IMPROVING STUDENT LEARNING OUTCOMES IN GRADE VI THROUGH THE INFLUENCE OF EMOTIONAL INTELLIGENCE AT MADRASAH IBTIDAIYAH NEGERI PARANNAPA JAE, PADANG LAWAS REGENCY, INDONESIA

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Abstract

This research aimed to answer the following questions: (1) What is the level of emotional intelligence of grade VI students at MIN Parannapa Jae? (2) What are the learning outcomes of grade VI students at MIN Parannapa Jae? (3) Is there a significant influence of emotional intelligence on the learning outcomes of grade VI students at MIN Parannapa Jae? The research was conducted using a correlational quantitative approach and ex post facto method. The findings of this study were obtained from the documentation study conducted by the researcher using the students' report cards in grade VI at MIN Parannapa Jae. The highest score obtained was 96, while the lowest score was 78. The report card scores were grouped into 5 classes with a class interval of 4. Based on Table 4.4, the mean score was 84.46, the median was 85, the mode was 80, and the standard deviation and variance were 5.753 and 33.103, respectively.

Keywords: emotional intelligence; student learning; outcomes.

Abstrak

Penelitian ini bertujuan untuk menjawab pertanyaan berikut: (1) Bagaimana tingkat kecerdasan emosional siswa kelas VI di MIN Parannapa Jae? (2) Bagaimana hasil belajar siswa kelas VI MIN Parannapa Jae? (3) Apakah terdapat pengaruh yang signifikan kecerdasan emosional terhadap hasil belajar siswa kelas VI MIN Parannapa Jae, penelitian dilakukan dengan menggunakan pendekatan kuantitatif korelasional dan metode ex post facto. Temuan penelitian ini diperoleh dari studi dokumentasi yang dilakukan oleh peneliti dengan menggunakan raport siswa kelas VI di MIN Parannapa Jae. Nilai tertinggi yang diperoleh adalah 96, sedangkan nilai terendah adalah 78. Nilai rapor dikelompokkan menjadi 5 kelas dengan interval kelas 4. Berdasarkan Tabel 4.4 diperoleh nilai rata-rata 84,46, median 85, modus 80, dan standar deviasi dan varian masing-masing adalah 5,753 dan 33,103.

Kata kunci: kecerdasan emosional; hasil belajar siswa; madrasah.

INTRODUCTION

Education is a process of learning, skills, knowledge, and habits that are inherited from one generation to the next through teaching, training, and research. Education is also something that is very important for human survival in the world. Education is one way to shape human resources that are of high quality, both in terms of knowledge and skills, because qualified people are very much needed in Indonesia (Sadulloh, 2009).

Every education is said to be of quality if the education process takes place effectively, humans gain meaningful experiences for themselves, and the educational products are individuals who are beneficial to society. Education is part of the exact sciences.

School is a formal educational institution that systematically carries out guidance, teaching, and/or training programs to help students develop their potential optimally, both in terms of moral-spiritual, intellectual, emotional, social, and psychomotor aspects. In learning, whether or not the learning objectives are achieved will be reflected in the learning outcomes. However, to achieve satisfactory learning outcomes, a learning process is needed (Yusuf, 2014).

According to (Goleman, 2000), emotional intelligence is a person's ability to manage their emotions with intelligence; to maintain harmony between their emotions and their expressions through self-awareness skills, self-control, self-motivation, empathy, and social skills. In terms of emotional intelligence based on (Goleman, 2000), it includes: a) Recognizing one's emotions is the ability to recognize feelings when they occur, b) Managing emotions is an individual's ability to deal with feelings so that they can be expressed appropriately or in harmony, thus achieving balance within the individual, c) Self-motivation means having perseverance to restrain oneself from pleasure and control emotional urges, and having positive motivational feelings such as enthusiasm, passion, optimism, and self-confidence, d) Recognizing other people's emotions is called empathy, e) Building relationships is a skill that supports popularity, leadership, and interpersonal success.

One of the factors of emotional intelligence from within students, environmental factors, and hereditary factors that contribute to academic achievement is the aspect of emotional intelligence. Emotion is one aspect of human psychology in the effective domain. This psychological aspect is very important in human life in general, and in its relation to others in particular (Bachri, 2013). Someone who is unable to control their emotions will have

difficulty in dealing with the problems they face, whether they are related to learning, work, or other things.

Although in student's cognitive abilities have developed well, which allows them to effectively cope with stress or emotional fluctuations, it turns out that many students are still unable to manage their emotions, so they experience anger and are less able to regulate their emotions. This condition can trigger problems, such as learning difficulties. In a study, it was stated that emotional regulation is very important for academic success. Students who often experience negative emotions tend to have low academic achievements (Bachri, 2013). The genetic structure of the brain has formed since birth, but the functioning of the brain is greatly determined by the way students interact with their environment. Usually, this ability is associated with intelligence or IQ, where intelligence or IQ is the initial model for certain talents. Hoard Gardner, quoted by Hamzah B Uno, asserted that the intelligence scale that has been used so far has many limitations, so it is less able to predict a person's successful performance for the future (Hamzah & Kuadrat, 2010).

Many people believe that in order to achieve high academic achievement, one must have a high Intelligence Quotient (IQ). However, in the teaching and learning process at schools, students with equal intelligence ability are often found (Thalib, 2013). There are students who have high intelligence but have relatively low academic achievement, while there are also students who have relatively low intelligence but achieve high academic achievement. Therefore, the intelligence level is not the only factor that determines a person's success, but other factors that influence it. Daniel Goleman revealed that intellectual intelligence (IQ) only contributes 20% of the factors that can determine success, while the remaining 80% is filled with other strengths, one of which is emotional intelligence or Emotional Quotient (EQ), which is the ability to self-motivate, empathize, and cooperate (Goleman, 2018).

In the learning process, the application of emotional intelligence can be widely done in various learning sessions, activities, and specific forms of learning (Syah, 2012). The teacher's understanding of emotional intelligence and knowledge of how to apply it to students at this time is an important part of helping to realize the optimal development of children's potentials (Syah, 2012).

The learning outcomes obtained by students are influenced by two main factors, namely factors contained within the students themselves called internal factors and factors that are outside the students themselves called external factors.

Factors contained within the student himself (internal) include the following: 1) Lack of basic abilities (intelligence) possessed by students. 2) Lack of special talent for a particular learning situation. 3) Lack of motivation or drive to learn. 4) Personal situations, especially emotional, faced by students at certain times can lead to learning situations. 5) Physical factors that do not support learning activities, for example health problems, disabilities and so on. 6) Heredity factors (congenital) that do not support learning activities, such as color blindness, left-handedness, and so on ([1] Hallen, *Bimbingan dan Konseling Dalam Isalam* (Jakarta: Ciputat Pers, 2020), hlm. 131).

Positive emotions such as feeling enthusiastic, passionate, or having high curiosity will influence individuals to concentrate on learning activities, such as paying attention to teacher explanations, reading books, actively participating in discussions, doing homework, and being disciplined in learning (Yusuf & Nani, 2008). On the contrary, if negative emotions such as feeling unhappy, disappointed, or uninspired accompany the learning process, it will hinder the learning process. In other words, individuals cannot focus their attention on learning, and they are more likely to fail in their learning (Hamzah, 2008).

Students who excel in certain fields are not necessarily excellent in other fields, but they may be able to sing in front of the class and draw. On the other hand, a student who has frequently performed on television may have difficulty solving problems, which should be understood by the teacher. The strengths and weaknesses of students should be treated equally.

One teacher stated that students' emotional intelligence in learning is still lacking, as observed in the field where students cannot control their emotions when faced with problems and cannot adapt to their peers. Therefore, emotional intelligence plays a crucial role in the educational environment, whether it is formal or non-formal education, in achieving students' personal success. Low emotional intelligence makes it difficult to focus on learning, resulting in low learning outcomes for students. Therefore, emotional intelligence in students should be a concern for educators in the learning process based on an interview with the concerned teacher.

The level of emotional intelligence is not tied to genetics, nor can it only develop in childhood, unlike IQ which changes only slightly after passing adolescence, emotional intelligence is mostly acquired through learning from one's own experiences, so our skills in this regard can continue to grow.

Ideally one can master both cognitive skills and social-emotional skills. Perhaps the most fundamental difference between IQ and EQ is not influenced by heredity, thus opening up opportunities for parents and educators to continue what nature has provided so that children have a greater chance of success. Thus, emotional intelligence is more the result of individual activities in training the emotional functions of oneself or others so that it is the result of learning. Thus emotional intelligence is a person's ability to accept, assess, manage, and control emotions for himself and others.

RESEARCH METHOD

This research was conducted at Madrasah Ibtidaiyah Negeri ParannapanJae located in Parannapa Jae village, Barumun Tengah district, Padang Lawas regency, North Sumatra province, approximately many kilometerds away from the the district capital, Binanga. The research was planned to be conducted from April to July 2021. This is a quantitative correlational study and uses ex post facto design. The research sample consists of all 32 sixth-grade students at MIN Parannapa Jae. Therefore, this research is a population study since the sample size is less than 100. The data collection technique used in this study is a questionnaire, which is a data collection technique carried out by giving a set of written questions to respondents to answer. Questionnaires can be in the form of closed or open questions. Data analysis technique used was descriptive analysis to provide an overview of the emotional intelligence of students (variable X) and learning outcomes (variable Y).

RESULTS AND DISCUSSION

2.1 Data Description

This research consists of two variables, emotional intelligence of students (variable X) and learning outcomes of students (variable Y). The research was conducted at MIN Parannapa Jae with a sample size of 13 students. To describe the results of this research, each variable will be discussed as follows:

2.1.1 Variable X: Emotional intelligence of students

The research results consist of 20 statement items that have been tested for their validity and were given to 13 student respondents (research sample). The highest score obtained was 80 and the lowest score was 50. The scores were then grouped into five categories with an interval of 6 (based on the validity of the manual questionnaire). The results of the grouping can be seen in the Table 1 below:

Table 1
Measures of Dispersion and Central Tendency of Emotional Intelligence Data

	Aspect	Indicator	Number	No. Item
1.	Recognize self-emotion	1.1 Recognize and understand one's own emotions and the causes of their emergence. 1.2 Realizing his abilities and shortcomings	4	1,2,3,4
2.	Managing emotions	2.1 Controlling emotions well 2.2 Expressing emotions appropriately	4	5,6,7,8
3.	Motivate yourself	3.1 Provide strong encouragement for a greater mission. 3.2 Continuously learn to improve performance.	4	9,10,11,12
4.	Recognizing other people's emotions	4.1 Sensitive to other people's feelings. 4.2 Listens to other people's problems	3	13,14,15
5.	Building relationships	5.1 Cooperate 5.2 Forming good relationships with others.	4	16,17,18,19,20

Tabel 3.3
Emotional Intelligence Assessment Score Range

No.	Statistics	Measurement
1	Lowest score	50
2	Highest score	80
3	Mean	65.77
4	Median	86
5	Mode	73
6	Deviation standard	8.710
7	Variance	75.859

Based on the information provided, we can see that the emotional intelligence (kecerdasan emosional - KE) score of the 13 students in class VI of MIN Parannapa Jae is in the "Good" category with a mean score of 65.77, median score of 86, and mode score of 73. The standard deviation and variance are 8.710 and 75.859, respectively. The median value is 86, indicating that the students' middle value is good. The most frequently occurring value (mode) is 73, with a standard deviation of 8.710 and a variance of 75.859. Overall, the questionnaire above indicates that emotional intelligence in student learning outcomes is included in the category, which can be measured by a = the total score of criteria multiplied with the number of items and the number of respondents (4 x 20 x 13=1040). Therefore, the emotional intelligence of 13 students in grade VI of MIN Parannapa Jae from the calculation of emotional intelligence variable scores above, the established criteria can be interpreted as 82.21% of scores are in the "good" range.

2.1.2 Variable of Student Learning in Grade VI (Y)

As for the variable of student learning outcomes in grade VI (Y), based on a documentation study conducted by the researcher, the highest value obtained was 96 and the lowest was 78 from the students' report card in MIN Parannapa Jae. From the obtained report card values, they were grouped into 5 classes with an interval of 4. (The results of student report card values are listed in the attachment). The data show that the mean score is 84.46, with a median score of 85 and mode score of 80. The standard deviation and variance are 5.753 and 33.103, respectively. Based on these results, we can conclude that the students'

academic performance is in the "very good" category. The results of grouping the scores of the respondents can be seen in the Table 2 below.

Table 2
Measures of Dispersion and Central Tendency of Student Learning Outcomes

No.	Statistics	Measurement
1	Lowest score	78
2	Highest score	96
3	Mean	84.46
4	Median	85
5	Mode	70
6	Deviation standard	5.753
7	Variance	33.103

It can be concluded that the learning outcomes of grade VI students at MIN Parannapa Jae with an average of 84.46 are in the category of very good.

2.2 Hypothesis Testing

After administering a questionnaire to students to obtain their emotional intelligence (variable X), the researcher collected their report card grades to examine their learning outcomes. The next step was to analyze the data to test the hypothesis proposed by the researcher. The hypothesis is "there is a significant influence between students' emotional intelligence and their learning outcomes in class VI of MIN Parannapa Jae". Therefore, the hypothesis is tested to determine whether it is accepted or rejected. The statistical calculation used to test the hypothesis is the t-test formula.

2.2.1 Product Moment Correlation

The strength of the relationship between students' emotional intelligence and their learning outcomes in class VI of MIN Parannapa Jae can be measured by using the product moment correlation analysis.

$$rxy = \frac{n.(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n.(\sum x^2) - (\sum x)^2\}\{n.(\sum y^2) - (\sum y)^2\}}}$$

$$rxy = \frac{13(72365) - (855)(1098)}{\sqrt{\{13(57.143) - (855)^2\}\{13(93.136) - (1.098)^2\}}}$$

$$rxy = \frac{940.745 - (938.790)}{\sqrt{\{(742.859 - 731.025)\}\{(1.210.768 - 1.205.604)\}}}$$

$$rxy = \frac{1955}{\sqrt{(11.834)(6.164)}}$$

$$rxy = \frac{1955}{\sqrt{61.110.776}}$$

$$rxy = \frac{1955}{7.817}$$

$$rxy = 0,25$$

If the coefficient between emotional intelligence (X) and student achievement (Y) is 0.25, it falls in the category of 0.20-0.39, which is low. Therefore, it can be concluded that the relationship between emotional intelligence and student learning outcomes is low.

2.2.2 Coefficient of Determination

To determine the extent to which emotional intelligence influences student learning outcomes, the coefficient of determination (KD) formula is used. The result shows that emotional intelligence affects student learning outcomes by 6.25%.

$KD = r^2 \times 100\%$

$KD = (0,25)^2 \times 100\%$

$= 0,0625 \times 100\%$

$= 6,25\%$

Therefore, it is known that 6.25% of the learning outcomes in class VI of MIN Parannapa Jae are influenced by emotional intelligence, while the remaining 93.75% are determined by other factors such as motivation, self-confidence, and other factors not discussed in this study.

2.2.3 Regression Equation

For the value of variable Y (student learning outcomes), if the value of variable X (emotional intelligence) is known, it can be obtained from the regression equation above that Y = 73.60 + 0.16X. This shows that if X = 0 (constant), the value of student learning outcomes is 73.60. This means that if emotional intelligence is 8, the value of student learning outcomes will be Y = 73.60 + 0.16*8 = 74.88. Therefore, it can be estimated from the regression equation above that if the emotional intelligence value increases by 1, the learning outcome value will increase by 0.16. In other words, the higher the value of X, the higher the value of Y.

$$Y = a + Bx$$

$$a = \frac{\sum Y (\sum X^2) - (\sum x)(\sum xy)}{n \sum x^2 - (\sum x)^2}$$

$$a = \frac{1098(57143) - (855)(72365)}{13.57143 - (855)^2}$$

$$a = \frac{62.743.014 - 61.872.075}{742.859 - 731.025}$$

$$a = \frac{870.939}{11.834}$$

$$a = 73.60$$

$$b = \frac{n \sum xY - (\sum x)(\sum y)}{n \sum x^2 - (\sum x)^2}$$

$$b = \frac{13.723365 - (855)(1098)}{13.57143 - (855)^2}$$

$$b = \frac{940.745 - 938.790}{742859 - 731.025}$$

$$b = \frac{1955}{11.834}$$

$$b = 0,16$$

From the above, then: Y = 73.60 + 0.16 X. Indicates that if X = 0 (constant), the obtained value of student learning outcomes is 73.60. This means that the emotional intelligence of students = 8, then the value of student learning outcomes Y = 73.60 + 0.16 (8) = 74.88. So the regression equation above can be estimated that, if the value of students'

emotional intelligence increases by 1, the value of learning outcomes increases by 0.16. In other words, the greater the X value, the greater the Y value.

The significant test is used to determine whether there is a significant influence between emotional intelligence and student learning outcomes in class VI of MIN Parannapa Jae. The steps are as follows: the calculated t-value is greater than the t-table value (0.885 > 0.697), so Ha is accepted, meaning that there is a significant influence between emotional intelligence and student learning outcomes in class VI of MIN Parannapa Jae.

Based on the theoretical review conducted earlier, the author found a significant relationship between emotional intelligence and student learning outcomes in class VI of MIN Parannapa Jae. The results of the regression equation show that $Y = 73.60 + 0.16X$. This indicates that if $X = 0$ (constant), the value of student learning outcomes is 73.60. Therefore, it is concluded that there is a significant relationship between emotional intelligence and student learning outcomes, as the calculated t-value is greater than the t-table value (0.885 > 0.697). This shows that the higher the level of emotional intelligence, the higher the learning outcomes of the students.

Previous researches were conducted by (Harahap, 2016) which showed that there was a significant relationship between emotional intelligence level and mathematics learning outcomes with a t-test result of 7.387 and t-table of 2.018, thus t-test > t-table. Another research was done by (Sumanti, 2014) which found a significant influence of mathematics learning interest on learning outcomes with a coefficient of 0.5 and a constant of 31.4.

The results of this current research are also supported by previous studies, such as the one conducted by (Payung et al., 2017) which explained that emotional intelligence has an impact on the science learning achievement of grade 8 students at SMP Negeri 3 Parigi. Emotional intelligence also plays a significant role in learning outcomes as stated in the research conducted at SMAN 4 Jember by (Andriani, 2014). Emotional intelligence is a crucial factor that should be acquired by students in achieving better academic performance in school (Nauli, 2013).

CONCLUSION

This research was conducted to determine the influence of emotional intelligence on the learning outcomes of MIN Parannapa Jae Barumun Tengah. The emotional intelligence profile was obtained from the questionnaire distributed to the students, while the learning outcomes were obtained from the students' report card grades, with results as follows: a). The emotional intelligence profile showed a mean score of 65.77, indicating that the students' emotional intelligence was considered good. The median score was 86, indicating that the students' emotional intelligence was also good. b). The average learning outcome score was 84.46, which was classified as "Excellent". c). The influence of emotional intelligence on the students' learning outcomes was obtained with a t-test of 0.885, which was greater than the t-table value of 0.697, therefore Ha was accepted. Thus, it can be concluded that there is a significant influence of emotional intelligence on the learning outcomes of the sixth grade students of MIN Parannapa Jae.

To improve student learning outcomes through emotional intelligence teachers must be able to build thematic learning patterns to train students in problem solving. The pattern of thinking that is built during this thematic learning that trains problem solving, because, emotional intelligence has a very important role in determining learning outcomes. Low emotional intelligence will make it difficult to focus attention during the learning process, causing low student learning outcomes. This is what makes many students noisy in class. For example, when the teacher is absent from class, the class will become ricu, students do not fill their time with learning. And not even a few students leave the class secretly, and have disputes with friends. So emotional intelligence in students must be a concern for educators in the learning process. (Iqbal Hanifa Siregar," Pengaruh Kecerdasan Emosional Terhadap Hasil Belajar Matematika di MTS Karya Padangsidimpuan".

According to Goleman quoted by Hamzah B Uno, emotional intelligence includes personal attitudes or abilities such as recognizing self-emotion, the ability to manage emotions, the ability to self-motivate, the ability to recognize other people's emotions, the ability to foster relationships. Where the role of emotional intelligence on learning outcomes is due to many other factors that influence the learning outcomes themselves such as motivation, family factors, and environmental factors. Children's ability to develop emotional intelligence must interact positively with the environment and be highly motivated towards

what must be done, such as encouraging themselves to do something that is beneficial to themselves in carrying out the learning process.

Based on the results of this study, it is recommended that schools should provide emotional intelligence development programs as part of the curriculum to improve students' learning outcomes. Additionally, future research can focus on investigating the effect of emotional intelligence development programs on students' academic achievements in different levels of education.

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