

**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
ACADEMIC ACHIEVEMENT OF TENTH-GRADE STUDENTS AT SMK IMMANUEL
MEDAN**

ENGLISH EDUCATION DEPARTMENT | PRIMA INDONESIA UNIVERSITY|

Lilis Handayani Napitupulu*, Karuna Wirajaya Wangi², Enjelika Silaen³

Universitas Prima Indonesia¹⁻²

Email: karunawirajaya@gmail.com

ABSTRACT

This research aimed to find the relationship between emotional intelligence and the academic achievement of the students. It took place at SMK Immanuel Medan. A quantitative relationship investigation was used in this research. Correlational investigations investigate employment insights to decide whether there is a relationship and the degree of relationship between two variables. The essence of this investigation is to determine and analyze the relationship between emotional intelligence and academic achievement of tenth-grade students at SMK Immanuel Medan. Pre-test and post-test are used to measure whether there is a significance of using methods or without using methods. The result showed that there was a relationship between enthusiastic insight and scientific implementation of the students with Asymp scores. signature. (two-sided) is $0.002 < 0.05$. The higher the enthusiastic insight, the higher the ability to determine student learning outcomes. The higher the emotional intelligence possessed by students, the higher the learning achievements they can obtain.

Keywords: *Emotional intelligence, academic achievement, educatio*

INTRODUCTION

Teaching plays an important role in various areas of life. Quality teaching also leads to the advancement of quality human assets. In this way, teaching in Indonesia continues to progress and receive consideration, including the implementation of the National Teaching Framework Law, the implementation of the Law on the Welfare of Educators and Teaching Personnel, as well as the modification of educational programs to meet current needs (Hamzah, 2018:112). In line with Tirtarahardja (2017:84) who states that "education is a conscious effort to prepare students to face their roles in the future through leadership, teaching or educational activities". Therefore, education is seen as an educational process or activity. Education aims to develop individuals (affective, cognitive, and psychomotor) so they can compete in a technologically advanced world. In the current global era, technological developments are very rapid.

School is an educational institution where students study. Education itself is an activity that aims to change and develop better behavior. According to Tirtahardja (2017:84), learning in formal education causes changes in attitudes, knowledge, and skills. These learning outcomes are reflected in academic achievement. Both internal and external factors influence efforts to pursue academic achievement. One of the internal factors is emotional intelligence (EQ). Experts believe that achieving optimal academic success requires more than just high intelligence. A high intelligence quotient (IQ) is not the only factor that determines a person's success, because other factors also influence academic success. AO cannot function effectively without an emotional attachment to the subject being taught. These two types of intelligence complement each other. The balance between IQ and EQ is the key to student success in school. School education should not only focus on developing IQ but also developing students' emotional intelligence.

In agreement with Goleman (2019:12), IQ seems to contribute 20% to a person's victory, while 80% is credited to other components, including passion and social insight. In the current era of modernization, many adults pay little attention to the

development of the insight and interests of the children around them. Indeed, today, many parents idolize mental insight by relying solely on coherent capacity. Many parents also focus only on the academic achievements of their children, without considering the effort or how the children achieved those accomplishments. Guardians feel happy when they see their child getting good report cards, and becoming a subject champion, and consider the child to be more effective compared to children with lower scores. Students must also have enthusiastic insight, namely the ability to recognize their feelings, monitor their feelings, reassure themselves, have compassion, and build relationships with other people. In other words, they need the ability to adapt, understand others, appreciate others, and empathize with others (Makmun, 2017:247).

There are many examples around us proving that people with only brain intelligence or many high degrees are not necessarily successful in the working world. Often, those with lower formal education levels turn out to be more successful. Most educational programs focus only on IQ intelligence, whereas what is needed is the development of emotional intelligence, such as resilience, initiative, optimism, and adaptability, which have now become the new basis for assessment (Ary, 2018:26). It can be said that students' emotional intelligence greatly influences their academic achievement (Hamzah, 2018:145). In reality, in the teaching and learning process at school, many intelligent children are often found lacking in emotional intelligence development, such as low self-motivation, lack of empathy, and difficulty adapting to others. As a result, some students face learning difficulties at school, want to transfer to another school and fail to appreciate others, which hinders their learning process and optimal academic achievement.

The previous researchers, (Enur Rohmah, 2021) There was a significant relationship between emotional intelligence and student learning achievement. The existence of good emotional intelligence will allow learners to control themselves in the learning process to create a conducive learning environment. The suggestions that can be given are teachers and parents can be focused on students' emotions when the learning process is carried out to improve the learning achievement of each learner. Also, (Sánchez-Álvarez, 2020) EI training improved other associated issues,

as well as improving performance. Developing emotional skills in the early stages of adolescence will allow them to become consolidated personal resources to face risks and promote motivation oriented toward academic success and well-being. Based on the previous study, The researcher conducted observations of tenth grade at SMK Immanuel Medan, it was found that many students face several issues, including academic achievement problems and emotional control issues during the learning process. Therefore, considering the importance of students' emotional intelligence as a significant factor in achieving academic success, the author is interested in researching: "The Relationship Between Emotional Intelligence and Academic Achievement of Tenth Grade Students at Vocational School SMK Immanuel Medan." The research aimed to identify and analyze students' learning achievements in English lessons of tenth grade at SMK Immanuel Medan, and to determine and analyze the relationship between emotional intelligence and students' learning achievements in English lessons of tenth grade at SMK Immanuel Medan. This research is expected to provide teachers with information to assist in developing students' emotional intelligence. Encouraging efforts to enhance students' emotional intelligence to achieve optimal performance. Serving as information about the development of students' emotional intelligence and aiding in the process of enhancing it.

RESEARCH METHOD

The investigative approach used is quantitative correlational investigation. Correlational investigations are studies that use insight to decide whether there is a relationship and the degree of relationship between two factors. In this study, the relationship between emotional intelligence and academic achievement has been investigated. The type of investigation used is a familiar investigation. In agreement with Sugiyono (2019:62), affiliated investigations aim to determine the relationship between two or more factors, looking for parts, impacts, and causal relationships, namely between autonomous variables and subordinate variables. This study was

conducted in the tenth grade of SMK Immanuel Medan located at Jl. Gatot Sublot No. 325, Sei Sikambing D, District. Medan Petisah, Medan City, North Sumatra, and was implemented from June 2024 to completion. According to Sugiyono (2019:252), a population is a set of values, whether calculated or measured, whether quantitative or qualitative, that have certain characteristics related to a very clear group of objects. Based on the determination of the population in the research to be conducted, there are 2 classes students totaling 40 students.

Table 2.1 Research Population

Class	Number of Students
X- A	20
X- B	20
Total	40

In line with Sugiyono (2019: 81), who proposed that tests constitute half of the total population characteristics. The tests used must be truly meaningful and meaningful. Sugiyono (2019:42) states that tests are half the population, for example, they are used with certain strategies. With this in mind, analysts use wet tests. According to Sugiyono (2019:43), immersion examination is a method of examination in which all members of the population are used as test equipment, then in this example, the number of tests is 40 tests.

In agreement with Sugiyono (2018:229), the information collection method is the most important research structure because the investigation aims to obtain data. The information collection methods used in this investigation are as follows:

1. Observation

In agreement with Sugiyono (2018:229), perception is an information-gathering procedure that has unusual characteristics compared to other procedures. Perception is not only limited to people but also to other common objects.

2. Documentation

Agreeing with Sugiyono (2019:476), documentation could be a method used to get information and data in the form of books, chronicles, archives, numerical and pictorial composing, as well as reports and clarifications that can be back investigated.

3. Pre-Test and Post-Test

Agreeing with Sugiyono (2019:521), knowing the difference in student learning outcomes can be measured through the results of the pre-test and post-test scores. The pre-test is a test conducted to measure students' initial abilities before participating in learning activities. The post-test is a test conducted after students participate in learning.

Investigative factors are characteristics, characteristics, or values of people, objects, or practices that have a certain variety that the analyst decides to examine and conclude. The factors of this investigation are:

1. Emotional intelligence is intelligence that focuses on understanding, recognizing, knowing, managing, and managing one's own and other people's emotions and applying them in personal and social life; Intelligence to understand, identify, improve, manage, and manage the motivation of oneself and others to optimize energy, knowledge, interpersonal functions and influence to achieve desired and set goals (Paramita, 2018:12).
2. Learning outcomes are educational assessments of students' development and progress, which are related to mastery of the subjects presented to them and the values contained in the curriculum (Asep, 2018:78).

Legitimacy tests measure the legitimacy or unwavering quality of a survey. An instrument or survey is said to be substantial if the questions on the instrument or survey can reveal something that is measured by the survey (Ghozali, 2018:51). In

determining the ease of something, testing the centrality of the relationship coefficient is usually carried out at a significance level of 0.05, meaning that something is considered substantial if it correlates significantly with the overall score.

In agreement with Ghozal (2018:45), unwavering quality is a measuring tool for a survey which is an indication of a variable or development. A survey is considered reliable or trustworthy if a person's reactions to its explanations are reliable or stable over time. Solid quality testing measures the consistency of estimates resulting from reasoning with repeated use.

The importance of quantified investigations is to test the specificity of the information because if the information is commonly disseminated then parametric insights are used in estimation, and if the information is not typically disseminated then non-parametric insights are used in measurements (Norfai, 2020:89). In agreement with (Nuryadi et al., 2017:91), the reasonableness test can be a strategy used to determine whether information comes from a population that is commonly disseminated. In this experiment, the normality test was carried out using the KS (Kolmogorov-Smirnov) test.

1. If the asymptotic importance (asyp.sig) value of the KS test is ≥ 0.05 then this information is conveyed routinely.
2. In terms of asymptotics that need to be considered (asyp.sig) from the KS test are. ≤ 0.05 , at that time information is usually not disseminated.

In line with (Nuryadi et al., 2017:37), the homogeneity test can be a measurable strategy that shows that two or more sets of test information from a population have the same variance. The premise of making choices in the homogeneity test is:

1. If the probability value (sig.) < 0.05 then the variance of two or more population groups or sample data is not homogeneous.
2. If the probability value (sig.) > 0.05 then the variance of two or more population groups or sample data is homogeneous.

The t-test can be a way to determine the answer to a problem, especially questions regarding the relationship between two or more factors. A speculative testing plan is used to determine the relationship between the two factors under consideration. Testing was carried out using the Glejser test, more specifically a theoretical test that analyzes evidence of heterogeneity in a relapse event by analyzing the highest residual. The premise of Glejser's test options is:

1. The level of importance is greater than 0.05, which means that there is no heteroscedasticity in the information.
2. The level of importance below 0.05 indicates heteroscedasticity of information.

RESULTS AND DISCUSSION

Results

Explicit measurement may be a strategy concerned with collecting and presenting information so that valuable data can be obtained from it. Expressive insight works to describe or provide diagrams of the questions being considered using test or population information (Sugiyono, 2017).

Table 3.1 Pre-Test Descriptive Statistics Table

No	Control Class	Experimental Class
1	80	100
2	100	50
3	40	50
4	70	70

5	100	100
6	100	80
7	50	100
8	30	80
9	60	70
10	50	80
11	60	80
12	80	60
13	80	100
14	80	40
15	70	70
16	90	70
17	50	60
18	40	60

19	20	10
20	60	50
Average	65,5	69

In the table above you can see the pretest scores for the reference and experimental classes with an average of 65.5 in the reference class and 69 in the experimental class, with scores that are not significantly different in the two classes.

Table 3.2 Post-Test Descriptive Statistics Table

No	Control Class	Experimental Class
1	70	100
2	80	90
3	70	80
4	60	80
5	70	100
6	70	100

7	70	100
8	60	90
9	70	90
10	80	90
11	80	90
12	80	80
13	70	80
14	80	80
15	60	80
16	60	70
17	50	70
18	70	90
19	70	80
20	70	90

Average	69,5	86,5
---------	------	------

In the table above, the average value shown in the control class after being given treatment was 69.5 and in the experimental class, the average was 86.5 with a difference of 17, so it can be said or concluded that the implementation had a significant influence. treatment in the experimental class.

To find out whether the information collected is disseminated regularly or not, a regularity test is needed. If the information distribution is normal then parametric insights can be used, if the information distribution is irregular then non-parametric insights can be used (Jaya and Ambarita, 2018). It investigates the use of the one-sample Kolmogorov-Smirnov test with SPSS. The criteria for taking the one-test Kolmogorov-Smirnov habitual test (Suyatna, 2018) are as follows:

1. If the probability is <0.05 then the information is not distributed regularly
2. If the probability is > 0.05 then the information is disseminated periodically.

Analysis of normalization test data on the relationship between emotional intelligence and academic achievement of class X students at SMK Immanuel Medan.

Table 3.3 Normality Test

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.

Students' Score	Pre-test Control Class	.131	20	.200*	.958	20	.496
	Post-test Control class	.207	20	.024	.925	20	.122
	Pre-test Experimental Class	.117	20	.200*	.929	20	.148
	Post-test Experimental Class	.207	20	.025	.887	20	.023
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the results of the normality test in the table above, the following observations can be made:

1. Control group pretest information: significance value (sig) of 0.200 is greater than the alpha level of 0.05. This shows that the comparison group pretest data is not significantly different from the normal distribution.
2. Control group post-test data: significance value (sig) of 0.024 is smaller than the alpha level of 0.05. This shows that the data after the test group is significantly different from the normal distribution
3. Experimental group pretest data: The significance value (sig) of 0.200 is greater than the alpha level of 0.05. This shows that the experimental group pretest data is not significantly different from the normal distribution.
4. Experimental group posttest data: The significance value (sig) of 0.025 is smaller than the alpha level of 0.05. This shows that the post-test data for the experimental group is significantly different from the normal distribution. from.

The results of ordinary investigations show that post-test information for the control group and exploration group is usually not disseminated. Furthermore, a suitable measurable test to compare the two clusters is the Mann-Whitney U test, which is a non-parametric test that does not accept fairness of information.

The results of ordinary investigations show that post-test information for the control group and exploration group is usually not disseminated. Therefore, the appropriate measurable test to compare the two groups is the Mann-Whitney U test, which is a non-parametric test that does not expect specific information.

Table 3.4 Homogeneity Test

Test of Homogeneity of Variances			
Student's Score			
Levene Statistic	df1	df2	Sig.
6.939	3	76	.344

Based on Table 3.4, it can be concluded that all data is homogeneous because the significance value (sig) is $0.344 > 0.05$. Thus, the data can be processed further for hypothesis testing.

The Mann-Whitney test was used to determine whether there were differences in the implications of the two complimentary tests. This test does not require homogeneous or scattered information. Underneath is where the research happens.

Table 3.5 Mann-Whitney Test

Test Statistics	
	Result_x

Mann-Whitney U	141.000
Wilcoxon W	331.000
Z	-1.437
Asymp. Sig. (2-tailed)	.002
Exact Sig. [2*(1-tailed Sig.)]	.175 ^b
a. Grouping Variable: Group_x	
b. Not corrected for ties.	

Based on Table 3.5, the comes about of the Mann-Whitney examination for the test bunch and control bunch provides Asymp. signature. (two-sided) esteem $0.002 < 0.05$. In this manner, it can be concluded that there's a relationship between enthusiastic insights and scholarly accomplishment in course X understudies at Immanuel Professional School, Medan.

Discussion

Based on the research conducted in the tenth grade of SMK Immanuel Medan, it can be stated that:

1. The learning outcome is the result of the learning, which is done based on the measurement and evaluation of the results of the learning. learning activity in the academic field, which is realized in the form of report card numbers. In children with enthusiastic moo insight, as mentioned above, according to experts, there are two variables, more specifically internal variables and external variables related to internal components, experts have considered a

part, which is called the brain dominance hypothesis. These findings essentially show that the left and right hemispheres have different functions. Another factor that affects emotional intelligence is external factors, namely those that come from outside the individual. Throughout the development of human history, a person learns basic social and emotional skills already in childhood from parents and relatives, neighbors, playmates, school learning environment, and other social support (Goleman, 2018: 57).

2. Emotional intelligence has a relationship with students' academic performance. Furthermore, students are expected to be able to control their feelings well to achieve good performance. This shows that from the results of the investigation, there is a relationship between enthusiastic insight and scientific implementation of the tenth examination of SMK Immanuel Medan with Asymp scores. signature. (two-sided) is $0.002 < 0.05$. The higher the enthusiastic insight, the higher the ability to determine student learning outcomes. This reflection is in line with Nikmatul (2018), Istiqomah (2019), and Lulu Endar Wat (2020) who state that there is a relationship between enthusiastic insight and student implementation.

CONCLUSION AND SUGGESTION

Conclusion

Research results on emotional intelligence and academic achievement of grade 10 students at Immanuel Vocational School in Medan show that the relationship as shown does exist and is related to the high value of the results of the data analysis obtained. This research shows that emotional intelligence plays an important role and contributes to the academic achievement of class X students at SMK Immanuel Medan. The higher a student's emotional intelligence, the higher the academic achievement they can achieve. Mann-Whitney analysis produces Asymp. signature. (2-tailed) value $0.002 < 0.05$.

Suggestions

After considering the field data as well as the data analysis and conclusions, the author provides several recommendations, including:

1. For Educational Institutions

This research should provide useful information for the design of teaching materials and methods for developing emotional intelligence and academic performance. Therefore, students are not only oriented toward intellectual mastery but also toward psychological aspects such as emotional intelligence and academic achievement.

2. For Teachers

This research aims to improve students' emotional intelligence and academic achievement by enhancing their understanding and effective application of subjects.

REFERENCES

- Enur Rohmah, M. (2021). The Relationship Between Emotional Intelligence and Students Learning Achievement. *Thinking Skills and Creativity Journal*, 57-61.
- Sánchez-Álvarez, N. (2020). A Meta-Analysis of the Relationship Between Emotional Intelligence and Academic Performance in Secondary Education: A Multi-Stream Comparison. *Frontiers in Psychology*.
- Asep K. (2018). Metode Penelitian Pendidikan. Bandung: PT Remaja Rosdakarya.
- Ghozali. (2015). *Partial least square: Konsep, teknik dan aplikasi menggunakan program smart PLS 3.0* (2nd ed). Semarang: Universitas Diponegoro.
- Goleman. (2019). Emotional Intelligence : Mengapa EI Lebih Penting Daripada IQ. Jakarta: PT Gramedia Pustaka Utama.
- Hamzah B. (2018). Penerapan Jurnal Belajar Untuk Meningkatkan Motivasi Belajar Mahasiswa Pada Mata Kuliah Dasar-Dasar Dan Proses Pembelajaran Biologi. *Bioeducation Journal* Vol.2 No.1 2018.
<https://media.neliti.com/media/publications/327393-the-implementation-of-learning-journal-t-970ca9fe.pdf>
- Hamzah dan Awalludin. (2018). Analisis Kemampuan Pemecahan Masalah Matematis Ditinjau dari Gaya Belajar Siswa di Masa Pandemi COVID-19. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 5(3), 2246–2254.
- Makmun. (2017). Psikologi Kependidikan Peringkat Pengajaran Modul. Bandung: Remaja Rosdakarya.
- Norfai. (2020). Manajemen Data Menggunakan SPSS, Banjarmasin: Universitas Islam Kalimantan.
- Nuryadi et al. (2017). Uji Normalitas Data dan Homogenitas Data, Dasar - Dasar Statistik Penelitian. Cetakan Ke. Yogyakarta: Sbuka Media.

- Oktarina dan Ary. (2018). Pendidikan Karakter Gemar Membaca melalui Program Literasi di SD N Golo Yogyakarta. Jurnal Pendidikan Guru Sekolah Dasar Edisi 30 Tahun ke-7. Hal 2.941 – 2.951.
<https://eprints.uny.ac.id/57343/>
- Paramita, et all. (2018). Pengaruh Motivasi Kerja dan kompensasi terhadap Kepuasan Kerja pada karyawan PT. Tridaya Eraina Bahari. Jurnal Riset Manajemen Sains Indonesia (JRMSI), Vol 9, No.1.
<https://journal.unj.ac.id/unj/index.php/jrmsi/article/view/6785>
- Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alfabet.
- Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, dan R&D, penerbit Alfabeta,Bandung.
- Tirtarahardja, dan Sulo.(2008). Pengantar Pendidikan. Jakarta: Rineka Cipta.