EMOTIONAL INTELLIGENCE RELATIONSHIP WITH ACHIEVEMENT LEARNING PHYSICS CLASS X STUDENTS PRIVATE VOCATIONAL SCHOOL St. ALOISIUS RUTENG ON 2019/2020 ACADEMIC YEAR

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Abstract

This study aims for intelligent emotional intelligence with student achievement in learning physics class X SMK Swasta St. Aloisius Ruteng for the 2019/2020 academic year.The type of research used is tracking in a quantitative approach. The population in this study were students of class X Light Vehicle Engineering (TKR) SMK St. Aloisius Ruteng and the sample in this study were class X TKR A assigned to 35 people. With the sampling technique purposive sampling. Retrieval of data, namely questionnaires and documentation. Data analysis used normality test, linearity test and hypothesis test.The result of this study is the absence of emotional intelligence with the learning achievement of students in class X SMK Swasta St. Aloisius Ruteng. This is evidenced by the calculation of the correlation test obtained by 0.010 with a sig $\alpha = 0.05$, so $0.010 < 0.05$.

Key words: Emotional intelligence,Llearning achievement

1. INTRODUCTION

Vocational High School (SMK) St. Aloisius Ruteng is one of the newest schools in Ruteng which has the goal of producing quality students who have good morals, which are suitable for parents, teachers, and can make their parents proud. The problem in the teaching and learning process is that students tend to be silent and have little difficulty such as, students do not understand or explore the material given by the subject teacher, students do not participate in asking questions in class, students are also less serious in answering questions given by the teacher. Emotional intelligence is very influential on the success of student learning. Emotional intelligence is a person's ability to regulate his emotional life with intelligence to maintain emotional harmony and express it through social skills. Emotional intelligence is a person's ability to regulate his emotional life with the intelligence to maintain emotional harmony and express it through social skills. Emotional intelligence has a significant role in achieving success in school and in communicating in the community. Emotional intelligence includes abilities that are different, but complementary to academic intelligence (Goleman, 2002,). Emotions are related to physiological changes and various thoughts. So, emotion is one of the important

aspects in human life, because emotion can be a motivator of behavior in the sense of increasing, but it can also interfere with intentional behavior (Prawitasari, 1995). Salovey and Mayer define emotional intelligence as "the subset of social intelligence that involves the ability to integrate feelings that involve the ability to others, sort through them all and use this information to guide thoughts and actions." Goleman (2002) shows that personal intelligence about emotional intelligence is included and enhanced by these abilities, namely (a) Recognizing Self Emotions; (b) Managing Emotions; (c) Motivate Yourself; (d) recognize the emotions of others; (e) building relationships;

Goleman, 2002, said that emotional intelligence is also influenced by these four factors: brain factors, family factors, school environmental factors, environmental factors and social support. Emotional control is very closely related to learning achievement. Understanding learning achievement is any relatively permanent change in behavior that occurs due to training or experience. While learning is a change in behavior due to experience and practice. According to Gulo (2002) learning can be interpreted as a process within a person that changes behavior, both behavior in thinking, thinking,

and doing. Bell and Grendler (2008) argue that learning is a process carried out by humans to acquire various abilities, skills, and attitudes.

Learning achievement is a result achieved from the development of subjects marked by the achievement of excellent and satisfying grades. Learning achievement is the perfection achieved by someone in thinking, feeling accomplished, learning achievement is said to be perfect when mastering three aspects, namely: cognitive, affective, psychomotor. Benjamin S. Bloom (2009) explains that the five consists of: (1): covering memories of things that have been studied and stored in memory; (2) Comprehension: the ability to grasp the meaning of the subjects studied; (3) Application: the application of the ability to apply an application or method to solve problems; (3) Analysis: the ability to sort and solve complex things into simple ones; (4) Synthesis: includes the ability to be able to connect, conclude in a new form.

Syah (2013) explains that the five adequate include:

a) Receiving or attending, namely receiving in receiving stimuli (stimulus) that come from students, both in terms of forms, situations and symptoms.
b) Respond or answer, namely the reaction given by a person to a stimulus that comes from outside.
c) Valuing, which is about the assessment and belief in symptoms or stimuli that come from outside.
d) Organization, namely the development of values into an organizational system, including determining the relationship of a value that it already has.
e) The characteristics or internalization of values, namely the integration of all value systems that a person has, which affects his personality and behavior patterns.

syah (2013) Psychomotor includes:

a) reflex movements (skills in movements that are often not realized because they are habits).
b) Skills in basic movements.
c) Perspective ability, including visual discrimination, auditory-motor differentiation, etc
d) Abilities in the physical field such as harmony and harmony

e) Movements related to skills, ranging from simple skills to complex skills and
f) Skills related to non-decursive communication such as expressive and interpretive movements.

Dalyono (2009) revealed that there are two main factors that affect student achievement, namely: internal and external factors.

2. RESEARCH METHODS

The type of research used in this study was correlational. The design used in this study was Ex-Post Facto, namely the method used after an activity has taken place. This research was conducted at the St. Aloisius Ruteng, and This research was carried out for two months, from July to August. The population in this study were all students of class X SMK St.Aloisius Ruteng for the academic year 2019/2020, with a total of 396 students. In this study, the class selected as the sample was the Light Vehicle Engineering (TKR) class at SMK St. Alosius Ruteng, with 35 people in one class. The sampling technique was purposive sampling, sampling intentionally by the required sample requirements. In this study, there are two variables, namely, emotional intelligence as the independent variable (X) and learning achievement as the dependent variable (Y). Data collection techniques in the study were in the form of non-test, namely questionnaires and documentation. In the technical analysis of the data used, namely normality test, linearity test, and hypothesis testing. The hypothesis test can be divided into two, namely:

a) Correlation test; According to Sugiyono (2013: 288), correlation techniques were used to find relationships and prove hypotheses, R
b) Regression test; Mishbahuddin and Hasan (2013:266) defined simple regression test as linear regression in which there were only two variables involved, namely one dependent variable Y and one independent variable X and rank two,

3. RESULT AND DISCUSSION

The results of the descriptive analysis in data collection and analysis in this study used a technical questionnaire (questionnaire) and documentation. Questionnaires were given to 35 students of class X Light Vehicle

Engineering A SMK Private St. Aloisius Ruteng. Documentation for filling out the questionnaire and evaluating the final results.

1) Emotional Intelligence Variable Data (X)

Tabel 4.1 Data Deskripsi Kecerdasan Emosional Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
skor kecerdasan emosional	35	39	60	49,54	5,463	29,84
Valid N (listwise)	35					

Based on the statistical test in table 4.1 above, the number of students who filled out the questionnaire was 35 people, obtained an average (average) score of 49.54, a minimum score of 39, and a maximum of 60.

2) Learning achievement variable data (Y)Tabel 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
nilai prestasi belajar	35	68	90	78,63	6,426	41,299
Valid N (listwise)	35					

Based on the statistical test in table 4.2 above, the number of students who filled out the questionnaire was 35 people, obtained an average value (mean) of 78.63, a minimum value of 68 and a maximum of 90.

The results of the emotional intelligence normality test data, namely an increase of 0.119 with a sig number of 0.200 with a sig level = 0.05, so 0.200 > 0.05, it can be said that the sample is normally distributed, while the results of the normality data on learning achievement are obtained 0.107 with a large sig number. it is 0.200 with a level of sig = 0.05, so 0.200> 0.05 then it can be said that the sample is normally distributed. For the results of the linearity test data using the Anova technique, it can be seen that the

linearity test increased by 0.695 with a level of sig = 0.05, so 0.695 > 0.05, it can be said that there is a linear relationship. Meanwhile, hypothesis testing includes correlation and regression tests.

In the correlation test, it was found that there was an increase of 0.010 with a level of sig = 0.05, so 0.010 <0.05, it can be said that there is a relationship between the existing variables. While the regression test obtained the magnitude of 0.010 with a level of sig = 0.05, so 0.010 <0.05, it can be said that there is no effect between variables X and Y.

Based on the prerequisite test of emotional analysis or normality test for data and learning achievement using the Kolmogrov-Smirnov method, it can be seen for normality testing, which is calculated as 0.119 with a sig number of 0.200 with a level of =0.05, so 0.200 > 0.05.

Based on the correlation hypothesis testing using the Correlation technique, it was obtained an increase of 0.010 with a level of <0.05, and it can be said that there is a normally distributed relationship. Testing the hypothesis by using the technique of increasing the magnitude of 0.010 <0.05, it can be said that there is an influence between the variables X and Y.

Following the hypothesis above, it can be said that the emotional relationship with student achievement in class X SMA Private St. Aloisius Ruteng 2019/2020 school year.

4. CONCLUSION

Based on the study result, it can be said that there is an emotional relationship with the learning achievement of class X students of the St.Aloisius Ruteng Private Vocational School for the 2019/2020 academic year. This can be proven from the correlation test, that is, 0.010 <0.05, so it can be said that there is a relationship between the existing variables.

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