The Influence of Emotional Intelligence on Social Science Learning Achievement Class VIII Students at SMP Negeri 1 Sungai Ambawang

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Abstrak

Terdapat perspektif jika kecerdasan intelektual merupakan satu-satunya faktor dalam mencapai prestasi belajar, sehingga upaya untuk mengembangkan kecerdasan emosional tidak diperhatikan. Penelitian ini bertujuan untuk mengetahui pengaruh kecerdasan emosional terhadap prestasi belajar IPS pada peserta didik kelas VIII di SMP Negeri 1 Sungai Ambawang. Penelitian ini menggunakan metode kuantitatif dengan jumlah populasi sebesar 112 dari kelas VIII di SMP Negeri 1 Sungai Ambawang. Penarikan sampel menggunakan teknik *Simple Random Sampling*, sehingga didapatkan sampel sebesar 88. Pengambilan data menggunakan kuisioner dan data nilai IPS sebagai instrument penelitian, kemudian untuk mencari pengaruh kecerdasan emosional terhadap prestasi belajar IPS menggunakan uji regresi linier sederhana menggunakan *SPSS* 24. Dari hasil pengumpulan data diketahui jika terdapat 47 sampel yang mempunyai kecerdasan emosional tinggi dan 41 dengan tingkat menengah, kemudian dari nilai ujian akhir semester IPS terdapat 76 sampel yang tuntas dan 12 orang tidak tuntas. Ditemukan Nilai R square sebesar 0.616, hasil tersebut bermakna jika kecerdasan emosional mempengaruhi prestasi belajar IPS sebesar 61,6%. Dari nilai R square dapat disimpulkan jika kecerdasan emosional mempunyai pengaruh lebih besar terhadap prestasi belajar IPS pada peserta didik kelas VIII di SMP Negeri 1 Sungai Ambawang.

Kata Kunci: *Kecerdasan Emosional, Prestasi Belajar, dan mata pelajaran IPS.*

Abstract

There is a perspective if intellectual intelligence is the only factor in achieve learning achievement so that efforts to develop emotional intelligence do not noticed. This study aims to determine the effect of emotional intelligence on social science learning achievement in class VIII students at SMP Negeri 1 Sungai Ambawang. This research using quantitative methods with a population of 112 from class VIII at SMP Negeri 1 Sungai Ambawang. Sampling using the simple random sampling technique, so obtained a sample of 88. Data collection using a questionnaire and social science value data as research instrument, then to look for the effect of emotional intelligence on achievement study social science using a simple linear regression test using SPSS 24. From the results of data collection known if there are 47 samples that have high emotional intelligence and 41 with a level moderate, then from the Social science final exam scores there were 76 samples who passed and 12 people did not complete. It was found that the R square value was 0.616, this result is significant if emotional intelligence affect social science learning achievement by 61.6%. From the value of R square it can be concluded if intelligence emotional has an influence on social science learning achievement in class VIII students at SMP Negeri 1 Sungai Ambawang.

Keywords: Emotional Intelligence, learning achievement, Social Sciences.

Introduction

Emotions are a basis for a person to respond to stimuli received (Thaib, 2013). Emotions become an important part that needs to be controlled, if a person loses control of emotions can lead to irrational behavior. Therefore, emotional intelligence is important. Emotional intelligence is the ability possessed by individuals to know and utilize emotions to develop through interaction with the environment (Luy-Montejo, 2019; Anggryawan, 2019; Andriani, 2014; Awang, Merpirah, & Mulyadi, 2019; Purnama, 2016.). According to Gloeman (1995) there are five aspects of emotional intelligence, namely self-awareness, self-regulation, motivation, empathy, and social skills. Then, according to Salovey and Mayer (2004) aspects of emotional intelligence are divided into four, namely self emotion appraisal, others emotion appraisal, use of emotion, and regulation of emotion. These aspects are part of emotional intelligence according to experts.

The learning process at school is inseparable from the learning activities carried out by students. Learning is one of the efforts to develop human qualities seen from knowledge, attitudes, and skills (Ariananda, 2016; Nurrita, 2018). Learning achievement is defined as learning outcomes seen from cognitive aspects measured using tests and presented with satisfactory points or predicates (Rahmayanti, 2016; Rosyid, 2020; Syafi'i, Marfiyanto, & Rodiyah, 2018; Affrida & Suprapti, 2017). Social science subjects are lessons that discuss phenomena and problems that have an interrelation with people's lives, as well as the goal that students have social skills sosial (Sulfemi & Supriyadi, 2018). The achievement of learning objectives can be seen from the results of the evaluation that the teacher has done. If the evaluation results show values that meet the minimum completeness criteria, then it can be said that students have succeeded in taking learning activities.

Understanding the importance of intellectual intelligence in life is commonly known by the public, but intellectual intelligence is not meaningful if it does not have emotional intelligence (Gloeman, 1995). There is a perspective that if intellectual intelligence is the only factor in achieving learning achievement, then high intellectual intelligence is considered the most powerful capital to achieve learning achievement. Intellectual intelligence contributes 20% to achieve success, 80% are influenced by other factors (Gloeman, 1995; Rahmani, 2021). Basically, intellectual intelligence is one of the factors to achieve learning achievement, but it is not the only factor.

Research conducted by Azis in 2021 , entitled "The Effect of Emotional Intelligence on Mathematics Learning Achievement of SMP Negeri 1 Kapontori Students". The results of the study suggest that emotional intelligence has an influence on Mathematics subjects, which is 50.8%, and 49.2% is influenced by other factors. The results of the study are also in line with the results of research conducted by other researchers, namely emotional intelligence can influence learning achievement in Students (Azis, 2021; Sulaeman, 2018; Purnama, 2016; Febrianti & Rachmawati, 2018; Andriani, 2014; Apriyana, 2018). Based on previous theories and research, this study examines the influence of emotional intelligence on social science learning achievement in grade VIII students at SMP Negeri 1 Sungai Ambawang. In this study, there are three formulations of the problem, namely how is emotional intelligence in grade VIII students of SMP Negeri 1 Sungai Ambawang?, how is the learning achievement of grade VIII students of SMP Negeri 1 Sungai Ambawang?, does emotional intelligence affect the learning achievement of grade VIII students of SMP Negeri 1 Sungai Ambawang? This research can be useful to understand the importance of emotional intelligence in the field of education and can lead to efforts to develop

emotional intelligence, especially in the school environment.

Method

This study used a quantitative approach. The population in this study was grade VIII students at SMP Negeri 1 Sungai Ambawang, with a total of 112 students. The sampling technique uses Simple Random Sampling, then 88 samples are obtained. The processing of this research data uses Statistical Product Moment And Service Solution (SPSS.24).

To answer the first problem formulation using a questionnaire as a research instrument. The feasibility test of the questionnaire involved 30 participants (Kurniawan & Puspitaningtyas, 2016). In this study, the validity test uses the Product Moment formula, while reliability uses the Cronbach Alpha formula. Based on the r table, if the significance level is 0.05 with a sample of 30 people, then the validity test value must be >0.361 to be declared valid (Setiawan, 2013). Then, the provisions for the reliability test, namely the calculated r value of >0.70, then the research instrument is declared reliable (Yusup, 2018). The categorization of emotional intelligence data is high, medium, and low (Azwar, 2012).

To answer the second problem formulation, use the final exams scores of class VIII, in 2022/2023. The grades of students will be categorized as passing or not passing. This category is based on the minimum completeness criteria for social science subjects applicable in the school where the study is located.

To answer the formulation of the third problem, the first stage conducts a classical assumption test consisting of a normality test, a linearity test, and a heterokedasticity test (Pramesti, 2017). The provisions of the normality test with Kolmogorov-Smirnov are statistical results >0.05 then the data is normally distributed (Sudrajat, 2020). The provisions for the linearity test with the test of linearity are statistical results >0.05, so the research data has a linear pattern (Sudrajat, 2020). The provisions for the heterokedasticity test with Glejser are statistical results <0.05, so the data does not experience bias (Widana & Muliani, 2020).

After the research data is declared passed in the classical assumption test, the next stage is testing the research hypothesis. This study used an alternative hypothesis and a null hypothesis. Ha, namely emotional intelligence (X) affects social science learning achievement (Y) of grade VIII students of SMP Negeri 1 Sungai Ambawang and Ho, namely emotional intelligence (X) does not affect social science learning achievement (Y) of grade VIII students of SMP Negeri 1 Sungai Ambawang. Hypothesis testing in this study uses tests. Then, to determine the magnitude of the influence of emotional intelligence on social science learning achievement using a simple linear regression formula. The results of data processing with a simple linear regression formula are categorized into three, namely strong, moderate, and low. According to Chin in (Juniarti, Nugroho, &; Suprihanto, 2022), the R Square value is categorized as strong if >0.67, moderate category if >0.33 and lower than 0.67, weak category if >0.19 and lower than 0.33.

Results and Discussion

Before presenting the results of the study, the researcher first explained the results of the feasibility of the questionnaire. The statistical results of the validity test with Product Moment are calculated > 0.361, so that the questionnaire in this study was declared to have passed the validity test. Then, the results of reliability tests with Alpha Cronbach, showed that the calculated r value $\geq$ 0.70, so that the questionnaire in this study was declared reliable.

Results

The results of data processing to answer the formulation of the first problem, namely how emotional intelligence in grade VIII students at SMP Negeri 1 Sungai Ambawang?, are presented in table 1 and figure 1, as follows:

Table 1. Categorization of emotional intelligence data

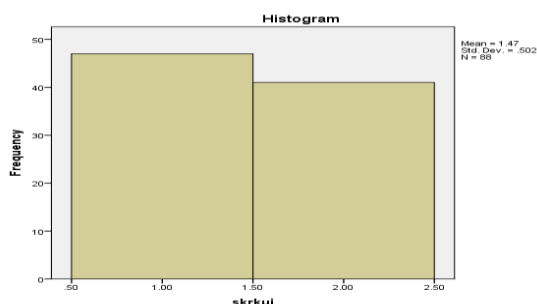|		Freque ncy	Perc ent	Valid Perc ent	Cumul ative Percent
Val id	High	47	53.4	53.4	53.4
	Medi um	41	46.6	46.6	100.0
	Total	88	100.0	100.0	

Figure 1. Histogram Emotional intelligence.

Based on table 1 and figure 1 above, it is known that there are 47 students with a high level of emotional intelligence and 41 students with an intermediate level of emotional intelligence. If the statistical results are published in percentage form, there are 53.4% of students with high emotional intelligence and 46.6% of students with medium emotional intelligence. The results of data processing presented in the table above show that from 88 samples there were no students who had a low level of emotional intelligence, but most students had emotional intelligence with a high category.

The results of data processing to answer the second problem formulation, namely how is the achievement of social science learning in grade VIII students at SMP Negeri 1 Sungai Ambawang? Presented in table 2 and figure 2 as follows:

Table 2. Categorization of Student Learning Achievement

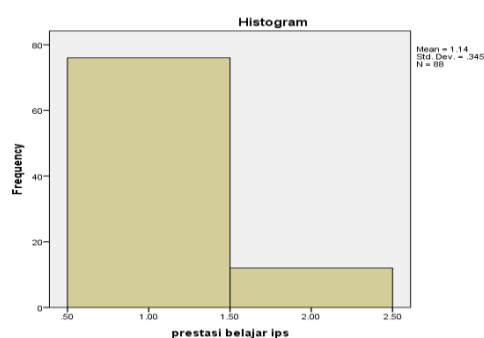|		Freque ncy	Perc ent	Valid Perc ent	Cumula tive Percent
Val id	Pas s	76	86.4	86.4	86.4
	Fai l	12	13.6	13.6	100.0
	Tot al	88	100.0	100.0	

Figure 2. Social Studies Learning Achievement Histogram.

Based on table 2 and figure 2 above, it is known that from 88 samples, there were 76 students who were complete and 12 students who were incomplete in the final exams for social science subjects. If the data is presented in percentage form, there are 84.4% of students who are complete and 13.6% of students who are incomplete in the final exams of social science subjects. From these results, it is known that the number of students who complete is more than students who do not complete in the final exams of social studies subjects.

To answer the formulation of the third problem, namely does emotional intelligence affect social science learning achievement in grade VIII students at SMP Negeri 1 Sungai Ambawang?, the following table of classical assumption test results, hypothesis test table and simple linear regression test result table is presented.

Table 3. Normality Test

Unstandardized Residual

N				
88				
Normal Parameters[a,b]	Mean	.0000000		
	Std. Deviation	2.07933414		
Most Extreme Differences	Absolute	.093		
	Positive	.092		
	Negative	-.093		
Test Statistic		.093		
Asymp. Sig. (2-tailed)		.059[c]		

The research data requirement is declared normal if the normality test result is >0.05. Table 3 above shows the statistical value of the normality test of 0.059. The statistical value is greater than 0.05, so it can be concluded if the data of this study is normally distributed. Normal distributed research data is an important aspect that must be met as one of the conditions for using simple linear regression. Because the research data is declared normal, the next step of the research data is through the linearity test shown in table 4 below.

Table 4. Linearity Test

Table 4 above presents the results of the linearity test. The terms of research data are declared linear if the value >0.05. If the research data is linear, data processing uses linear regression and if the research data is not linear, then non-linear regression is used. Based on table 4 above, the value in the deviation from linearity row is 0.933. The statistical value is >0.05, so the research data is declared linear. From the results of the linearity test, it is known that in this study data processing uses linear regression.

Table 5. Heterokedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.966	2.409		1.646	.103
	Emotional intelligence	-.032	.032	-.105	-.982	.329

The data requirement is declared to pass the heterokedasticity test if the sig value is >0.05. From table 5 above, the signficance value is 0.329, the data means greater than 0.05. Based on the significance value in table 5, this research data was declared passed in the heterokedasticity test. After the research data passed the classical assumption test consisting of normality test, linearity test and heterokedasticity test, the next process tested the research hypothesis and looked for how much influence emotional intelligence had on social science learning achievement. The statistical results will be presented in table 6 and table 7, as follows:

Table 6. Test the hypothesis

			Sum of Squares	df	Mean Square	F	Sig.
Social science learning achievement * Emotional intelligence	Between Groups	(Combined)	633.611	14	45.258	9.524	.000
		Linearity	604.344	1	604.344	127.180	.000
		Deviation from Linearity	29.267	13	2.251	.474	.933
	Within Groups		346.889	73	4.752		
	Total		980.500	87			

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**t**	**Sig.**
1 (Constant)	31.241	3.836		8.145	.000
Emotional intelligence	.601	.051	.785	11.755	.000

From table 6 of the hypothesis test above the Sig value of 0.000, the value is smaller than 0.05, so it can be concluded that emotional intelligence has a significant influence on social studies learning achievement in grade VIII students at SMP Negeri 1 Sungai Ambawang. Based on the provisions in the t test, the alternative hypothesis is accepted and the null hypothesis is rejected.

After emotional intelligence was declared to have a significant influence on social studies learning achievement in grade VIII students at SMP Negeri 1 Sungai Ambawang, the next step was to find how strong the influence was. The results of data processing with simple linear regression are presented in table 7 as follows:

Table 7. Simple Linear Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785a	.616	.612	2.091

In table 7 of a simple linear regression test, the value in the R square column is 0.616, the statistical value is meaningful if emotional intelligence affects social science learning achievement by 61.6%, while 38.4% is influenced by factors not studied in this study. Based on the categorization of R Square values, the

results in this study are in the moderate category.

Discussion

Based on the results of research from the firs problem formulation, it is known that he majority of students have emotional intlligence with a high category. The statement is based on the results of data processing which can be seen in table 1 and figure 1 about the emotional intelligence of students. From the results of data processing, no students were found who had low emotional intelligence. Based on these results, it can be concluded that grade VIII students at SMP Negeri 1 Sungai Ambawang have good emotional intelligence, where the results of data processing are not found students who have low emotional intelligence. In this study, it is known that students who have emotional intelligence with the middle category are not much different from the number of students who have a high category, so that efforts to develop emotional intelligence are things that need to be considered, especially in the school environment. Efforts to develop emotional intelligence in the school environment are a challenge for teachers. A teacher not only pays attention to the cognitive development of children but also contributes to the emotional development of his students.

Based on the results of data processing to answer the second problem formulation, it is known that most students are complete in the final exams of social science. The statement corresponds to table 2 and figure 2 above. From the results of this study, it can be understood, if grade VIII students at SMP Negeri 1 Sungai Ambawang have good academic performance in social science, this is shown by the number of students who are declared complete in the final exams of social science. Learning achievement is defined as the result of an assessment of the learning process that has been passed, presented with satisfactory points or predicates (Affrida & Suprapti, 2017).

Based on this understanding, conclusions can bedrawn if not all learning outcomes can be categorized as learning achievements. Based on the scores of the final Semester exams for social science and the minimum completeness criteria for social science, there are two groups of scores, namely pass and fail. Students who are complete can be declared to have learning achievement, while students who are incomplete are declared to have not achieved learning achievement. Teachers are educators who are responsible for guiding students in the learning process at school (Rosyid, 2020). The results of this study can also illustrate the success of teachers in guiding learning activities. This is evidenced by the large number of students who completed the final exams for social science.

Based on the results of research to answer the formulation of the third problem, it is known that emotional intelligence has an influence on social science learning achievement in grade VIII students at SMP Negeri 1 Sungai Ambawang. Based on the categorization of the R Square value, the results of this study are in the moderate category where the R Square value is 0.616. The moderate category can be interpreted as the medium category, so it can be concluded if the R Square value in this study is in the medium category. The results of this study are relevant to the theory put forward by Goleman, namely emotional intelligence is an important factor in achieving success. The success that is maximized in this research is social studies learning achievement. The results of this study are also in line with previous research. Based on the results of previous research, emotional intelligence can affect student achievement (Azis, 2021; Sulaeman, 2018; Purnama, 2016; Febrianti & Rachmawati, 2018; Asna, 2014; Apriyana, 2018). The R Square value resulting from data processing with simple linear regression states that emotional intelligence has a greater effect on social science learning achievement. From the results of this study, it was concluded that emotional intelligence is an important aspect to achieve social science learning achievement in grade VIII students at SMP Negeri 1 Sungai Ambawang. The results of this study can illustrate the importance of efforts to develop emotional intelligence carried out in the school environment and family environment.

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