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THE INFLUENCE OF STUDENTS' EMOTIONAL INTELLIGENCE ON LEARNING OUTCOMES OF THE ECONOMIC LEARNING EVALUATION COURSE AT UNIVERSITAS PANCASAKTI BEKASI

Supriyadi
Economic Education Study Program, Faculty of Education Universitas Pancasakti Bekasi
Jl. Raya Hankam N.54 Jatirahayu, Pondok Gede, Bekasi, Jawa Barat
supriyadi@panca-sakti.ac.id

ABSTRACT
This research aims to reveal the influence of students' emotional intelligence (X) on learning outcomes in the Economic Learning Evaluation course (Y). The research method used is the regression method. The sampling technique uses random sampling. The research sample consisted of 122 students. The results of the research instrument trial showed that the reliability of the learning outcomes instrument for the Economic Learning Evaluation course was 0.912, and emotional intelligence was 0.762. Data analysis uses simple regression analysis. The research results reveal: (1) Linear Regression Equation. Obtained linear equation Y = -43.321 + 0.624X (2) Students' emotional intelligence has a positive effect on learning outcomes in the Economics Learning Evaluation course. (3) Testing the significance of the regression line equation, the F hit and p-value are smaller than 0.05 or Ho is rejected. Thus, students' emotional intelligence influences learning outcomes in the Economic Learning Evaluation course. (4) Testing the significance of the correlation coefficient, the correlation coefficient (rxy) = 0.612 and Fhit (Fchange) = 3,196.836, with a p-value smaller than 0.05. This means Ho is rejected. Thus, the correlation coefficient X and Y is meaningful or significant. Meanwhile, the coefficient of determination R Square = 0.664, which means that 66.4% of the variation in learning outcome variables in the economics learning evaluation course.

Keywords:
Emotional intelligence, Evaluation of Economics Learning

INTRODUCTION

Efforts to improve the quality of education depend greatly on the emergence of creative ideas and behavior by the parties involved; starting at the central, regional and school levels. The learning activities that are realized are passive, less interesting, unidirectional, less able to motivate students, less able to provide a passionate learning atmosphere, less able to involve student activity and so on, which ultimately leads to low achievement of student learning outcomes. In order to achieve the functions and goals of national education, it needs to be supported by complete and adequate educational facilities and infrastructure such as the availability of learning tools and lecturers. The availability of supporting facilities and infrastructure is intended so that education can be carried out well so that learning objectives can be achieved optimally.

From the results of observations made by researchers in the undergraduate economic education study program, Panca Sakti University Bekasi, which is located

in the area of Jalan Raya Hankam No. 54 Jatirahayu, Pondok Gede, Bekasi City, for the grades of basic statistics courses for the even semester of the 2020-2021 academic year, It was found that the average score for this course was 63% getting a D grade, a D grade is the grade that is required to be repeated in the even semester the following year.

When lecturers choose learning methods in the courses they teach, lecturers should be able to adapt to class conditions, including individual student differences, such as differences in intellectual ability or intelligence (IQ), and other differences. To respond to this, lecturers are expected to have the right initiatives and strategies in teaching, especially in using the latest innovative learning methods, so that this activity can increase lecturers' knowledge and experience in teaching.

In education, we recognize two types of factors that influence students and play a major role in student achievement in learning, namely:

1. External factors, namely factors that come from outside the student, such as the family, school and social environment
2. Internal factors, namely factors that come from within the student, such as motivation, attitude and IQ. These factors support each other and play a major role in students' behavior and intellectual abilities in learning.

However, we are more inclined to assume that the IQ factor is the dominant factor influencing student learning achievement internally. We tend to think that students who have a high IQ achieve better than students who have a low IQ, or vice versa. In several cases of learning at school, it turns out that this assumption is not always correct, because it can happen that a student who has a high IQ has low learning achievement. Of course, this case raises the question: "Why do students who have high IQ have low academic achievement?" In this case, many experts state that the internal factors that influence individual students' success in learning are not only influenced by IQ but are also influenced by emotional intelligence (Emotional Intelligence).

Emotional intelligence is currently of particular concern to educational experts and practitioners, because emotional intelligence is also believed to be an internal factor that influences student success in learning, besides IQ. Differences in students' levels of emotional intelligence are believed to greatly influence students' differences in how to solve problems in learning, especially those involving problems in self-control, enthusiasm, perseverance, and the ability to motivate themselves. It can be said that the level of students' emotional intelligence has a dominant influence on students' learning conditions.

Mayer (2001: 33) defines emotional intelligence as a group of mental abilities that help you recognize and understand your feelings and the feelings of others, which leads to the ability to regulate your feelings. There are two sides to emotional intelligence, namely it requires your intelligence to understand emotions, and it requires your emotional thoughts (feelings) to add creativity and intuition to your logical thinking.

Goleman (1995: 214) emotional intelligence is a person's ability to manage their emotional life with intelligence (to manage our emotional life with intelligence);

maintaining emotional harmony and expressing it (the appropriateness of emotion and its expression) through the skills of self-awareness, self-motivation, empathy and social skills. If an individual has high emotional intelligence, this will give rise to high social sensitivity and the ability to adapt to all conditions.

Not many schools try to conduct emotional intelligence tests on their students. Many schools only focus on measuring student intelligence, while measuring student emotional intelligence is often ignored, even though measuring student emotional intelligence is also very necessary, because by measuring emotional intelligence, schools, especially lecturers, will be able to know the level of emotional intelligence possessed by their students, so that Teachers can get to know the personalities related to their students' emotions better. By knowing the level of students' emotional intelligence, it will help teachers in learning, especially in dealing with cases of learning difficulties faced by students which are caused by internal factors of the students. This is intended so that students' individual abilities can be developed optimally to achieve better in learning.

RESEARCH METHODS

This research aims to reveal the influence of students' emotional intelligence on learning outcomes in the Economic Learning Evaluation course for students in the 6th semester of the undergraduate economics education study program at Panca Sakti University, Bekasi. This research was conducted on students in the 6th semester of the economics education undergraduate study program, Panca Sakti University, Bekasi. implemented in the even semester of the 2020-2021 academic year. Precisely from March to August 2021. The research method used in this research is the survey method. Kelinger in Sugiyono (2013: 80) states that "Survey research studies large and small populations (or unveses) by selection and studying samples chosen from the population to discover the relative incidence, and distribution, and interrelation of sociological and psychological variables". Survey research is research conducted on large or small populations, but the data studied is data taken from samples of the population, to find relative events, distributions and relationships between sociological and psychological variables.

Christensen (2006: 103) in the experimental psychology book defines research design as a plan or strategy used to answer research problems.
This research uses the following research constellation:

Information:
X = Emotional Intelligence Variable
Y = Learning Outcomes for the Economics Learning Evaluation Course

Kadir (2010: 76) Population can be defined as a collection of all things related to individuals, variables or data with characteristics determined or selected by

researchers in such a way that each individual, variable or data can be stated precisely whether the individual is a member. population or not. The population in this research is the learning outcomes of the Economic Learning Evaluation course for students in the sixth semester of the economic education undergraduate study program, Panca Sakti University, Bekasi. The selection of the VI semester of the economic education undergraduate study program, Panca Sakti University Bekasi as the population, was due to the consideration that the Economic Learning Evaluation course was given to sixth semester students. The sampling technique that will be used in this research is Cluster Sampling, which is a technique for selecting a sample from groups of small units, or clusters. The population of the cluster is a subpopulation of the total population. The elements in a cluster are not homogeneous, which is different from the elementary units in strata. Each cluster has heterogeneous members resembling its own population. Kadir (2010: 15) Collecting data means recording events, characteristics, elements, values of a variable. The results of this recording produce raw data whose usefulness is still limited. So that the data we obtain has high validity, it is necessary to develop data collection instruments that are also valid. So that the data obtained can describe the actual situation or reality.

An instrument is a tool for measuring something that is being measured.

There are two instruments that will be used in this research, namely:

1. Instrument of learning outcomes.
2. Emotional intelligence instrument.

RESEARCH RESULTS AND DISCUSSION

The score of economic learning evaluation learning outcomes obtained from the research place was analyzed using SPSS 20 obtained the following analysis results: the learning outcomes score of the economics learning evaluation course was 122 respondents of semester VI students, the lowest empirical score was 59 and the highest empirical score was 97. score range 38, Average score (mean) of 78.16 Standard deviation 10.663, mode 78, median 78.00. Based on the emotional intelligence scores of 122 respondents of semester VI students, the lowest empirical score was 114 and the highest empirical score was 152. score range 38, Average score (mean) of 133 Standard deviation 0.952, mode 136, median 133. The Normality Test for Learning Result Scores, obtained by Kolmogorov-SmimovZ, was 1.020, this figure is the same as the manual results and the Asymp value. Sig. (2-tailed) is 0.249 or can be written as a probability value (p-value) = 0.294 > 0.05 or Ho is accepted. Thus, the learning outcomes data for the economics learning evaluation course is normally distributed; Normality Test The emotional intelligence score obtained by Kolmogorov-SmimovZ was 1.008, this figure is the same as the manual results and the Asymp value. Sig. (2-tailed) is 0.261 or can be written as a probability value (p-value) = 0.261 > 0.05 or Ho is accepted. Thus, the emotional intelligence data has a normal distribution. The homogeneity test is carried out with the aim of finding out whether the distribution of data for each variable does not deviate from the characteristics of homogeneous data. Homogeneity testing is carried out on dependent

regression variants or independent variables using statistics. From the results of the analysis, Levene Statistics = 0.028; df1 = 1; df2 = 242, and p-value = 0.867 > 0.05 or Ho is accepted. Thus, both groups of data come from homogeneous groups. The results of hypothesis testing using SPSS 20 are as follows: 1) Linear Regression Equation, Obtained from column B, so the regression equation: Y = Y = -43.321 + 0.624X. From the results of the analysis, thit = 56.541 and p-value = 0.000/2 = 0 < 0.05 or Ho is rejected. Thus, "Emotional intelligence has a positive effect on the learning outcomes of the Economics Learning Evaluation Course."; 2) Linearity and Significance Test of the Regression Equation Testing for linearity and significance of the regression equation is determined based on the ANOVA table and ANOVAa, as follows.

Statistical hypothesis:

Ho : Y = a + Bx (linear regression)

Ho : Y = a + Bx (non-linear regression)

The linearity test for the regression line equation is obtained from the Deviation from Linearity line, namely Fhit (TC) = 0.592, with p-value = 0.832 > 0.05. This means that Ho is accepted or the regression equation of Y on X is linear or in the form of a linear line.

Hypotesis statistical:

Ho : b = 0 (regressi tak bearti)

Hi : b = 0 (regressi bearti)

The significance test of the regression line equation equation is obtained from the regression row of the 5th column, namely F hit (b/a) = 3196.836, and p-value = 0.000 < 0.05 or Ho is rejected. Thus, regression Y or X is significant or the emotional intelligence of students affects the learning outcomes of economic learning evaluation courses, this means that the research hypothesis is supported by empirical data. 1) Test the Significance of the Correlation Coefficients X and Y

Statistical hypothesis:

H0 : ρ = 0

H1: ρ ≠ 0

The correlation coefficient significance test is obtained from the Model Summary table. It can be seen in the first row that the correlation coefficient (rxy) = 0.624 and F hit (Fchange) = 3,196.836, with p-value = 0.000 < 0.05. This means Ho is rejected. Thus, the correlation coefficient X and Y is meaningful or significant. Meanwhile, the coefficient of determination from the table above can be seen in the 2nd row, namely R Square = 0.664, which means that 66.4% of the variation in the learning outcome variable for the economics learning evaluation course.

Interpretation of Research Results

To be able to understand the meaning of the research results as a whole, the results of the research data analysis above can be interpreted as follows:

1. Linear Regression Equation. Obtained linear equation double Y = -43.321 + 0.624X means that the Y score can be predicted using the linear equation mentioned above;

2. From the results of the analysis, it was found that students' emotional intelligence had an influence on learning outcomes in the economics learning evaluation subject, this can be seen in the coefficient table of thit and the p-value is smaller than 0.05. Therefore, it can be interpreted that students' emotional intelligence has a positive effect on learning outcomes in economics learning evaluation courses. Thus the working hypothesis in this research is supported by empirical data; 3. Test the significance of the regression line equation obtained from the 5th column regression row, namely F hit and p-value smaller than 0.05 or Ho rejected. Thus, the Y or; 4. Test the significance of the correlation coefficient obtained from the Model Summary table. It can be seen in the first row that the correlation coefficient (rxy) = 0.982 and Fhit (Fchange) = 3,196.836, with a p-value smaller than 0.05. This means Ho is rejected. Thus, the correlation coefficient X and Y is meaningful or significant. Meanwhile, the coefficient of determination from the table above can be seen in the 2nd row, namely R Square = 0.964, which means that 96.4% of the variation in the learning outcome variable for the economics learning evaluation course

Discussion

From the results of testing the research hypothesis, it shows that the working hypothesis of this research is supported by empirical data. It is acceptable. Students' emotional intelligence has a positive effect on learning outcomes in economics learning evaluation courses. Thus the working hypothesis in this research is supported by empirical data. Based on research results, students' emotional intelligence has a positive effect on learning outcomes in statistics courses. This agrees with the statement that emotional intelligence is currently a particular concern of educational experts and practitioners, because emotional intelligence is also believed to be an internal factor that influences student success in learning, besides IQ. It is believed that differences in students' levels of emotional intelligence greatly influence students' differences in how they solve problems in learning, especially those involving problems in self-control, enthusiasm, perseverance, and the ability to motivate themselves. It can be said that the level of student emotional intelligence has a dominant influence on students' learning conditions. Mayer (2001: 33) defines emotional intelligence as a group of mental abilities that help you recognize and understand your feelings and the feelings of others, which leads to the ability to regulate your feelings. There are two sides to emotional intelligence, namely it requires your intelligence to understand emotions, and it requires your emotional thoughts (feelings) to add creativity and intuition to your logical thinking. Goleman (1995: 214) emotional intelligence is a person's ability to manage their emotional life with intelligence (to manage our emotional life with intelligence); maintaining emotional harmony and expressing it (the appropriateness of emotion and its expression) through the skills of self-awareness, self-motivation, empathy and social skills. If an individual has high emotional intelligence, this will give rise to high social sensitivity and the ability to adapt to all conditions.

The large role of emotional intelligence in determining student success in the learning process is because students who have low emotional intelligence are unable

to encourage students to be more creative and organize themselves. This is in accordance with Goleman's opinion that students who have low emotional intelligence are formed because of incongruent cooperation between thoughts and feelings. Emotional intelligence is needed to overcome challenges and obstacles that arise both from within and outside the child. The results of research from a number of schools in America show that students who have high emotional intelligence tend to have higher achievements, and vice versa.

CONCLUSION

Based on the conducted survey research at Panca Sakti University, focusing on sixth-semester students, the primary objective was to investigate the impact of emotional intelligence on learning outcomes within the context of economics learning evaluation courses. The significance of this research lies in its potential to contribute valuable insights to the field of education by shedding light on the correlation between emotional intelligence and academic achievement in a specific academic setting.

The study aims to bridge the gap in understanding how emotional intelligence, which encompasses the ability to perceive, manage, and understand emotions, may play a pivotal role in shaping the learning outcomes of students in economics courses. By exploring this relationship, the research strives to provide educators, policymakers, and institutions with actionable information that can be used to enhance teaching methodologies, curriculum design, and support mechanisms for students.

As emotional intelligence is increasingly recognized as a key factor in personal and professional success, uncovering its impact on academic performance becomes crucial for holistic student development. This research not only contributes to the academic discourse but also has practical implications for educators and administrators seeking to optimize the learning environment and foster the overall well-being of students.

In conclusion, this survey research at Panca Sakti University represents a meaningful endeavor to understand the intricate connection between emotional intelligence and academic success, specifically within the realm of economics learning evaluation courses. The findings have the potential to inform educational practices and policies, ultimately promoting a more supportive and effective learning experience for students.

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