation data is obtained with the following formula:

Y = α + β1X + e

Y = 2,372 + 0,388X + e

Information :

Y = Student Learning Motivation

α = constant

β1,2,3 = coefficient of regression

X = *Full Day School* Learning Method

e = error factor

Based on table 20 above, it can be seen if the *constant* value of 2.337 indicates how much the value of the student learning motivation variable (Y) as the dependent variable. The *constant* value above shows if the independent variable and the dependent variable are equal to 0 (*zero*) or *constant*, then the variable of student motivation will show a value of 0.242. The table above shows the coefficient of regression value of the *full-day school* learning method (X) is 0.388. Considering the assumption that the other variables are *constant*, thus, if there is an increase in the *full-day school* learning method (X) variable by 1 unit, then the student motivation (Y) variable will increase by 0.388.

**Table
21
Coefficient of Regression
(Model 2)**

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	1,680	,338
	Full_Day_Scholl_X	,311	,077
	Emotional_Intelli gence_Z	,242	,084

Based on the results of multiple linear regression analysis, the Model 2 regression equation data is obtained with the following formula:

Y = α + β1X + β2Z + e

Y = 1680 + 0.311X + 0.242Z + e

Information :

Y = Student Learning Motivation

α = constant

β1,2,3 = coefficient of regression

X = *Full Day School* Learning Method

Z = *Emotional Intelligence*

e = error factor

Based on table 21 above, it can be seen if the *constant* value is 1.680. It means how much the value of the student learning motivation variable (Y) as the dependent variable. The constant value above shows if the

independent variable and the dependent variable are equal to 0 (*zero*) or *constant*, then the student motivation variable will show a value of 0.338. Next, the table above shows the coefficient of regression value of the *full-day school* learning method (X) is 0.311. Based on the assumption that the other variables are constant, thus, if there is an increase in the *full-day school* learning method (X) variable by 1 unit, then the student motivation (Y) variable will increase by 0.311.ext, the coefficient of regression of the *emotional intelligence* (Z) variable shows the value of 0.242. Based on the assumption that the other variables are constant, thus, if there is an increase in the *emotional intelligence* variable (Z) by 1 unit, the student motivation variable (Y) will increase by 0.242.

Table
22
Coefficient of Regression
(Model 3)

	Model	Unstandardized Coefficients	
		B	Std. Error
	(Constant)	2,303	,398
	Full_Day_Schol l	,075	,112
1	_X	,028	,112
	Emotional_Intell i	,078	,028

(Source: Processed Data Results Using SPSS, 2020)

Based on the results of multiple linear regression analysis, the Model 1 regression equation data is obtained with the following formula:

$Y = \alpha + \beta1X + \beta2Z + \beta3XZ + e$

$Y = 2303 + 0.075X + 0.028Z + 0.078Z + e$

Information :

Y = Student Learning Motivation

α = constant

β1,2,3 = coefficient of regression

X = Full Day School Learning Method

Z = Emotional Intelligence

X.Z = form of interaction between Full Day School and Emotional Intelligence

e = error factor

Based on table 5.22 above, it can be seen if the constant value of 2.303 shows how much the value of the student learning motivation variable (Y) as the dependent variable. The constant value above shows if the independent variable and the dependent variable are equal to 0 (zero) or constant, then the student motivation variable will show a value of 0.398. The table above shows the coefficient of regression value of the full-day school learning method (X) is 0.075. Based on the assumption that the other variables are constant,

thus, if there is an increase in the full-day school learning method (X) variable by 1 unit, then the student motivation (Y) variable will increase by 0.075.

The emotional intelligence (Z) coefficient of regression shows a value of 0.028. Based on the assumption that the other variables are constant, thus, if there is an increase in the emotional intelligence (Z) variable by 1 unit, the student motivation (Y) variable will increase by 0.028. The next regression coefficient value is the emotional intelligence (Z) and full-day school learning method (X) variable that is equal to 0.078. as an assumption, if the other variables are constant, thus, if there is an increase in the emotional intelligence (Z) and the full-day school learning method (X) variable by 1 unit, the student motivation (Y) variable will increase by 0.078.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that *full-day school* learning methods influence student learning motivation with a positive relationship. Based on the results, it can be assumed that the better the *full-day school* learning method, the higher the student's motivation, and vice versa. Furthermore, the results of the F-Test also showed that the *full-day school* learning method variable and *emotional intelligence* variable simultaneously influenced student motivation. Next, the result of the role of *emotional intelligence* as a moderator variable shows a positive effect. Based on the results of the analysis and discussion above, it can be concluded that there is an influence between the *full-day school* learning method and *emotional intelligence* as a moderating variable on student learning motivation, with an effect of 21.8%.

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