

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEARNING ACHIEVEMENT OF GRADE VIII STUDENTS

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan emosional dan prestasi belajar siswa kelas VIII SMP Negeri 4 Muara, Kabupaten Tapanuli Utara, Tahun Ajaran 2024/2025. Berdasarkan hasil penelitian dan diskusi yang telah diuraikan mengenai hubungan antara kecerdasan emosional dan prestasi belajar siswa SMP Negeri 4 Muara, beberapa kesimpulan dapat ditarik sebagai berikut: Kecerdasan emosional siswa SMP Negeri 4 Muara berada pada kategori sedang hingga tinggi. Hal ini menunjukkan bahwa sebagian besar siswa memiliki kemampuan dasar dalam mengenali emosi sendiri, mengelola emosi, bersikap optimis, berempati, dan membangun hubungan sosial dengan orang lain. Namun, masih ada sejumlah kecil siswa yang berada pada kategori rendah, terutama dalam aspek pengelolaan emosi. Prestasi belajar siswa SMP Negeri 4 Muara berada pada kategori tinggi. Hasil ini menunjukkan bahwa secara akademis siswa telah mampu mencapai hasil belajar yang baik sesuai dengan standar yang ditetapkan oleh sekolah. Tidak ada hubungan yang signifikan antara kecerdasan emosional dan prestasi belajar. Hasil uji korelasi Pearson Product Moment menunjukkan nilai signifikansi lebih besar dari 0,05, sehingga hipotesis yang menyatakan bahwa terdapat hubungan antara kecerdasan emosional dan prestasi belajar ditolak. Dengan demikian, tingkat kecerdasan emosional siswa yang tinggi atau rendah tidak secara langsung memengaruhi prestasi belajar yang mereka raih.

ABSTRACT

Keywords:

Emotional Intelligence, Learning Achievement, Students

This study aims to find out The Relationship Between Emotional Intelligence and Learning Achievement of Class VIII Students of SMP Negeri 4 Muara, North Tapanuli Regency, Academic Year 2024/2025. Based on the results of research and discussion that have been described regarding the relationship between emotional intelligence and learning achievement in students of SMP Negeri 4 Muara, several conclusions can be drawn as follows: The emotional intelligence of students of SMP Negeri 4 Muara is in the medium to high category. This shows that most students have basic abilities in recognizing their own emotions, managing emotions, being optimistic, empathetic, and building social relationships with others. However, there are still a small number of students who are in the low category, especially in the aspect of emotional management. The learning achievement of students of SMP Negeri 4 Muara is in the high category. These results indicate that academically students have been able to achieve good learning outcomes in accordance with the standards set by the school. There is no significant relationship between emotional intelligence and learning achievement. The results of the Pearson Product Moment correlation test show a significance value greater than 0.05, so the hypothesis stating that there is a relationship between emotional intelligence and learning achievement is rejected. Thus, the high or low level of emotional intelligence of students does not directly influence the learning achievements they achieve.



1. INTRODUCTION

Education is an effort or activity carried out deliberately, regularly, and planned with the aim of changing or developing desired behavior. Schools, as formal institutions, are a means of achieving these educational goals. Through school, students learn a variety of things (Putri et al., 2020). In formal education, learning demonstrates positive changes, resulting in the acquisition of new skills, abilities, and knowledge. The results of this learning process are reflected in academic achievement. Learning produces changes within an individual. To determine the extent of these changes, assessment is necessary (Utami et al., 2020). Similarly, when a student attends an educational institution, their learning outcomes are always assessed. This assessment of a student's learning outcomes to determine the extent to which they have achieved their learning goals is referred to as academic achievement.

According to Bahtiar (Lasarus & Pratini, 2020) academic achievement is the results a student achieves in their learning efforts, as stated in their report card grades. Through academic achievement, a student can determine the progress they have made in their studies. Several factors influence academic achievement. Academic achievement is influenced by the learning process. The learning process in school is complex and comprehensive. Many believe that to achieve high academic achievement, a person must have a high Intelligence Quotient (IQ), as intelligence is a potential asset that facilitates learning and, in turn, leads to optimal academic achievement (Azis, 2021).

According to Binet in Winkel's book (Nursang & Murtafiah, 2018) the essence of intelligence is the ability to set and maintain a goal, to make adjustments in order to achieve that goal, and to assess one's condition critically and objectively. According to Goleman, intellectual intelligence (IQ) only contributes 20% to success, while 80% is the contribution of other strength factors, including emotional intelligence or Emotional Quotient (EQ), namely the ability to motivate oneself, overcome frustration, control impulses, regulate moods, empathize and the ability to work together.

In the student learning process, both intelligences are essential. IQ cannot function properly without the participation of emotional appreciation for the subjects taught in school. However, the two intelligences usually complement each other. The balance between IQ and EQ is the key to student learning success in school. Education in schools needs not only to develop rational intelligence, namely the model of understanding that students generally understand, but also needs to develop students' emotional intelligence (Anggraini et al., 2022).

In today's increasingly competitive educational world, it's natural for students to worry about failure or even being held back in school. Many students strive to achieve their best academic performance, such as enrolling in tutoring. While such efforts are

certainly positive, there are other factors that are no less important in achieving success than intelligence or intellectual prowess: emotional intelligence.

According to Stein and Howard in Uno (Mirnawati & Basri, 2018) said that emotional intelligence is the ability to recognize feelings, reach and evoke feelings and their meaning, and control feelings deeply, so as to help emotional and intellectual development. From several definitions that have been put forward, it can be concluded that emotional intelligence is the ability to feel, understand oneself and others, the ability to motivate oneself, and effectively apply emotional power and sensitivity as a source of energy, information, and connections in socializing with others. In addition, Goleman (Susanto & Untari, 2022) defines that emotional intelligence is the greater ability that a person has in motivating themselves, resilience in facing failure, controlling emotions and delaying gratification, and regulating mental states. According to Goleman (2007) emotional intelligence consists of five aspects, namely: Self-awareness, Ability to manage emotions, Optimism, Empathy and Building relationships with others.

In the context of school learning, emotional intelligence plays a crucial role because it determines how students manage academic stress, adapt to social environments, and motivate themselves to achieve good academic results. Students who are able to control their emotions will be calmer when facing exams, less discouraged when they fail, and able to build collaboration with peers and teachers. This positively impacts their academic achievement (Asikin et al., 2022).

Based on report card data for students in grades VIII A and VIII B of SMP Negeri 4 Muara for the 2024/2025 academic year, there is a significant variation in average grades, ranging from 78.10 to 92.10 (Feniareny, 2021). Students with high grades demonstrate regular, disciplined learning behavior and a high attendance rate. Conversely, students with low grades tend to be absent more often, are less motivated, and give up easily when faced with learning difficulties.

This difference can be explained through emotional intelligence. Students with high EQ are able to regulate their emotions when facing difficult situations, such as exams or low grades. They can motivate themselves to improve their academic performance and resist discouragement. Meanwhile, students with low EQ easily lose enthusiasm, exhibit impulsive behaviors such as cheating, or avoid responsibility by skipping class (Novendri et al., 2021). Researchers conducted interviews at one of the schools in North Sumatra, namely SMP Negeri 4 Muara, with teachers and students. Where the teacher who was teaching, noticed that students often experienced low emotional intelligence and learning achievement, the following are the results of the research interview with teacher S (2025) and student E (2025) of SMP Negeri 4 Muara.

"They usually get frustrated quickly if their work doesn't meet their expectations. They're also sometimes embarrassed to show their work for fear of criticism. As a result, they become less active, less confident, and don't develop to their full potential. I often encourage them to discuss their feelings about a piece of work, give them opportunities to present their own work, and encourage them to respect each other's work. In this way, they learn to understand and manage emotions in the artistic process."

"I was very frustrated because I wanted to be strong. I managed to control myself when I was frustrated or angry by speaking politely during the Civics exam. The teacher was very strict in supervising the exam, so I got emotional and immediately copied from my classmates without paying attention to the teacher who was supervising."

Interview results indicate that students experience difficulty managing their emotions. Students with low emotional intelligence tend to struggle to manage their emotions effectively and are less able to motivate themselves and overcome frustration in learning. Therefore, emotional intelligence plays a crucial role in students' success in achieving academic success (Apriani et al., 2019). Teachers observed that some students quickly became frustrated if their assignments did not meet expectations and struggled to control their emotions when reprimanded.

Scientifically, this phenomenon illustrates the close relationship between emotional intelligence and academic achievement. Emotional intelligence functions as a regulator of academic behavior through self-control, empathy, and intrinsic motivation. According to Mayer and Salovey (Gusniwati & Rahmawati, 2019) the ability to regulate emotions helps individuals maintain focus, improve memory, and foster persistence in learning. Positive emotions such as enthusiasm and self-confidence encourage students to achieve, while negative emotions such as anxiety and frustration actually hinder academic achievement.

Visually, the relationship between emotional intelligence and report card scores of students at SMP Negeri 4 Muara can be explained as follows: students with an average score above 88 have an attendance rate of 97–100% and show emotionally stable behavior; students with an average score of 80–85 have an attendance rate of 90–94% and show fluctuating symptoms in emotional management; while students with a score below 80 have an attendance rate below 90% and show difficulties in controlling emotions and learning motivation (Sidharta et al., 2023).

Thus, student report card grades reflect not only academic ability but also emotional stability and social maturity. High academic success indicates a balance between intellectual ability and effective emotional management. Therefore, it is crucial for schools to prioritize the development of students' emotional intelligence as an integral part of the educational process, ensuring that students are not only intellectually intelligent but also emotionally mature.

Several previous studies have shown that emotional intelligence has a significant relationship with student academic achievement. Research conducted by Halawa, Alsa, and Liza Lubis (2024) entitled "The Relationship between Emotional Intelligence and Academic Achievement in Students of SMP Negeri 23 Medan" shows a linear and significant relationship between emotional intelligence and academic achievement. The F-test results show a significance value of $0.000 < 0.005$, and an Adjusted R-Square value of 0.345. This means that emotional intelligence contributes 34.5% to student academic achievement, while 65.5% is influenced by other factors outside the study (Iriana & Armin, 2021).

Furthermore, research conducted by Sari, Asiyah, and Salamah (2023) entitled "The Relationship between Emotional Intelligence and Student Learning Achievement in

Social Studies for Grade VIII at SMP Negeri 10, Bengkulu City" also supports these findings. The results of the product-moment correlation analysis showed an r_{xy} value of 0.975, which is greater than the r_{table} of 0.235. This indicates a very strong correlation between emotional intelligence and student learning achievement (Sidik et al., 2020).

In 2009, a research study was conducted by a lecturer Bahtiar from the Master of Education program at IAIN Mataram, entitled "The Relationship Between Emotional Intelligence and Academic Achievement of Second Grade Students of SMA Negeri 2 Mataram." The findings showed a correlation coefficient (r_{xy}) of 0.248 with a significance level of $p = 0.002$, which is less than the threshold of 0.05, thus indicating a statistically significant relationship between emotional intelligence and students' academic performance (Salmawati, 2022).

Furthermore, research by Enur Rohmah and Mukhlis (2021) entitled "The Relationship Between Emotional Intelligence and Students' Learning Achievement" also found a significant relationship between the two variables. Using product-moment correlation analysis, this study obtained a significance value of $0.019 < 0.050$ and a correlation coefficient of 0.736, indicating a strong relationship between emotional intelligence and junior high school students' learning achievement (Syafira et al., 2022).

Based on the results of previous research, it can be concluded that emotional intelligence plays a significant role in influencing student achievement. Students with high levels of emotional intelligence tend to be able to manage their emotions, motivate themselves, and build positive social relationships, which in turn improves learning outcomes. Therefore, this research strengthens the theoretical basis that emotional intelligence is a significant factor in student achievement (Allathifah et al., 2019).

2. METHOD

Emotional intelligence is the ability to feel, understand oneself and others, the ability to motivate oneself, and effectively apply emotional power and sensitivity as a source of energy, information, and connection in socializing with others. In this study, emotional intelligence will be measured using a questionnaire. Based on the Aspects of Emotional Intelligence, Goleman (2007) developed a basic definition of emotional intelligence, which is formulated in five main aspects, namely: Self-awareness, Ability to manage emotions, Optimism, Empathy, and Building relationships with others.

Learning achievement is the result of a student's learning efforts from academic learning activities at school over a certain period of time which is recorded at the end of each semester in the report evidence (Septiyana, 2011). In this study, learning achievement will be measured by school documentation, namely report card grades. The subjects in this study were STUDENTS of SMP N 4 Muara, namely students in class VIII (VIII A - VIII B)

According to Sugiyono (2016), population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn.

A sample is a portion of a population used for research. According to Sugiyono (Fajriyati et al., 2019) "a sample is a portion of that population. This population could

include the population in a particular region, the number of employees in a particular organization, the number of teachers and students at a particular school, and so on."

The sampling technique in this study is probability sampling. Probability sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a sample member (Sugiyono, 2016:82). There are various probability sampling techniques, namely: simple random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, area sampling (cluster) (HARTINA, 2020). The technique used in this study is Total sampling, which is a type of non-probability sampling technique where all members of the population are used as samples in a study (Irwani, 2020). The study was conducted on a population of less than 100, so that all members of the population were sampled as research subjects or as reporting respondents. The population that will be used as this study is all 8th grade students at SMP Negeri 4 Muara, North Tapanuli Regency, totaling 58 students.

The data collection technique used to obtain data in this study was a psychological scale, where respondents were asked to choose one answer according to their characteristics by marking a cross (x). A psychological scale is a data collection procedure that reveals psychological constructs or concepts that describe aspects of an individual's personality (Astriyani et al., 2018). The psychological scale used was the emotional intelligence scale.

The Likert scale is a bipolar scale method that measures positive and negative responses to a statement (Qusyairi & Sakila, 2018). The Likert scale in measuring learning independence has 5 categories of answer selection that are separated into favorable and unfavorable statements, namely Strongly Agree (SS), Agree (S), Neutral (N), Disagree (STS), Strongly Disagree (STS).

3. RESULTS AND DISCUSSION

Research Subject Overview

This research was conducted on November 19, 2025, by visiting the school directly. The population used in this study were students of SMP Negeri 4 Muara. The research subjects numbered 58 students. Through the scale that had been distributed to the subjects, a description of the subjects was obtained based on gender, age, and class of students of SMP Negeri 4 Muara.

Description of Research Respondents

Description of Research Respondents Based on Gender

Based on gender, it can be seen that there were 26 female subjects (44.83%) and 32 male subjects (55.17%). A description of the subjects based on gender can be seen in the table below.

Table 1. Distribution of Subjects Based on Gender

No	Gender	Number of Respondents	Percentage
1	Man	32	55.17%
2	Woman	26	44.83%
	Total	58	100%

Hypothesis Testing

The purpose of this hypothesis test is to determine whether the hypothesis is accepted or rejected and also to determine the degree of closeness of the relationship between the two variables. In this study, the hypothesis test was conducted using *Pearson Product Moment Correlation* with the help of the IBM SPSS Statistical 27 program. The results of this hypothesis test can be observed in the table below (Gintulangi et al., 2018):

Table 2. Test Results Table Using *Pearson Product Moment Correlation*

Correlations		Emotional Intelligence	Learning Achievement
Emotional Intelligence	Pearson Correlation	1	-.073
	Sig. (2-tailed)		.586
	N	58	58
Learning Achievement	Pearson Correlation	-.073	1
	Sig. (2-tailed)	.586	
	N	58	58

The results of the Pearson correlation test obtained a correlation value of -0.073 with a significance value of 0.586 ($p > 0.05$), so it can be concluded that the hypothesis is rejected that there is no significant relationship between emotional intelligence and learning achievement.

Discussion

Overall, the research results show that the emotional intelligence of students at SMP Negeri 4 Muara is in the moderate to high category, and their academic achievement is also in the high category, but there is no significant relationship between the two. This confirms that academic achievement is the result of an interaction of various factors, and that emotional intelligence is not the sole variable determining students' academic success (Widnyana, 2018).

However, the results of this study indicate that emotional intelligence does not have a significant relationship with academic achievement, which indicates that student academic achievement is not solely determined by emotional factors. This finding is in line with the view that academic achievement is the result of multiple factors, such as cognitive ability (intelligence), learning methods, learning motivation, family

environment, teacher support, and the academic assessment system at school. According to Goleman (Atiya et al., 2021) emotional intelligence is influenced by factors, namely the family environment and the non-family environment.

Based on the results of the descriptive analysis, it was found that students' emotional intelligence generally fell into the moderate to high category. This was demonstrated by the majority of respondents who fell into the moderate (56.9%) and high (34.5%) categories. Goleman's (Sa'adiyyah & Nurahmawati, 2021) findings indicated that most students already possessed basic skills in recognizing their own emotions, managing them, being optimistic, empathetic, and establishing social relationships with their surroundings.

When viewed from the perspective of emotional intelligence, most students fall into the moderate category across all aspects, particularly empathy and building relationships. This indicates that students are relatively capable of establishing fairly good social relationships, although they are not yet fully optimal in managing emotions and maintaining optimism in the face of academic challenges.

Meanwhile, descriptive results for the learning achievement variable indicate that student achievement is also in the high category. The empirical mean learning achievement is higher than the hypothetical mean, indicating that students at SMP Negeri 4 Muara have achieved quite good academic performance.

The hypothesis raised in this study is that there is a relationship between emotional intelligence and academic achievement in students of SMP Negeri 4 Muara. However, based on the results of the Pearson Product Moment correlation test, the correlation coefficient was -0.073 with a significance value of 0.586 ($p > 0.05$).

These results indicate that the research hypothesis was rejected, as no significant relationship was found between emotional intelligence and academic achievement. The very weak and insignificant correlation indicates that high or low student academic achievement is not directly related to their emotional intelligence (Variyani & Gede Agung, 2020).

Theoretically, according to Goleman, emotional intelligence is an individual's ability to recognize their own and others' emotions, manage them, motivate themselves, and build positive social relationships. Many theories and previous research suggest that emotional intelligence can support academic success because students who are able to manage their emotions tend to be more focused, motivated, and able to cope with the pressures of learning. In other words, even if students have good emotional intelligence, this does not necessarily directly improve academic achievement if it is not supported by other academic factors (Rohmawati, 2019).

The results of this study suggest that the learning achievement issues at SMP Negeri 4 Muara cannot be explained solely through emotional intelligence. While emotional intelligence is important in shaping students' personality and social skills, it is not the primary determinant of learning achievement.

These findings have important implications for schools and educators, namely that efforts to improve learning achievement need to be carried out comprehensively, not only through developing emotional aspects, but also through improving the quality of

learning, teacher teaching strategies, and supporting a conducive learning environment (Muttaqin et al., 2018).

In addition, the results of this study also show that emotional intelligence development programs remain important for shaping students' character and psychological well-being, even though their impact on learning achievement is not directly visible in this study (Charismana et al., 2022).

The results of the study are in line with research by Dar, Jan, Dar, Lone, and Mishra (Suhada et al., 2020) in Cross River which showed that research on 12,874 students in Cross River State showed that the dimensions of emotional intelligence (self-awareness, self-regulation, and social skills) did not significantly predict academic achievement in Biology subjects.

The results of the study are in line with research by Kumar and Kushwaha (2023) which showed a low but significant positive correlation ($Sr = 0.23$) between emotional intelligence and academic achievement. This difference is most likely due to the much larger sample size (520 students) and differences in the cultural environment or assessment system in the school.

4. CONCLUSION

Based on the research results and discussions that have been described regarding the relationship between emotional intelligence and academic achievement in students of SMP Negeri 4 Muara, the following conclusions can be drawn:

- a. The emotional intelligence of students at SMP Negeri 4 Muara is in the medium to high category. This indicates that most students have basic skills in recognizing their own emotions, managing them, being optimistic, empathetic, and building social relationships with others. However, there are still a small number of students who are in the low category, especially in the aspect of emotional management.
- b. The academic achievement of students at SMP Negeri 4 Muara is in the high category. This result indicates that academically, students have achieved good learning outcomes in accordance with the standards set by the school.
- c. There is no significant relationship between emotional intelligence and learning achievement. The results of the Pearson Product Moment correlation test show a significance value greater than 0.05, so the hypothesis stating that there is a relationship between emotional intelligence and learning achievement is rejected. Thus, the high or low emotional intelligence of students does not directly affect the learning achievement achieved.

Suggestion

Based on the conclusions above, the researcher provides several suggestions as follows:

1. For Students. Students are expected to better recognize and manage their emotions, increase their motivation to learn, and build positive social relationships to support their academic success.
2. For teachers, teachers are expected to be able to create a learning atmosphere that supports the development of students' emotional intelligence, such as paying

attention to students' emotional conditions, instilling the value of empathy, and providing continuous motivation.

3. For Schools, schools are expected to integrate emotional intelligence development programs into learning activities and guidance and counseling services to support improved student learning achievement.
4. For Further Researchers : Further researchers are advised to examine other variables that may influence student learning achievement and to use more diverse research methods to obtain more comprehensive results.

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