

THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND LEARNING MOTIVATION WITH LEARNING ACHIEVEMENT IN CLASS V IPS STUDENTS IN PRIMARY SCHOOL INDONESIA

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ABSTRACT

Learning achievement is one measure that students have learned well. Learning achievement is an indicator of education in schools which is the hope of all parties, namely parents, teachers, and students. Achievement is a measure of the quality of education. Learning achievement is needed in the consideration to determine class promotion, graduation, and selection of outstanding students. Optimal learning achievement is the main goal of students in learning. Learning achievement can be measured from the value obtained by students. The average score related to the social studies score of the subject teacher shows similarities. Based on the background described above, the researcher's problems can be formulated as follows: is there a relationship between emotional intelligence and learning achievement? Is there a relationship between motivation and learning achievement? And collectively, is there a relationship between emotional intelligence and learning motivation? with learning achievement ?. In accordance with the formulation of the problem, this study has specific objectives, namely: to describe the relationship between emotional intelligence and learning achievement, to describe the relationship between motivation and learning achievement; and jointly describe the relationship between emotional intelligence and learning motivation and learning achievement. Meanwhile, the long-term goal is as a reference for other researchers and this research will be included in an accredited scientific journal. This research is a study that aims to determine the relationship between emotional intelligence and learning motivation with student achievement. The type of research that researchers do is quantitative research because in the procedure and analysis the researcher uses statistical analysis. The research sites are in urban and rural elementary schools. In determining the location of SD using SD numbering, from the population list every multiple of 20 is taken as a sample. All students in grade 5 for SD will be used as respondents to fill out the questionnaire. The methods used to collect data in this study include questionnaires, documentation, observation methods, and interviews.

Keywords : Relationships, Emotional Intelligence, Motivation, Achievement, Social Sciences, Primary School

INTRODUCTION

Primary school children are children aged 6-12 years. At that age, children are starting to learn to get to know the environment and get along with the people around them. The skills to get along with happy times as children have a very close relationship. The willingness of children to adapt to the environment, acceptance of the

environment, and various positive experiences as long as children carry out various social activities are very important basic assets for children to achieve a successful and enjoyable life in the future or increase in adulthood.

Learning is a process carried out by children to achieve something desired, each student hopes to achieve good and satisfying results in accordance with the efforts that have been made, one that can support in achieving the desired learning outcomes, namely students must have the emotional intelligence needed in teaching and learning activities at school. According to Goleman (2002: 44), emotional intelligence contributes to a person's success by 80%.

The elements contained in emotional intelligence include the ability to motivate yourself, overcome frustration, control impulses, empathy and the ability to work together. A well-developed emotional intelligence allows a person to be happy and successful in life, because that person will be better able to monitor feelings and emotions both in themselves and in others.

Students who are successful in their studies are supported by a high level of motivation to succeed. This motivation is very necessary in the learning process to foster the desire of each individual to foster encouragement in learning. According to Suparno and Suhaenah (2000: 83), motivation is a person's internal condition to do something. Sardiman (2002: 75) adds that learning motivation plays a major role in increasing the feeling of pleasure and enthusiasm for learning and becomes the energy of students to carry out learning activities, based on the above understanding, it can be concluded that providing the right motivation in the learning process will improve learning outcomes to be more optimal.

The teacher's most important role in the learning process in addition to transferring knowledge to students, also plays a role in increasing student motivation. According to the results of an interview with a class V SD social studies subject teacher, motivation will determine the intensity of students' learning efforts. Students with great learning motivation will try hard and read books to increase their achievement.

Conversely, students with weak learning motivation appear indifferent, lack of attention in the learning process so that their achievement is low. Learning achievement is one measure that students have learned well. Learning achievement is an indicator of education in schools which is the hope of all parties, namely parents, teachers, and students. Achievement is a measure of the quality of education. Learning achievement is needed in the consideration to determine class promotion, graduation, and selection of outstanding students. Optimal learning achievement is the main goal of students in learning. Learning achievement can be measured from the value obtained by students. The average score related to the social studies score of the subject teacher shows similarities (Yayan Rahtikawati, 2020:13114).

The learning process that pays attention to emotional intelligence and supports student learning motivation is positively related to student achievement, for this reason teachers need to pay attention to these three factors so that the student learning process can meet completeness standards. Utamajaya et. al (2020:13148) Based on the above problems, this study discusses the Relationship between Emotional Intelligence and Learning Motivation and Learning Achievement in Social Studies Subjects in Class V SD.

RESEARCH METHOD

This research is a study that aims to determine the relationship between emotional intelligence and learning motivation with student achievement. The type of research that researchers do is quantitative research because in the procedure and analysis the researcher uses statistical analysis. The data collection method used was a survey. In survey research, the use of a questionnaire is the main thing in data collection. The results of the questionnaire will be transformed into numbers. The quantitative data analysis was based on the results of the questionnaire.

The research object of the sample used was "purposive sample", namely the sample has been determined to be class V, on the grounds of Jean Piaget's cognitive development theory, in theory Piaget divides the scheme used to understand the world of children through four periods as age increases, namely: 1. Sensorimotor period (aged 0-2 years); 2. The preoperational period (ages 2-7 years); 3. The concrete operational period (ages 7-11 years); and 4. Formal period (ages 11 years to adulthood). The research sites are in urban and rural elementary schools. In determining the location of SD using SD numbering, from the population list every multiple of 20 is taken as a sample. All students in grade 5 for SD will be used as respondents to fill out the questionnaire.

The data analysis method is used to process the research data so that a reliable conclusion can be obtained and is the final step after the data from the research has been collected. The methods used to analyze the data in this study are descriptive analysis and quantitative analysis.

RESEARCH RESULTS AND DISCUSSION

An item can be said to be valid if it has strong support from a total score. The item correlation test in this study used the correlation Pearson product moment test, where each question was correlated with a total score, then compared with a significance level of 5%. Based on the r table to meet the requirements for the number of samples ($n = 1065$), if $r_{table} > 0.062$, otherwise, if the correlation between the items and the total score is less than 0.062 then the items in the instrument are declared invalid. Completion of validity testing using SPSS version 16.0 for windows.

The number of questions / items in this study for each variable is less than 15 items. To measure the reliability of emotional intelligence instruments ($n = 15$, $r = 0.514$) and reliability of learning motivation instruments ($n = 12$, $r = 0.576$). Based on these provisions it can be said that a question has reliability, if the α value is greater than the reliability value. The results of data processing can be seen in the table below.

Table 1

Recapitulation of Test Results Research Instrument Reliability

No	Variable	Number of items	Value α	Reliability	Information
1.	Emotional Intelligence	15	0.635	0.514	Reliable
2.	Learning Motivation	12	0.689	0.576 Descriptive	Reliable

analysis is used to determine the frequency distribution of answers from respondents through distributing questionnaires containing items questions about emotional intelligence and motivation to learn. This analysis is used as a basis for describing the findings in quantitative analysis and for analyzing the descriptive variables studied, namely emotional intelligence and learning motivation.

The findings of data in the field about the emotional intelligence variable, the indicators consist of recognizing one's emotions, managing self-emotions, self-motivation, empathy and building relationships. Motivation to learn whose indicators consist of curiosity motivation, motivation to succeed, motivation to cooperate and self-confidence.

The results of the study in the item correlation test used the correlation Pearson product moment test, where each question was correlated with a total score, then compared with a significance level of 5%. Based on the r table to meet the requirements for the number of samples ($n = 1065$), if $r_{table} > 0.062$, otherwise, if the correlation between the items and the total score is less than 0.062 then the items in the instrument are declared invalid. Hypothesis 1 testing obtained the regression line equation $Y = 34.245 + 0.944x$. corrected 0.546 shows the relationship between predictors and criteria of 54.6%, thus H_{a1} is accepted and it can be said that there is a positive relationship between emotional intelligence and learning achievement. Hypothesis testing 2, the regression line equation $Y = 47.208 + 0.916x$. corrected 0.491 indicates a relationship between predictors and criteria of 49.1%, thus H_{a2} is accepted and it can be said that there is a positive relationship between learning motivation and learning achievement. And testing hypothesis 3, the regression line equation $Y = 25.737 + 0.680x_1 + 0.607x_2$. Corrected 0.718 shows a relationship between predictors and criteria of 71.8%, thus H_{a3} is accepted and it can be said that there is a positive relationship between emotional intelligence and learning motivation with learning achievement.

CONCLUSION

Conclusions

Based on the background of this study and from the theory used to determine whether there is a positive relationship between emotional intelligence variables and learning motivation on learning achievement in social studies subjects in class V students of Banyuwangi district, it can be concluded that : 1) there is a positive relationship between the emotional intelligence variable and learning achievement, the regression line equation $Y = 34.245 + 0.944x$. corrected 0.546 this indicates a relationship between predictors and criteria of 54.6%; 2) there is a positive relationship between the learning motivation variable and learning achievement, the regression line equation $Y = 47.208 + 0.916x$. corrected 0.491 this shows a relationship between predictors and criteria of 49.1%; 3) there is a positive relationship between the variables of emotional intelligence and learning motivation with learning achievement, the regression line equation $Y = 25,737 + 0.680x_1 + 0.607x_2$. corrected 0.718 shows a relationship between predictors and criteria of 71.8%, thus it can be said that there is a positive relationship between emotional intelligence and learning motivation with learning achievement.

Suggestion

The results of this study, the authors can provide suggestions to several parties, including:

- 1) For the school should also participate in maintaining the quality of education, especially the level of achievement of their students by increasing emotional intelligence and student motivation; and
- 2) For future researchers, it is hoped that they can develop similar research using an open questionnaire and include other variables that have not been studied in this study.

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