

The Effect of Emotional Intelligence and Student Learning Interest on the Achievement of Economic Learning at Madrasah Aliyah in Indonesia

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ABSTRACT

The purpose of this study is to determine the effect of emotional intelligence and interest in learning on economic achievement. The research method used is survey. The sample size is 60 students selected randomly from all students of Madrasah Aliyah in Bekasi. The data were collected through interview, direct observation, questionnaire, and documentation. Data analysis with multiple regression method. Statistical test used F test and t test. The result showed that emotional intelligence and student learning interest obtained by correlation coefficient of 0,574 with determination coefficient equal to 33% with double regression analysis is as follows: $Y = 17,252 + 0,323 X_1 + 0,334 X_2$. $T = 2.612$ and 2.808 . Through the test analysis obtained that the correlation coefficient and regression are significant. From these equations simultaneously show that the variable of emotional intelligence and interest in learning influence on economic learning achievement. And partially that each variable of emotional intelligence effect on the achievement of economic learning and interest in learning influence on economic learning achievement.

KEYWORDS

Emotional Intelligence, Interest in Learning and Learning Achievement

ARTICLE HISTORY

Received 20 September 2017
Revised 01 October 2017
Accepted 10 October 2017

Introduction

Economic subjects as part of the Achievement of Economic Learning study field learn facts, concepts, and generalizations related to economic issues and activities. Student's understanding of these three materials is measured based on the test of learning outcomes on cognitive aspects. Especially for high school students only charged three levels of cognitive aspects of knowledge, understanding, and application, or equivalent to the results of learning intellectual skills and information Gabor verbal. Although the test result only covers the cognitive aspect, it does not mean other aspects are not touched in the

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learning process. Its existence is merely the effect of accompaniment of learning outcomes rather than the main effect of learning outcomes as has been formulated as learning objectives.

The fact shows that among students has developed a strong impression of economic lessons is a lesson that is difficult to understand and always less interesting. Not a few students who feel bored when will follow the economic lesson. The results of a learning evaluation also show that the average grade of grades in report cards and NEM for economics lessons is often a low value compared to other subjects.

Some obstacles faced so far many schools do not have an Achievement Of Economic Learning laboratory, especially economic subjects. Even if you already have a laboratory the number of tools and types of equipment is not sufficient, there is no officer or laboratory who prepare the necessary tools, the number of hours teaching too many teachers. So do not have time to prepare the tools that will be used in practice. Very minimal school facilities and infrastructure also affect learning achievement or become obstacles to the achievement of learning objectives, such as textbooks, library rooms, classrooms, tables and chairs, learning media, props, laboratory equipment, IPS laboratory space, Laboratory of science, language laboratory, moving class, sports field, student ward room, worship room and several other facilities and infrastructure which also support the creation of spirit of learning and teaching inside and outside the classroom. In addition, the emotional intelligence of children in following this economic lesson tend to fluctuate so that the need for a good encouragement from the teacher concerned.

The child's emotional intelligence directly and indirectly affects their interest in learning activities. While Cooper and Sawaf (1998: 76) say that, "emotional intelligence is the ability to feel, understand, and selectively apply the power and emotional sensitivity as a source of human energy and influence. Emotional intelligence demands sense recognition, to learn to recognize, to appreciate feelings in self and others and respond appropriately, to apply effectively the emotional energy of everyday life.

Furthermore, Howes and Herald (1999: 178) say in essence, "emotional intelligence is a component that makes a person become smart using emotion". He further said that human emotions are in the region of the feelings of the heart, the hidden instincts, and the emotion that when recognized and respected, emotional intelligence provides a deeper and more complete understanding of ourselves and others. Emotional intelligence is not an opponent of the intellectual intelligence commonly known as IQ, but both interact dynamically. In fact, it should be recognized that emotional intelligence has a very important role to achieve success in school, workplace, and in communicating within the community. Goleman (1995: 93) reveals five areas of emotional intelligence that can be a guide for individuals to achieve success in everyday life, namely: 1) Recognizing self emotions, 2) Managing emotions, 3) Motivating yourself, 4) Recognizing the emotions of others, 5) Fostering relationships with others.

Here clearly visible relationship between emotional intelligence with student interest in learning.

One of the factors that influence one's intelligence and learning outcomes is interest. Interest directs the action to a goal and is the driving factor for doing it. In humans there are impulses that push people to interact with the outside world. The motive to use and investigate the outside world (manipulate and exploring motives), if done continuously will generate interest in something, so what attracts someone's interest to encourage him to do better. There are several definitions expressed by experts on interest. Jersild and Tasch emphasize that "interest or interest involves activities that can be freely done by the individual. Meanwhile, according to Doyle Fiyer interest is a psychic phenomenon associated with the object or activity that stimulates feelings of pleasure in individuals "(Nurkancana, 1983: 224). Interest is a process that determines the intensity, direction, and persistence of individuals in an effort to achieve the goal. French and Raven. Interest is something that encourages a person to show certain behaviors.

Motivation is one of the important determinants in learning. Experts have difficulty defining it, but motivation is related to (Yamin, 2007: 217): 1) the direction of behavior 2) the power of response (ie effort) after learning the student chooses to follow a particular action 3) behavioral resilience, or some time a person continues to behave in a certain way.

McDonald (in Hamalik, 2001: 158) defines "interest is a change of energy in a person (person) characterized by the emergence of feelings and reactions to achieve goals". In this definition there are three related elements, namely: 1) interest begins from the change of energy in person. Changes in motivation arise from certain changes within the neuropsychological system within the human organism. 2) interest is characterized by the emergence of feelings. At first it is a psychological tension, then an emotion. This emotional atmosphere creates a patterned behavior. 3) interest is characterized by reactions to achieve goals.

Motivated individuals make responses aimed toward a goal. Interest in learning is a psychic driving force from within a person to be able to do learning activities and add skills, experience. Motivation encourages and leads learning interest to achieve a goal. Students will earnestly study because they are motivated to seek results, gain positions in positions, become politicians and solve problems. Social studies interest in this research can be interpreted as a sedentary tendency to feel interested in Social Sciences and feel happy and full of awareness and without coercion in dabbling in Social Science lessons.

Method

The method used in this research is survey with correlation technique. According Kerlinger cited Setiaji (2004: 49) states that: survey research is a study conducted on a population where the data studied is data from samples taken from the population, so that found relative events, distribution, and relationships between Sociological and psychological variables. Survey research is usually done to take a generalization of the in-depth observations, but generalizations can be more accurate when used representative samples. Population in this research is student of Madrasah Aliyah in Bekasi. The target of this research is the students of Madrasah Aliyah in Bekasi, with case study on grade X Madrasah Aliyah students in Bekasi on social science program. The study was conducted in six Madrasah Aliyah in Bekasi.

Results

The results showed based on the results of calculations and tests in the table below:

Table 1. Significant Effect

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1357.713	2	678.856	13.054	.000 ^b
	Residual	2756.127	53	52.002		
	Total	4113.839	55			
a. Dependent Variable: economic learning achievement						
b. Predictors: (Constant), interest in learning, emotional intelligence						

Based on table 1. it can be stated that there is a significant effect of emotional intelligence and interest in learning together to the economic learning achievement. This is evidenced by the acquisition of Sig value. $0,000 < 0,05$ and $F_h = 13,054$.

Meanwhile, the equation of multiple regression lines can be expressed by $Y = 17.252 + 0.323 X_1 + 0.334 X_2$. This has the sense that the increase of one score of emotional intelligence and interest in learning contributed by 0.323 by X_1 and 0.334 by X_2 on the variable of economic achievement. From table 4.9 can also explain that together variable emotional intelligence and interest in learning contribute 33% to variable achievement of economic learning.

Table 2. Result Count

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17.252	12.854		1.342	.185
Emotional Intelligence	.323	.124	.327	2.612	.012
Interest in Learning	.334	.119	.351	2.808	.007
a. Dependent Variable: economic learning achievement					

From table 2. it can be stated that there is a significant effect of emotional intelligence on economic learning achievement. This is evidenced by the acquisition of Sig value. $0.012 < 0.05$ and $t_h = 2.612$. From table 2. it can be stated that there is a significant influence of learning interest on economic learning achievement. This is evidenced by the acquisition of Sig value. $0.007 < 0.05$ and $t_h = 2.808$.

Discussion

The results above conclude that emotional intelligence and interest in learning together have a positive effect on improving the economic achievement of Student Madrasah Aliyah in Bekasi. This implies that emotional intelligence and interest in learning have a significant effect on improving the economic learning achievement of Madrasah Aliyah Students in Bekasi. Economic subjects as part of the Achievement of Economic Learning study field learn facts, concepts, and generalizations related to economic issues and activities. Student's understanding of these three materials is measured based on the test of learning outcomes on cognitive aspects. Especially for high school students is only charged three levels of cognitive aspects of knowledge (C1), understanding (C2), and application (C3), or equivalent to the results of learning intellectual and verbal skills of Gagne. Although the test result only covers the cognitive aspect, it does not mean other aspects are not touched in the learning process. Its existence is merely the effect of accompaniment of learning outcomes rather than the main effect of learning outcomes as has been formulated as learning objectives.

The fact shows that among students has developed a strong impression of economic lessons is a lesson that is difficult to understand and always less interesting. Not a few students who feel bored when will follow the economic lesson. The results of a learning evaluation also show that the average grade of grades in report cards and NEM for economics lessons is often a low value compared to other subjects. The low learning achievement of student economics above may be caused by several factors below.

Some obstacles faced so far many schools do not have an Achievement of Economic Learning laboratory, especially economic subjects. Even if you already have a laboratory the number of tools and types of equipment is not sufficient, there is no officer or laboratory who prepare the necessary tools, the number of hours teaching too many teachers. So do not have time to prepare the tools that will be used in practice. Very minimal school facilities and infrastructure also affect learning achievement or become obstacles to the achievement of learning objectives, such as textbooks, library rooms, classrooms, tables and chairs, learning media, props, laboratory equipment, Achievement of Economic Learning laboratory space, Laboratory of science, language laboratory, moving class, sports field, student ward room, worship room and several other facilities and infrastructure which also support the creation of spirit of learning and teaching inside and outside the classroom.

Other obstacles that also affect the teaching technique or learning method which is the technique of presentation of lessons or learning strategies, namely the ways of teaching used by teachers or instructors, or as a presentation technique that is mastered by teachers to teach or present learning materials to students in the classroom As well as outside the classroom to make the lessons

look interesting, easier to digest, understand and use by students well. Every teacher should have many ways or methods of teaching or presentation techniques used to convey information to students.

Conclusion

In this conclusion, the authors describe briefly the results of research obtained in the field can be drawn conclusion as follows: 1. There is a significant effect of emotional intelligence and interest in learning together to the students' economic learning achievement Madrasah Aliyah. This is evidenced by the acquisition of Sig value. $0,000 < 0,05$ and $F_h = 13,054$. Together emotional intelligence and interest in learning contribute 33% to the variable achievement of economic learning. 2. There is a significant effect of emotional intelligence on students' economic achievement in Madrasah Aliyah. This is evidenced by the acquisition of Sig value. $0.012 < 0.05$ and $t_h = 2.612$. Emotional Intelligence variable contributes 15,69% in improving economic learning achievement. 3. There is a significant influence of learning interest on students' economic achievement in Madrasah Aliyah. This is evidenced by the acquisition of Sig value. $0.007 < 0.05$ and $t_h = 2.808$. Learning interest variables contributed 17.34% in improving economic learning achievement.

Suggestion

After discussing the results of the research thoroughly and on the basis of the results of research and discussion and conclusions that have been done, the authors propose or provide suggestions as follows: 1. For future researchers, it is expected to be able to examine the variables of students' intelligence, school environment, teacher involvement and variables that may affect student achievement, especially in the field of Economics. 2. For all schools should further improve their learning achievements by increasing the method of learning interest more effectively and efficiently so that in the learning process will be more optimal in achieving learning achievement, especially Economics lesson.

Disclosure statement

No potential conflict of interest was reported by the authors.

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