Effects of Emotional Intelligence to Learning Achievement in Elementary School

[1]Acoci, [1]Suardin, [1]Muhammad Yusnan, [2]Saada Omar, [3]Suhairee Berngacha

Corresponding Author: *saadaomar2013@gmail.com

[1] Universitas Muhammadiyah Buton, Indonesia

[2] Sharif Awliya Academy Cotabato, Philippines

[3] Yala Rajabhat University, Thailand

Abstract

The influence of emotional intelligence on learning achievement in high-grade students of an elementary school in Wakatobi Regency, Indonesia. Emotional intelligence is one of the essential factors that should be possessed by students who need to achieve better learning achievement in school because, according to existing theories, emotional intelligence dramatically affects student learning achievement. The reality of this sat is quite interesting to study. The individual has a high chance of achieving high learning achievement. On the other hand, if a person has relatively low emotional intelligence, then that person certainly has the opportunity to get pretty low learning achievement. Whereas in reality, individuals lack emotional intelligence. High can achieve learning achievements that are biased to be proud of. This study aims to determine the effect of emotional intelligence on learning achievement in high-grade students. This study is quantitative. Variable covered emotional intelligence and learning achievement. The subjects in this study were students of the 4th, 5th, and 6th grades. The data collection method used is an emotional intelligence scale and documentation in the form of an average student report card score. The data analysis technique in this study uses simple linear regression analysis. R Square (coefficient of determination) was obtained of 0.103. This means that the effective contribution that emotional intelligence makes to learning achievement is 10.3%, while the remaining 89.6% is influenced by other factors. Such factors can be internal factors or external factors. This suggests that emotional intelligence has no effect on student learning achievement. Y=123.13+(16,555X), which means that each addition of one emotional intelligence value will reduce the learning achievement value by 16,555. These results show that emotional intelligence has no influence on learning achievement.

Keywords: Emotional Intelligence, Learning Achievement, Elementary School

Introduction

Schooling is an educational path carried out in a tiered and continuous manner. Three levels of formal education are applied in Indonesian elementary schools, junior and high schools. Elementary schools are the most fundamental legal education level in Indonesia. The results of learning at school will be a basis for determining the purpose of continuing the next level of formal education. As a form of continuous/sustainable education, the government orders a curriculum relevant to the educational objectives in Indonesia. Achieving the ideals requires a long series of processes, ranging from increasing the quality of teaching staff, facilities and infrastructure supporting learning and things that support the achievement of these ideals [1]. Based on observations, the school has a library that stores knowledge books and extra-curricular activities such as scouting.

In today's education, many studies explain the vital role of emotional intelligence in learning success [2]. Students who have good emotional intelligence tend to have good learning outcomes. It is also clarified that emotional intelligence influences various long-term competencies. Thus, the warning of emotional intelligence becomes the focus of improving education [3].

On the other hand, education aims to achieve competencies following current conditions [4]. Learning achievement is not only measured by understanding certain materials but also by how to apply these understandings to be able to solve various daily problems [5]–[7]. Learning achievements are modified as valuable skills in life. The problem of achieving learning achievement is an essential issue in learning [8]–[11]. This study aims to explain the influence of emotional intelligence on learning achievement, especially in elementary school students.

Method

This type of research is quantitative research. The study subjects were students of 4th, 5th, and 6th grades of SD Negeri 1 Rukuwa, Binongko District, Wakatobi Regency, with 48 students. There were two instruments for measuring the Emotional Intelligence and Learning Achievement. The Emotional Intelligent score was measured using Likert Scale form 1 to 5. The Learning Achievement was measured using Multiple Choice test (20 items).

Result

The following is data on students. 4th-grade students were 13 (9 male, 4 female), 5th-grade students were 19 students (9 male, 10 female), and 6th-grade students were 16 students (11 male, 5 female). So, the total number of subjects was 48 people. The filling of the instrument is carried out by the subject. Researchers provide scale-filling instructions and supervise the issue directly. Based on the validity test, on the scale of the influence of emotional intelligence on learning achievement, there are 40 valuable items. High and low reliability is indicated by the coefficient of reliability. By using SPSS 20.0 for Windows, From the statistic, the Cronbarch's Alpha was .918 for 40 items. It means that the reliability of the emotional intelligence scale was very high. The emotional intelligence score can be categorized in three level based on the standard deviation as follow:

Low   : X < (M – 1SD) or X < 86

Medium   : (M – 1SD) <=X< (M + 1SD) or 86 <= X < 128

High   : (M + 1SD) <=X or X>128

From the fiding data, the number of each catogory is presented by Fig. 1.
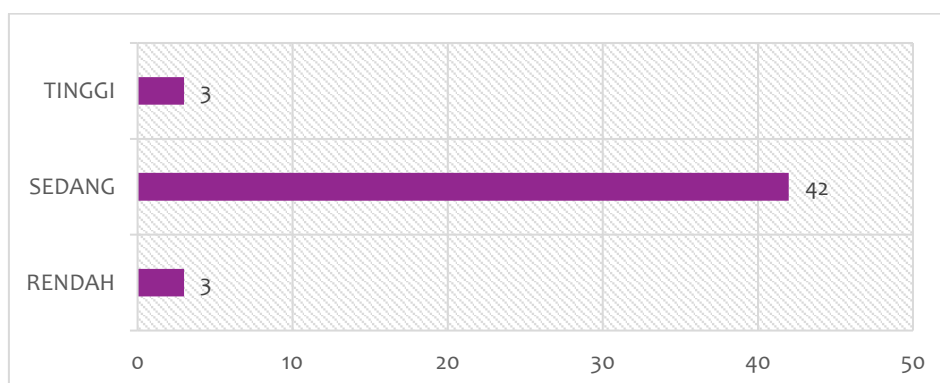

Fig. 1.   Emotional Intelligence

Based on the tables, the frequency and presentation of students' emotional intelligence levels are in the three-level. 3 students (6.25%) have a low emotional quotient level, 42 students (87.5%) have a moderate emotional quotient level, and 3 students (6.25%) have a high level of emotional quotient. The highest presentation of the majority lies in the average level of emotional intelligence.

Using the same formulae, the Learning Achievements can be categorized as follow:

Low   : X < (M – 1SD) or X < 806

Medium   : (M – 1SD) <= X < (M + 1SD) or 806 <= X < 2980

Height   : (M + 1SD) <= X or X >= 2980

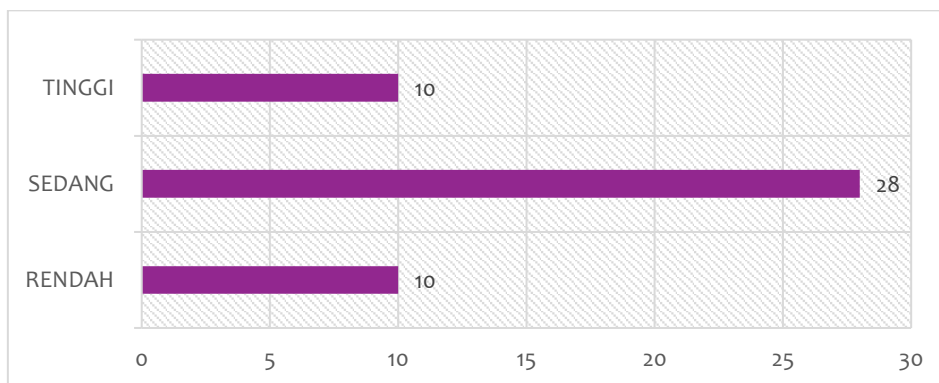Fig. 2 shows the result of Learning Achievement categorization.

Fig. 2. Learning Achievement

Based on Table 2, the frequency and percentage of the level of learning achievement owned by high-grade students 10 students (20.8%) have a low level of achievement, 28 students (58.3%) have a moderate level of achievement, and 10 students (20.8%) have a high level of learning achievement. The highest percentage of the majority lies in the moderate level of learning achievement.

The mean testing using one sample t-test is intended to test the mean of the population equal to a particular value of $\mu 0$, countering the alternative hypothesis that the moderate or average value of the population μ is not equal to $\mu 0$. So we're going to test: Ho: $\mu = \mu 0$ versus H1: $\mu \neq \mu 0$. Ho is an initial hypothesis, while H1 is an alternative hypothesis or working hypothesis. From the calculation, t-calculated < t-table (0.153 < 1.67). Therefore Ho is accepted. The calculation of the regression shows that the correlation value of X (Emotional Intelligence) and Y (Learning Achievement) is 0.321, which is referred to in the low category. The results showed the number R Square (coefficient of determination) is 0.103 or with 103% with a p-value = 0.025 (p-value < 0.05). It means that the contribution of the effect that Emotional Intelligence gives to Learning Achievement is 10.3%, while the rest is influenced by other factors. Such factors can be internal factors (those that come from within the individual or (external factors that come from outside the individual).

The regression equation on the influence of emotional intelligence on student learning achievement is Y = 123.13 + (16.555). Adding one emotional intelligence value will reduce the learning achievement value by 16.555. These results show that emotional intelligence has no influence on learning achievement.

Discussion

Most students had the moderate level of emotional intelligence. The most had the moderate level of learning achievement. The emotional intelligence contributes the learning achievement about 10.3%. The remaining is influenced by other factors. Such factors can be internal factors (which come from within the individual) or (external factors that come from outside the individual). This shows that emotional intelligence has effect on student learning achievement. There is a positive correlation between emotional Intelligence and Learning Achievement. The higher the emotional intelligence, the lower the learning achievement. On the contrary, the lower the emotional intelligence, the higher the learning achievement. The regression on the influence of emotional intelligence on student learning presence is Y= 16.555X + 123.13, which means that each addition of one emotional intelligence value will reduce the learning achievement value by 16.555. These results show that emotional intelligence has no influence on learning achievement.

This result can be explained using the initial concept of emotional intelligence. This intelligence is related to the ability of psychology to accept, assess, maintain, and control personal emotions and others [2], [3]. Students' abilities can also develop various other skills to support future success [10], [12]. Emotional intelligence is one of the essential factors that support children's achievements, both in school and in their future careers. Parents and educators must understand and provide learning experiences that can develop students' emotional intelligence early on [9], [12]. The researchers realized that in addition to cognitive intelligence, this emotional intelligence is so crucial that students with sound intelligence tend to be successful in learning and have a good personalities.

Conclusion

The level of emotional intelligence in high-grade students is in the moderate category. It can be interpreted that the average student can manage emotions and control themselves. The level of achievement in students is in the moderate category. This shows that most subjects have a degree of influence of emotional intelligence on reasonable learning achievement. It was found that the reference equation on the influence of emotional intelligence on student learning achievement. It shows that each addition of one emotional intelligence value will reduce the value of learning achievement; these results show that emotional intelligence does not influence student achievement.

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Authors

Acoci is an full-time lecturer, and Head of the Primary School Teacher Education Study Program. He also works as Chairman of the Editorial Board of the journal Taxonomy Research Basic Education, Faculty of Teacher Training and Education at the University of Muhammadiyah Buton (email: acoci4sri@gmail.com).

Suardin is a permanent lecturer at the Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Buton, holds a doctorate, served as dean of the Faculty of Teacher Training and Education for 2015-2018 (email: suardinmuh78@gmail.com).

Muhammad Yusnan is the Advisor for the Student Council of the University of Muhammadiyah Buton. He is active as the Managing Editor of the Taxonomy Journal of Basic Education Research, Faculty of Teacher Training and Education, University of Muhammadiyah Buton (email: muhammadyusnan39@gmail.com).

Saada Omar is an educator who is active in non-profit institutions in the Philippines. She has studied for master degree at Ahmad Dahlan University in the Department of Education Management. Currently working in Sharif Awliya Academy Cotabato, Philippines. (email: saadaomar2013@gmail.com).

Suhairee Berngacha is an Lecturer in the Department of Educational Administration. Currently he is working at the Faculty of Education of Yala Rajabhat University, Yala, Thailands. His doctorate degree is from Thaksin University, Thailand. (email: Suhairee.b@yru.ac.th).