

THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON ENGLISH LEARNING OUTCOMES OF CLASS XI STUDENTS MA. MURSYIDUTTHULLAB LEMBANNA

Rahmi^{1*}, Irfayani²

^{1,2}University of Muhammadiyah Makassar

* Author Correspondence. E-mail: rahmi6973@gmail.com

ABSTRACT

This study aims to determine the significance of the influence of emotional intelligence on the results of learning English for class XI, MA. Murshidutthullab Lembanna. The method used in this research is a quantitative method. The results of the study are simple linear regression equations. In the analysis that has been carried out on the basis of decision-making, "If T_{count} is greater than T_{table} ," then H_0 is rejected, and H_a is accepted. This shows that t_{hitung} is $25.465 > t_{table}$ is 1.691 , so it can be interpreted that there is a significant influence on emotional intelligence on English learning outcomes. In addition, if seen in the correlation coefficient of 0.654 , the coefficient of determination (R squared) is 0.428 , or 42.8% , and the rest is influenced by several factors that were not carried out in this study, namely 57.2% . So it can be interpreted that there is a positive and significant influence of emotional intelligence on the results of learning English for students in class XI. MA. Murshidutthullab lembanna.

Keywords: Emotional intelligence, English learning outcomes, MA. Murshidutthullab Lembanna.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui adanya signifikansi pengaruh kecerdasan emosional terhadap hasil belajar Bahasa Inggris siswa kelas XI MA. Mursyidutthullab Lembanna. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Hasil penelitian yakni persamaan regresi linier sederhana, Dalam analisis yang telah dilakukan dengan dasar pengambilan keputusan "Jika T_{hitung} lebih besar dari T_{tabel} . Maka H_0 ditolak H_a diterima". Hal tersebut menunjukkan bahwa t_{hitung} $25,465 > t_{tabel}$ $1,691$ sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan pada kecerdasan emosional terhadap hasil belajar Bahasa Inggris. Selain itu jika dilihat dalam koefisien korelasi sebesar $0,654$ koefisien determinasinya (R Square) sebesar $0,428$ atau $42,8\%$ dan sisanya dipengaruhi dari beberapa faktor yang tidak dilakukan dalam penelitian ini yakni sebesar $57,2\%$. Sehingga dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan pada kecerdasan emosional terhadap hasil belajar Bahasa Inggris siswa kelas XI MA. Mursyidutthullab lembanna.

Kata Kunci: kecerdasan Emosional, Hasil Belajar Bahasa Inggris, MA. Mursyidutthullab Lembanna.

INTRODUCTION

Intelligence is an important perspective in individual activities and in social life. Many people know that intelligence is a person's intelligence or ability to solve a problem. However,

a person's intelligence cannot be measured in just one aspect. According to Kuliyatun (2020), Indonesia is still dominated by the idea that intelligence depends on the Intelligence Quotient test or better known as the IQ test. Previously, the majority of people interpreted intelligence narrowly and only based on IQ tests, so Rizka Amalia (2018) in Garder's theory stated that Multiple Intelligences were developed into (9) types of intelligence, one of which is intrapersonal, in this case emotional intelligence.

Psychologically, every individual has emotions, but one thing that differentiates individuals from others is the ability to control emotions, both in terms of acting and thinking. Because the Qur'an also examines individuals who are considered to be devoted to Allah SWT, namely people who are able to control their emotions (anger) in appropriate circumstances. This is precisely studied in Q.S. Ali Imran: 134.

الَّذِينَ يُنْفِقُونَ فِي السَّرَّاءِ وَالضَّرَّاءِ وَالْكُظُمِينَ الْغَيْظِ وَالْعَافِينَ عَنِ النَّاسِ وَاللَّهُ يُحِبُّ الْمُحْسِنِينَ

134. (namely) those who always give infaq, both in free and narrow times, those who control their anger, control their anger, and those who forgive (mistakes) of others. Allah loves those who do good. (Qur'an translated by Ministry of Religion, 2019).

This verse explains that every individual has an emotional nature that must always be controlled, because emotions are always inherent in oneself. Therefore, emotional intelligence should be developed and controlled so that it is not just other intelligence that is developed. So emotional intelligence should be developed with other intelligence such as intellectual intelligence.

However, the diversity of intelligence possessed by each person cannot be underestimated. Therefore, act according to the potential you have, because one day someone will know and need the potential that other people have. Through the intelligence possessed by students, teaching staff find it easier in the teaching process because students already have the foundation or potential within themselves, making it easier to achieve brilliant achievements. Basically, many students have quite high levels of IQ (Intelligence Quotient) but if you look at the learning outcomes obtained, they are quite low, and vice versa, some students have quite low IQ levels but have quite high learning outcomes. This indicates that a person's success is not only determined by a high IQ level. Therefore, through simultaneously developing levels of emotional quotient (EQ) and (IQ), a person is able to easily achieve achievement or success (Yasin Nur Falah, 2016).

Intelligence Quotient (IQ) cannot function optimally in the learning process without the help of Emotional Quotient or what is called emotional intelligence. According to Goleman (2016) emotional intelligence is an individual's ability to regulate and recognize one's own emotions and the emotional states of others through motivation, as well as cooperation with other individuals (Trimo Susilo, 2020, p.3). Therefore, recognizing emotions in each individual is very influential in a person's independence and processing the emotions that exist within him.

Emotional intelligence will have an impact on student learning outcomes. So this time the research focuses on the age of 15-18 years or in the category of middle adolescents, the majority of which are class early adulthood so that their emotional development requires special handling so that they are able to regulate their emotions appropriately. So, knowledge about emotional intelligence is very important for students. Students who have high emotional intelligence also get satisfactory learning results with a good learning process, because they are able to recognize and control themselves.

Through the results of observations that researchers have conducted at MA. Mursyidutthullab Lembanna students in classes XI IPA and XI IPA and Social Sciences in learning participation is quite high with skills possessed such as in question and answer in class, all students look happy when the bell rings to signal the change of class hours, they still often use cellphones during learning even though they have been reprimanded, (direct observation, November 2023).

In accordance with the results of interviews conducted with English teachers at MA. Mursyidutthullab Lembanna, (Ramlah, 2023) it is known that there are still students who have difficulty learning, especially English, but some students still have quite high participation during the learning process. High emotional intelligence is really needed, especially in the English language learning process, such as in group activities, so that learning objectives can still be achieved. The problem that teachers are facing in the learning process is that there are still some students who always make noise or tell stories in class, during the learning process, and there are still some students who have grades below the KKM standard.

Based on data on the number of students in class XI MA. Mursyidutthullab Lembanna, a total of 41 people divided into 2 classrooms. Class XI Science with a total of 22 students and class XI IPS with a number of 19 students. according to the KKM in the English subject it is 75. If you look at the semester exam results from class Meanwhile, in class If accumulated as

a percentage of the total number of students who passed the KKM, only 43.9% and students who were below the KKM score were 56.1%.

This will create a gap in English learning in class XI MA. Mursyidutthullab Lembanna. Therefore, from the data obtained by researchers, researchers want to see the quantity of influence that emotional intelligence has on the learning outcomes obtained by students. With research entitled "The Influence of Emotional Intelligence on the English Learning Outcomes of Class XI MA Students. Mursyidutthullab Lembanna .

METHODS

This type of research uses an ex post facto approach. According to Baso Intang Sappaile (2010), a research approach that uses ex post facto will examine cause and effect relationships, which cannot be manipulated and the absence of treatment given by the researcher and the independent variables to be studied has occurred. This is through teacher documents about student learning outcomes and also questionnaires to describe several aspects of this population.

The location/place of this research was carried out in MA. Mursyidutthullab Lembanna class XI, West Sinjai District, Sinjai Regency. from October to November 2023. Meanwhile, the population of this study is all 41 class XI students, namely class XI IPS and XI IPA students. Meanwhile, for sampling using the Simple Random sampling technique. The total population is 41 people and the sample is selected randomly by drawing students' serial numbers then the first sample selected will be added back to the total population so that the total population remains intact. This is done until the required number of samples is sufficient.

Data collection techniques

In this research, data collection took the form of questionnaires and documents. A questionnaire is a data collection technique by submitting statements to respondents in order to obtain factual data. This research used a visit questionnaire considering that in initial observations it turned out that students were not allowed to bring cellphones in the classroom while the homes of the students who were respondents did not have good network access, so the researchers used a visit questionnaire. Meanwhile, documents are used to obtain data regarding students' English learning outcomes as well as other supporting information in the form of documents such as student identity, student report cards.

Data Analysis Techniques

- a. The research instrument test uses a validity test and a reliability test. This is to test the questionnaire that has been created to test whether the questionnaire is able to produce accurate data or not and how strong the questionnaire is to be relied upon to obtain data in the field.
- b. Hypothesis testing, before conducting a hypothesis test, an assumption test is first carried out, namely a normality test and a data linearity test to determine the relationship between the variables used, namely emotional intelligence as an independent variable and English learning outcomes as the dependent variable. After that, the hypothesis test uses a simple linear regression test.
- c. The data analysis used is descriptive statistics, which is an analysis that can provide a general description of each known variable in terms of maximum average (mean) value and minimum. This is in accordance with research used regarding emotional intelligence with English learning outcomes.
- d. The data analysis technique used uses the SPSS 26 application

RESULTS AND DISCUSSION

Based on the results of the data analysis that has been carried out, it shows that there is a positive and significant influence on emotional intelligence on the English learning outcomes of class XI MA. Mursyidutthullab lembanna students. In the analysis that has been carried out on the basis of decision making "If Tcount is greater than Ttable. So H₀ is rejected and H_a is accepted." This shows that tcount 25.465 > ttable 1.691 so it can be concluded that there is a significant influence on emotional intelligence on English learning outcomes. Apart from that, if you look at the correlation coefficient of 0.654, the coefficient of determination (R Square) is 0.428 or 42.8% and the rest is influenced by several factors that were not carried out in this research, namely 57.2%.

Simple Linear Regression Table

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.264	7.343		6.300	.000

	Kecerdasa n Emosional	.475	.094	.654	5.046	.000
a. <i>Dependent Variable:</i> Hasil Belajar Bahasa Inggris						

CONCLUSIONS

Based on the results of research conducted regarding the influence of emotional intelligence on English learning outcomes for Class XI MA students. Mursyidutthullab Lembanna, it can be concluded that: This research shows that emotional intelligence has a positive and significant influence on the English learning outcomes of class XI MA students. Mursyidutthullab Lembanna. In this case, the results of the analysis using SPSS 25 show that the regression constant value is 46.264 and the regression coefficient value is 0.475. Meanwhile, at the tcount value of 25.465 > ttable 1.691 and at the significance/probability value of 0.000 < 0.05, so H0 is rejected and Ha is accepted. In R Square it is 0.428 (42.8%), so in the testing category it has quite an effect. Meanwhile, the remainder of R Square is another factor that was not examined in this research.

Based on the results of the analysis that has been carried out, it can be concluded that the influence of emotional intelligence on the English learning outcomes of class XI MA students. Mursyidutthullab Lembanna, can be accepted through the evidence that has been carried out.

We also hope that future researchers can further examine emotional intelligence in terms of student achievement by combining spiritual intelligence with other intelligence.

ACKNOWLEDGEMENTS

Thanks to the team in completing this article and also to the school where the research took place, and even more so to the teachers and all students who were able to provide their responses in this research.

REFERENCES

- Baso Intang Sappaile. (2010). Konsep Penelitian Ex-Post Facto. *Jurnal Pendidikan Matematika, 1*,(2),1.
- Diah Retno Ningsih.(2020). Pengaruh Relaksasi Untuk Kontrol Emosi.” *Al-Isyraf Jurnal Bimbingan Konseling Islam. 2* (1). 3.

- Donny Taufik Ryan Irawan, (2018). *Hubungan Kecerdasan Emosional Dengan Interaksi Sosial Pada Siswa Di SMPN 10 Jember*. (Skripsi, Universitas Islam Negeri Maulana Malik Ibrahim, 2018).
- Eva Ning Tiyas, (2017). *Pengaruh Empati Terhadap Kepedulian Sosial Remaja*. (Skripsi, Universitas Muhammadiyah Malang, 2017).
- Hairul Anam dan Lia Ardillah. (2018). Pengaruh Kecerdasan Emosional, Kecerdasan Intelektual, Kecerdasan Spiritual Dan Kecerdasan Sosial Terhadap Pemahaman Akuntansi. *JST (Jurnal Sains Terapan)*. 2, (1),2.
- Kuliyatun. (2020). Implementasi Multiple Intelligences Dalam Kegiatan Ekstrakurikuler Di Madrasah Ibtid'iyah. *Jurnal PTK & pendidikan*.6,(2),2 <https://doi.org/DOI:10.18592/ptk.v6i1.3777>.
- Qur'an Terjemah Kemenag, 2019.
- Ramlah Guru Bahasa Inggris. "Wawancara," 27 November 2021
- Rizka Amalia. (2018). Model Dan Strategi Pembelajaran Dalam Mengembangkan Multiple Intelligences Pada Anak Usia Dini. *Thufula*. 6, 2, 3-4.
- Ryan James. (2017). Emotional Intelligence: The Defenitive Guide To Understanding Your Emotion." In *Alaksi Publishing LLC*, 4.
- Sugiono. (2019) Metode penelitian kuantitatif kualitatif dan R&D. (Cet. 1). Bandung: Alfabeta.
- Susilo, Trimo. (2020). Pengembangan Pembelajaran Inquiry Bervisi Sets Pada Sistem Pencernaan Untuk Meningkatkan Kecerdasan Emosional Dan Prestasi Belajar. *Khazanah Pendidikan*. 14,1,3. <https://doi.org/10.30595/jkp.v14i1.8475>.
- Veni Nida Fitriani, (2017) Objek Assesmen Proses Dan Hasil Belajar Ranah Kognitif , Psikomotorik, Dan Afektif." *Insania*. 22, 2, 4.