



## THE EFFECT OF EMOTIONAL INTELLIGENCE, SELF EFFICACY, AND LEARNING MOTIVATION ON STUDENT'S LEARNING ACHIEVEMENT IN FINANCIAL ACCOUNTING SUBJECT GRADE XI ACCOUNTING AT STATE VOCATIONAL HIGH SCHOOLS IN EAST JAKARTA

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### Abstract

This study aims to determine and explain the influence of emotional intelligence, self-efficacy and learning motivation on student achievement in financial accounting subjects in class XI Accounting at SMK Negeri in East Jakarta. This research is quantitative research with a survey method. The population in this study were students of class XI Accounting at State Vocational Schools in East Jakarta, with an affordable population of 178 students and a total sample of 119 respondents. The sampling technique in this study was proportional random sampling through the isac and michale tables with a significance level of 5%. The results of partial hypothesis testing indicate that the emotional intelligence variable (X1) influences learning achievement (Y). The evidenced by the value of  $t_{count} > t_{table}$   $2,930 > 1,98081$ , the self-efficacy variable (X2) has an influence on learning achievement (Y) as evidenced by the value of  $t_{count} > t_{table}$   $(2,061 > 1.99081)$ , learning motivation (X3) influences achievement learning (Y) as evidenced by the value of  $t_{count} > t_{table}$   $(4,410 > 1,99081)$  and simultaneous hypothesis testing shows that emotional intelligence (X1), self-efficacy (X2), and learning motivation (X3) affect learning achievement (Y) as evidenced by the value of  $F_{count} > F_{table}$   $(49.062 > 2.68)$ . Based on the results of this study indicate that there is a positive and significant influence between emotional intelligence and learning achievement. There is a positive and significant influence between self-efficacy and learning achievement. There is a positive and significant influence between learning motivation and learning achievement. And there is a simultaneous influence on student achievement between emotional intelligence, self-efficacy, and learning motivation.

**Keywords:** Emotional Intelligence; Self-Efficacy; Learning Motivation; Learning Achievement

### INTRODUCTION

One indicator that indicates whether a nation is said to be advanced or not is the state of its education. Because education will give birth to the next generation of people who are insightful and intellectual, a nation that has a future generation of people who are insightful and intellectual will lead to the progress of a nation. However, unfortunately, Indonesian education is still in the low category. It can be seen from the ranking carried out by the 2018 Program for International Student Assessment (PISA), published in 2019 every three years. Indonesian students' numeration, literacy, and science abilities are ranked 74th out of 79 countries. In addition, the Human Development Index ranking with indicators of life expectancy at birth expected average length of schooling, and gross nationality of Indonesia is ranked 27th out of 45 countries in Asia with a score of 0.718.

Based on the 2013 Curriculum regulations, grades are an essential factor used as a benchmark for student learning achievement. Learning achievement is the result obtained by students that can be measured by tests and exams (Manzano Sanchez et al., 2018). However, the facts show that the learning outcomes obtained by students are still low. It can be proved by several state vocational schools in East Jakarta. In the financial accounting subject for class XI Accounting, four schools have scored far below the KKM. For example, SMK Negeri 46 Jakarta shows that the average grades of class XI AKL 1 and XI AKL 2 are 66.81 and 58.68, with a KKM of 84. SMK Negeri 48 Jakarta has an average score of 64.47 with a KKM of 87. SMK Negeri 50 Jakarta has an average score of 74 and 68 for class XI AKL 1 and XI AKL 2 with a KKM of 78. And SMK Negeri 51 Jakarta has an average score of 58 with a KKM score of 80.

Several internal factors can affect student achievement. Internal factors that can affect student learning achievement are motivation, emotional intelligence, logical intelligence, self-efficacy, self-regulated learning, and other factors that can affect student learning achievement (Handayani & Sholikhah, 2021). Based on the existing data and the background mentioned, the researcher is interested in conducting a study entitled "The Influence of Emotional Intelligence, Self Efficacy, and Learning Motivation on Student Achievement in Financial Accounting Subjects Class XI Accounting at State Vocational Schools in East Jakarta".

## **LITERATURE REVIEW**

Education is a place used to give birth to the next generation of people who are insightful and intellectual. Because school is a place of learning and teaching activities, a place for learning for students is to obtain maximum learning outcomes, which is called learning achievement.

Ahmed et al. (2019) state that learning achievement indicates students' success in completing their education. In addition, Manzano-Sanchez et al. (2018) learning achievement is the result obtained by students that tests and exams can measure. Armo et al. (2019) also explain that learning achievement is the ability of students to acquire knowledge, attitudes, and skills through effort as measured by tests and non-tests.

Bloom (1964) explains that measuring learning achievement variables can be done with three aspects, namely, cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects Susanti (2020). In addition, internal factors that can affect student learning achievement are motivation, emotional intelligence, logical intelligence, self-efficacy, self-regulated learning, and other factors that can affect learning achievement (Handayani & Sholikhah, 2021).

### **Emotional Intelligence**

According to Ahmed et al. (2019), Emotional intelligence is a core competency within individuals that can be used as a benchmark to predict a person's future success and personal relationships between individuals. Furthermore, Yulika (2019) explains that emotional intelligence is the ability of students to know, manage, control, and control their own emotions. In addition, emotional intelligence is also related to motivating oneself in the face of difficulties, having feelings of empathy with others, and being able to work together and build relationships with others. In addition, Waluyo (2020) explains that emotional intelligence is part of social intelligence, which involves the ability to pay attention to feelings and emotions both in oneself and in others.

Aisah Indiati (2006) in Purwa Atmaja Prawira (2012) said that several components could be used to measure emotional intelligence, namely recognizing one's own emotions, managing emotions, motivating oneself, managing other people's emotions (empathy), and building

relationships with others. Other. Kurnia & Wahono (2021) explain that emotional intelligence has the following indicators; self-awareness, self-regulation, motivation, empathy, and social skills.

### **Self-Efficacy**

According to Ugwuanyi (2020), self-efficacy is a skill in that everyone believes in himself and that he can do every activity. In addition, according to Basith et al. (2020), self-efficacy is an attitude of the belief that each individual owns in or their abilities, and self-efficacy is also an essential aspect for students to master learning materials. In addition, Setiawan (2018) also explains that self-efficacy is an assessment of an individual's belief about his ability to organize and implement the plans and actions needed to achieve his goals.

Furthermore, Anggraeni et al. (2020) explain that the self-efficacy scale can be compiled based on several aspects, including the following: level (magnitude), strength (strength), and generalization (generality). Merdekawati & Fatmawati (2019) explained that self-efficacy has three dimensions that are used to measure self-efficacy, namely:

1. Magnitude

Magnitude is a belief in something that will happen or a person's belief to complete a task that he thinks is difficult.

2. Generality

Generality is a person's belief in being able to complete various types of tasks or jobs.

3. Strength

Strength is the belief that a person can complete a job.

### **Learning Motivation**

Learning motivation, according to Alafgani & Purwandari (2019), is a condition that initiates and guides students to have a more profound interest in learning. Meanwhile, according to Mumuh Abdul Gani (2018), explaining learning motivation can be defined as the encouragement or effort of students to learn better. The in line with the opinion of Hakim & Mulyapradana (2020) that student learning motivation is an encouragement or ability possessed by students to carry out a learning activity to achieve optimal learning achievement.

Sunarti (2018) explains that several indicators can be used as a measuring tool for learning motivation, which are as follows:

1. There is a desire and desire to succeed,
2. There is encouragement and a need to learn,
3. There are hopes and aspirations for the future,
4. There is an appreciation for learning,
5. There are exciting activities for learning, and
6. A conducive learning environment.

Furthermore, Giawa et al. (2020) explain that a person's motivation can be measured by interest in learning, sharpness, attention when studying, concentration while studying, and perseverance.

### **METHOD**

The type of research used is quantitative with a survey method. Quantitative research is a structured research method, and by quantifying the data obtained, conclusions can be drawn (Ansori, 2020). On the other hand, the survey method is used to solve problems using questions

posed to respondents according to the problems observed (Duli, 2019). In line with the previous statement, the researcher can choose the tool used by the researcher in the survey method to collect data is a questionnaire distributed via a google form, making it easier for researchers when collecting data and speeding up research conducted by researchers.

This study has 178 populations with a sample of 119, determined using the isac and michale table with an error rate of 5%. The sampling technique used is proportional random sampling. This study uses primary and secondary data. Variable (Y) learning achievement is calculated using secondary data, namely the average value of report cards in financial accounting subjects in the second semester of Class XI Accounting. At the same time, the variables (X1) emotional intelligence, (X2) self-efficacy, and (X3) motivation to learn using primary data in the form of the total value of the distribution of respondent's questionnaires.

## RESULTS AND DISCUSSION

### 1. Multiple Regression Analysis

Multiple regression analysis is used to predict the value of the dependent variable if the value of the independent variable is increased or decreased. The results of the calculation of multiple regression analysis using SPSS 22.0 can be seen as follows:

**Table 1 Multiple Regression Analysis Test**

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	65.208	1.940		33.619	.000
	X1	.103	.035	.258	2.930	.004
	X2	.105	.051	.210	2.061	.042
	X3	.165	.037	.385	4.410	.000

a. Dependent Variable: Y

Sumber: Output SPSS 22

Berdasarkan hasil uji regresi berganda di atas, maka dapat diperoleh persamaan regresi sebagai berikut:

$$\hat{Y} = \alpha + b_1X_1 + b_2X_2 + b_3X_3$$

$$\hat{Y} = 65,208 + 0,103X_1 + 0,105X_2 + 0,165X_3$$

From the multiple regression equation above, the constant value ( $\alpha$ ) is 65.208, meaning that if the score on emotional intelligence, self-efficacy, and learning motivation is 0, then learning achievement is 65.208.

The coefficient value (b1) is 0.103, the coefficient value (b2) is 0.105, and the coefficient value (b3) is 0.165, meaning that if each independent variable is increased by 1 point, learning achievement will increase by the coefficient value. In addition, the coefficient is positive, meaning there is a positive influence between the independent and dependent variables.

### 2. Test Data Analysis Requirements

The data requirements test is analyzed in two ways: the normality test and the linearity test.

A normality test was conducted to determine whether had already been distributed the data. The normality test in this study used the One-Sample Kolmogorov-Smirnov test with a significance of 5% or 0.05. The data is said to be normally distributed if the significance value (sig.) > 0.05. The result of the One-Sample Kolmogorov-Smirnov test is 0.124. Data on learning achievement, emotional intelligence, self-efficacy, and learning motivation are distributed.

The linearity test was carried out to determine whether each studied variable had a linear relationship. A linear relationship can be seen through the ANOVA table by looking at the value of Sig. on Linearity. If the value of sig on Linearity <0.05, then there is a linear relationship between the independent and dependent variables. The results of the linearity test for the variables of emotional intelligence, self-efficacy, and learning motivation are 0.000, 0.000, and 0.000. A linear relationship exists between emotional intelligence, self-efficacy, and learning motivation on learning achievement.

### 3. Hypothesis Test

#### a. F Test

The F test is used to see the effect of the independent variables together on the dependent variable, whether the effect is significant or not. For example, the following is the result of the F test calculation using SPSS ver 22.0:

**Table 2 F Test**

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1013.769	3	337.923	49.062	.000 <sup>b</sup>
1 Residual	792.079	115	6.888		
Total	1805.849	118			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Source: Output SPSS 22

Based on the table above, it can see that Fcount is 49,062. At the same time, Ftable can be seen in the statistical table with a significance level of 5% or 0.05 of 2.68. If Fcount > Ftable, then H0 is accepted. It can see that the hypothesis is accepted if Fcount 49,062 > Ftable 2,68. It can conclude that all independent variables (emotional intelligence, self-efficacy, and learning motivation) significantly influence the dependent variable (learning achievement).

#### b. Uji T

The T-test is used to see whether the independent variables partially affect the dependent variable.

**Table 3 T Test**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	65.208	1.940		33.619	.000
X1	.103	.035	.258	2.930	.004
X2	.105	.051	.210	2.061	.042
X3	.165	.037	.385	4.410	.000

a. Dependent Variable: Y

Source: Output SPSS 22

Based on the table above, obtained a significant value on the emotional intelligence variable (X1) of 0.004 < 0.05 with a tcount of 2,930, a significant value on the self-efficacy variable (X2) of 0.042 or < 0.05 with a tcount of 2.061, and a significant value on the variable of learning motivation (X3) of 0.000 < 0.05 with a tcount of 4.410. Therefore, the t table of the statistical t distribution table is 1.98081.

The tcount > ttable and the significance value < 0.05 can conclude that each independent variable has a significant positive effect on the dependent variable.

#### 4. Koefisien Determinasi ( $R^2$ )

The coefficient of determination ( $R^2$ ) is used to measure the extent to which the success rate of the regression model can explain the variation of the independent variables. The output results of the calculation of the coefficient of determination using SPSS ver 22.0 can be seen as follows:

**Table 4 The Coefficient of Determination Test Results ( $R^2$ )**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749 <sup>a</sup>	.561	.550	2.624

a. Predictors: (Constant), X3, X1, X2

b. Dependent Variable: Y

Source: Output SPSS 22

Based on the table above, it is known that the R Square value between the variables of emotional intelligence, self-efficacy, and learning motivation is 0.561 or 56.1%, and the Adjusted R Square is 0.550 or 55%. Therefore, it can conclude that there is a simultaneous influence between the variables of emotional intelligence, self-efficacy, and learning motivation on learning achievement 55%. The remaining 45% is influenced by other factors not examined.

#### 1. The Effect of Emotional Intelligence on Learning Achievement

Based on the t-test, the t value of the emotional intelligence variable is 2,930, and the T table is 1,98081. Meanwhile, the significance is 0.004. Thus, Tcount > T table and significance < 0.05, meaning H1 is accepted (emotional intelligence influences learning

achievement). Furthermore, the coefficient of the emotional intelligence variable is 0.103 and has a positive value, meaning that the better the emotional intelligence of students, the more learning achievement will increase. Research by Christian S et al. (2020) shows that emotional intelligence positively affects learning achievement.

## **2. The Influence of Self-Efficacy on Learning Achievement**

Based on the t-test, the Tcount value of the vocational competence variable is 2.061, and Ttable is 1.98081. Meanwhile, the significance is 0.042. Thus, Tcount > T table and significance < 0.05, meaning that H2 is accepted (self-efficacy affects learning achievement). Furthermore, the coefficient of the self-efficacy variable is 0.105 and has a positive value, meaning that the better the self-efficacy of students, the more learning achievement will also increase. Ugwuanyi's (2020) research shows that self-efficacy has a positive and significant relationship with learning achievement.

## **3. Learning Motivation on Learning Achievement**

Based on the t-test, the value of Tcount for learning motivation is 4.410, and Ttable is 1.98081. Meanwhile, the significance is 0.000. Thus, Tcount > T table and significance < 0.05, meaning that H3 is accepted (There is an influence of learning motivation on learning achievement). Furthermore, the coefficient of the learning motivation variable is 0.165 and has a positive value, meaning that the better the learning motivation of students, the more learning achievement will also increase. This study's results align with Putu et al. (2019) state that there is a positive and significant influence between learning motivation and learning achievement.

## **4. The Influence of Emotional Intelligence, Self Efficacy, and Learning Motivation on Learning Achievement**

Based on the F test table above, it can see that the Fcount is 49,062. At the same time, Ftable can be in the statistical table with a significance level of 5% or 0.05. of 2.68. If Fcount > Ftable, then H0 is accepted and vice versa. It can see that the hypothesis is accepted if Fcount 49,062 > Ftable 2,68. In addition, it can see that the significance value is 0.000 < 0.05. It can conclude that all independent variables (emotional intelligence, self-efficacy, and learning motivation) significantly influence the dependent variable (learning achievement).

In addition, it can be seen from the coefficient of determination test, which shows that the R Square between the variables of emotional intelligence, self-efficacy, and learning motivation is 0.561 or 56.1%, and the Adjusted R Square is 0.550 or 55%. Therefore, it can be concluded that there is a simultaneous influence between the variables of emotional intelligence, self-efficacy, and learning motivation on learning achievement 55%. The remaining 45% is influenced by other factors not examined.

## **CONCLUSION**

Based on the results of research analysis conducted by researchers related to learning achievement. So the researchers can conclude as follows:

1. There is a positive and significant influence between emotional intelligence on learning achievement.
2. There is a positive and significant influence between self-efficacy on learning achievement.
3. There is a positive and significant influence between learning motivation on learning achievement.

4. There is a joint influence between emotional intelligence, self-efficacy, and learning motivation on learning achievement.

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