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## The Influence of Emotional Intelligence and Student Learning Behavior Through Student Motivation on Student Learning Outcomes

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### ABSTRACT

Learning outcomes are a description on how students understand the material presented by the teacher. Learning outcomes are output values in the form of numbers or letters obtained by students after receiving learning material through a test or exam delivered by the teacher. This study aims to determine the effect of emotional intelligence, learning behavior, motivation on learning outcomes either simultaneously or partially. The method used in this research is descriptive method. Based on the data analysis and hypothesis testing that has been carried out in this study, the results of the research show that there is an influence of Emotional Intelligence and Learning Behavior on Motivation with a t-count of 5,912 emotional intelligence on motivation and learning behavior with a bear t count of 4.408 thus it can It is known that emotional intelligence and learning behavior affect learning motivation. The conclusions are as follows: 1) The influence of Emotional Intelligence and Learning Behavior on Motivation. 2) The influence of Emotional Intelligence and Learning Behavior, Motivation on student learning outcomes.

## 1. Introduction

Emotional intelligence is the ability to feel, understand and selectively apply emotional power and sensitivity as a source of human energy and influence. (Fanikmah, 2016) Management of these emotions can affect various daily activities, including learning activities. According to Nugrahadi (2018), both partially and simultaneously the two variables of emotional intelligence and learning motivation have a positive and significant effect on students' economic learning achievement.

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In line with the research by Putri et al (2017) which states that emotional intelligence is a determining factor for student learning success, which states that emotional intelligence has a significant effect on learning outcomes. Apart from emotional intelligence (EQ), learning behavior while in school also affects a student's academic achievement. Students' learning habits or behavior are closely related to the good use of time for learning and other activities. Efficient learning can be achieved if you use the right strategy, namely the existence of good timing in attending lectures, studying at home, in groups or for taking exams. Good learning behavior can be realized if students are aware of their responsibilities as students, so that they can divide their time well between studying and activities outside of learning. Learning behavior is a very basic human social action in a conscious process or effort by involving socio-psychology which is characterized by changes in behavior as a result of experience and training either obtained from knowledge, attitudes or skills (Arifin, 2009: 45).

This is in line with Mardiana's (2012) statement which states that positive learning behavior will encourage students to get a good relationship with the teacher and their friends, but if a student cannot show positive behavior, he will experience difficulties in learn. The learning process occurs when the individual feels a need within himself that cannot be influenced by reflex or habitual ways. In addition to emotional intelligence and student learning behavior, factors that influence learning outcomes are the encouragement of the individual himself to achieve. The drive to excel in students is very much needed to be able to generate enthusiasm in achieving the desired achievement targets or standards. This encouragement is also called motivation, the motivation that students need in order to achieve in accordance with existing demands.

According to Hamzah B Uno (2012: 23) Motivation to learn is internal and external encouragement for students who are learning to make changes in behavior which are generally with several indicators or supporting elements. It has a big role in one's success in learning. Taken together, teacher competence and student learning motivation have a positive and significant effect on student learning achievement. In other words, motivation also affects student learning outcomes. Based on the results of preliminary observations made in the teaching and learning process at SMAN 2 Kampar Left Tengah, student learning outcomes in economic subjects are still not optimal. This can be seen from the acquisition of an average student score of 72 which is still below the predetermined KKM of 75. This problem tends to be influenced by the lack of learning motivation that students have during the teaching and learning process, this can be seen from the results of the midterm assessment.

### **Learning Outcomes**

Learning outcomes according to Kunandar (2013: 62) are the abilities that students have after receiving their learning experiences. According to Purwanto (2011: 46) learning outcomes are the level of mastery achieved by students in following the teaching and learning process in accordance with the established educational goals. According to Dimiyati and Mudjiono (2015: 3) learning

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outcomes are the result of an interaction of learning and teaching actions. From the teacher's side, the teaching act ends with a process of evaluating learning outcomes. From the student's point of view, learning outcomes are the end of the cutting and the peak of the learning process.

The opinion of Kunandar, Purwanto, Dimiyati and Mudjiono can be concluded that learning outcomes show the actual ability of students who have experienced the process of transferring knowledge from someone who can be said to be mature or have less knowledge. So with the learning outcomes, people can find out how far students can capture, understand, have certain subject matter.

### **Emotional Intelligence**

According to Wibowo in Fanikmah (2016: 2) "emotional intelligence is the intelligence to use emotions as desired, the ability to control emotions so that they have a positive impact".

### **Learning Behavior**

Learning behavior according to Walgito (2010: 168) is an activity that undergoes changes in the individual. These changes are obtained in terms of cognitive, affective, and psychomotor aspects. Learning behavior is often referred to as learning habits, which is a dimension of learning carried out by individuals repeatedly so that it becomes automatic or spontaneous. Learning behavior itself is defined as a change in behavior resulting from practices in the school life environment and in society.

### **Motivation to Learn**

According to Hamzah B Uno (2012: 23) Motivation to learn is internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or supporting elements. Oemar Hamalik (2012: 158) motivation is a change in energy in a person's (personal) self which is marked by the emergence of feelings and reactions to achieve goals. Motivation can be in the form of basic or internal impulses and incentives outside of the individual or gifts. As a problem in the classroom motivation is the process of generating, maintaining, and controlling `interests. So it can be concluded that motivation is the overall encouragement from within and outside of students that causes learning activities, so that the learning objectives are achieved. This study aims to determine the effect of emotional intelligence, learning behavior, motivation on learning outcomes either simultaneously or partially.

## **2. Methodology**

This research used descriptive quantitative method. Descriptive research aims to provide an overview of the social phenomena and symptoms under study by

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describing each variable according to the indicators of these variables without connecting the variables studied.

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to study and then draw conclusions (Sugiono, 2011). The population in this study were all 116 students of SMA Negeri 2 Kampar Kiri Tengah, thus the sample of this research was all students of SMA Negeri 2 Kampar Kiri Tengah totaling 116 students so that it can be said as a census research.

The data collection technique used in this study was a questionnaire, in the form of a number of questions about learning outcomes, emotional intelligence, learning behavior, and learning motivation. This questionnaire aims to obtain data on learning outcomes (Y) emotional intelligence (X1), learning behavior (X2), and learning motivation (X3). And documentation, in the form of economic subject scores for students of SMAN 2 Kampar Kiri Tengah to get data on student learning outcomes.

### 3. Results and Discussion

The photo in Figure 1 is an activity during the study of learning outcomes at SMAN 2 Kampar Left Tengah to determine the level of achievement of learning outcomes in the place where the author conducted research. This research was conducted by distributing questionnaires to students or respondents.



Figure 1. Filling in the Questionnaire / Questionnaire Activity

#### *Descriptive Analysis Results*

Table 1 shows the four indicators of students' emotional intelligence have a very strong category. The indicators that have the highest percentage are indicators of self-understanding of 86.33% and indicators of ideals with a percentage of 85.59% while the lowest indicators are responses with a percentage of 85.09%.

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The TCR Scale Range (Farida Hanum, 2015) states that especially in answering questions on the level of emotional intelligence of students in Middle School 2 Kampar Left Tengah, it is in a very high category. Emotional intelligence affects students' economic learning achievement. This means that the ability of personal intelligence such as self-management and self-awareness, as well as self-motivation and social intelligence such as empathy and social awareness affect student economic learning outcomes (Muh. Yahya, 2020).

Table 1. Emotional Intelligence

No	Indicator	Score	%	Category
1	Understand yourself	2804	86,33	Very High
2	Aim	2776	85,46	Very High
3	Ambition	2383	85,59	Very High
4	Response	2369	85,09	Very High

From Table 2 it can be seen that the five indicators of student learning behavior have strong categories. The indicators that have the highest percentage are indicators of rational and critical thinking of 83.45% and indicators of associative thinking and memory with a percentage of 82.71% while the lowest indicators are habits indicators with a percentage of 79.39%. thus based on chapter III on the TCR Scale Range (Farida Hanum, 2015) states that especially in answering the question of the level of emotional intelligence of students in Middle School 2 Kampar Left Tengah, it has a high category. Student learning behavior that has not been implemented optimally is characterized by the lack of habituation to speaking politely not only in school, but also in the development of students at home, including the habit of saying good and polite to parents, teachers and friends (Fathurrohman, 2018).

Table 2. Learning behavior

No	Indicator	Score	%	Category
1	Habit	2947	79,39	High
2	Skills	1853	79,87	High
3	Observation	2946	79,46	High
4	Associative thinking and memory	1919	82,71	Very High
5	Rational and critical thinking	1549	83,45	Very High

In Table 3, it can be seen that the seven indicators of learning motivation have very strong categories. The indicator that has the highest percentage is the indicator of being happy to find and solving problems of 84.43% and the indicator of being able to defend its opinion with a percentage of 84.35% while the lowest indicator is resilience in facing difficulties with a percentage of 80.38%. thus based on chapter III on the TCR Scale Range (Farida Hanum, 2015) states that especially in answering the question of the level of emotional intelligence of students at Middle School 2 Kampar Left Tengah, it has a very high category. The results of this study are reinforced by the statement of the results of research conducted by Marina (2019) which states that the achievement of learning outcomes in students is motivated by student learning motivation to behave better, because there is a conducive environment and awards given by the teacher.

Table 3. Learning Motivation

No	Indicator	Score	%	Category
1	Diligent in facing the task	2284	82,04	Very high
2	Resilient to adversity	2611	80,38	Very high
3	Prefer to work independently	3854	83,06	Very high
4	Quickly get bored of routine tasks	1935	83,40	Very high
5	Can defend his opinion	1566	84,35	Very high
6	Enjoy finding and solving problems	1959	84,43	Very high
7	Shows interest in interest in various problems	1552	83,62	Very high

### *Result of path analysis calculation*

In conducting this path analysis, it is carried out by using the enter method, where all independent variables are used to explain their effects on the dependent variable. From the results of the variable instrument test above, it can be concluded that the data used in this study is normally distributed and does not have multicollinearity, linearity problems so that it meets the requirements for conducting path analysis. Writing the path analysis equation can be done by interpreting the numbers in the Beta coefficient as in Table 4 and Table 5.

#### Partial Regression Coefficient Test (TEST)

##### a. Dependent Variable: Motivation

Based on Table 4, it was obtained Sig. 0.00 <0.05, meaning that emotional intelligence and learning behavior have a significant effect on learning motivation.

Table 4. Table Result of Calculation of Structure Path Analysis 1

Model	Coefficients <sup>a</sup>		Beta	T	Sig.
	Unstandardized Coefficients				
	B	Std. Error			
(Constant)	43.396	9.732		4.459	.000
Emotional Intelligence	.662	.112	.454	5.912	.000
Learning Behavior	.346	.079	.339	4.408	.000

#### Partial Regression Coefficient Test (TEST)

##### a. Dependent Variable: Learning Outcomes

From Table 5, the Sig. 0.00 <0.05, meaning that emotional intelligence and learning behavior and motivation have a significant effect on learning outcomes. Improving student learning outcomes in schools provides clear evidence of the teacher's ability to apply the learning methods used during the learning process and according to the desired needs in every learning activity at school (Kalsum, 2017).

Table 5. Table Result of Calculation of Structure Path Analysis  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.176	5.496		1.488	.140
	Emotional Intelligence	.160	.067	.190	2.391	.018
	Learning Behavior	.096	.044	.163	2.160	.033
	Motivation	.294	.049	.510	5.992	.000

Based on the data analysis and hypothesis testing that has been carried out in this study, the results of the research show that there is a joint influence of emotional intelligence, learning behavior and motivation on student learning outcomes at SMAN 2 Kampar Kiri Tengah. obtained the coefficient value of the emotional intelligence variable of 0.190. This means that each increase in emotional intelligence by 1 unit will increase learning outcomes by 0.190 and vice versa, assuming other variables are fixed, and the learning behavior variable coefficient value is 0.163. This means that each increase in learning behavior by 1 unit will increase learning outcomes by 0.163 and vice versa with the assumption of other fixed variables, which means that each increase in motivation by 1 unit will increase learning outcomes by 0.510 and vice versa assuming other variables are fixed. Standard error ( $\epsilon_1$ ) is 0.669. This means that the error path coefficient for other variables outside the study that affects learning outcomes is 0.669. This can be seen in Figure 2.

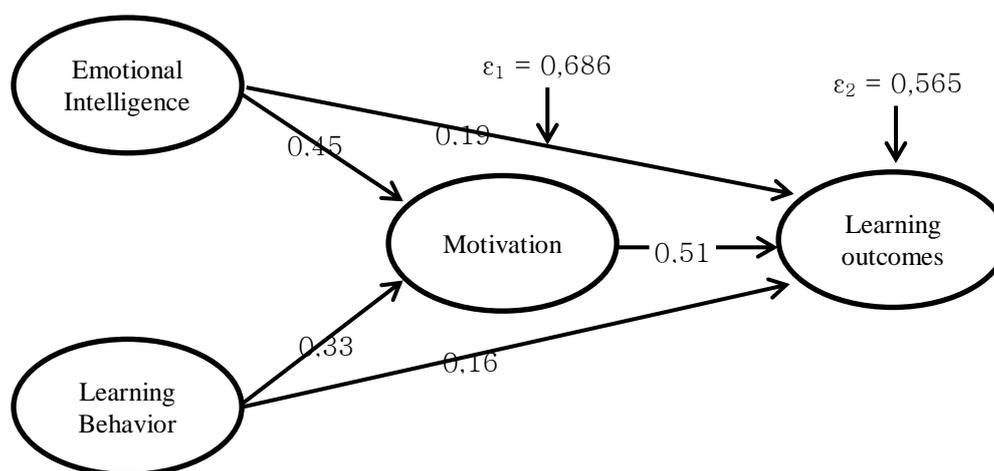


Figure 2. Analysis of the research path

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#### 4. Conclusion

The results of this study indicate the following: The influence of Emotional Intelligence and Learning Behavior on Motivation, emotional intelligence on motivation and learning behavior. student learning outcomes. emotional intelligence, learning behavior and motivation thus it can be seen that emotional intelligence and learning behavior and motivation affect learning outcomes. The author's suggestion in this study is to improve emotional intelligence and learning behavior as well as motivation, the Middle School 2 Kampar Left Tengah "the teacher is more able to unleash the potential of students and is able to grow student learning motivation so that learning behavior is also good. Students are expected to have good study habits, always motivate themselves so that they are not easily affected by the circumstances and the surrounding environment so that they continue to concentrate on education and on learning achievement. For the family, especially in this case parents are expected to be able to increase support so that their children are more motivated, because parents are the closest people. If parents pay great attention and change patterns of education, they will be motivated to make changes in increasing their learning achievement. For other researchers, it is expected to add other factors that affect learning outcomes.

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