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The Influence of Emotional Intelligence on Student Learning Outcomes at Religion-based High School in Indonesia

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ABSTRACT

This study investigates the impact of emotional intelligence on the mathematics learning outcomes of 4th-grade students at MIS Harisma Pulo Padang, Labuhanbaru Regency, Indonesia. Employing quantitative research methodology, the descriptive analysis indicates that emotional intelligence maintains a constant value of 66.008. Furthermore, the regression coefficient for the emotional intelligence variable is calculated at 0.256, signifying that for every unit increase in emotional intelligence, there is a corresponding increase of 0.256 in learning outcomes, as expressed in the simple regression equation Y = 66.008 + 0.256X. The calculated t value for emotional intelligence stands at 0.00, supporting the acceptance of Ha, which asserts a positive correlation between emotional intelligence and mathematics learning outcomes. Moreover, the F probability value (F-calculated) of 0.004 < 0.05, along with t= 3.100 and t-table = 2.029, indicates that the condition t-count > t-table is met. Consequently, with a determination coefficient of 21.1%, Ha is affirmed while H0 is rejected, implying that the linear regression equation model, based on the research data, is statistically significant and complies with linearity criteria. In conclusion, emotional intelligence significantly influences mathematics learning outcomes.

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Introduction

Education is one of the efforts that humans must carry out continuously to achieve something they desire. Education is very necessary for every human being, to improve the quality of that human being. Success in the world of education is a determining factor in achieving educational goals to educate the nation's children. This was done to welcome the arrival of a global era that is increasingly sophisticated and full of competition. Therefore education has a very important role. Responsibility in education is also an obligatory task for every community that must be carried out because this task is one of several instruments of society and the nation to develop humans as caliphs on earth [1].

The new educational paradigm places more emphasis on students as humans who have the potential to learn and develop. Students must be active in the search and development of knowledge. Learning is a process of change from not being able to become capable and occurs over a certain period. By studying, students can realize their expected goals. According to Ref. [2], learning mathematics is learning about mathematical concepts and structures contained in the material being studied and looking for relationships between mathematical concepts and structures. The learning process that occurs in every human being is something important because through learning humans get to know their environment and adapt to the environment around them. The learning process at school is complex and comprehensive. Many people believe that to achieve high learning outcomes in learning, a person must have a high Intelligence Quotient (IQ) because intelligence is a potential provision that makes learning easier and in turn will produce optimal learning outcomes. According to Ref. [3], emotional intelligence is an ability and skill in building social relationships that reflects concern in recognizing feelings of oneself and others, motivating oneself, managing emotions well, and being able to carry out relationships with other people to obtain a positive influence to achieve success. So it can be concluded that the essence of intelligence is the ability to set and maintain a goal, to make adjustments to achieve that goal, and to assess one's condition critically and objectively.

In reality, in the teaching and learning process at school, students are often found who cannot achieve learning outcomes commensurate with their intelligence abilities. Some students have high intelligence abilities but obtain relatively low learning outcomes, but there are students who, even though their intelligence abilities are relatively low, can achieve relatively high learning outcomes. That is why the level of intelligence is not the only factor that determines a person's success, because other factors influence it. 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, manage

emotions, use emotions productively (mood), empathy, and the ability to build relationships [4].

Emotional intelligence includes different abilities but influences academic intelligence. People will not be able to use their cognitive abilities to their maximum potential without having emotional intelligence. Emotional intelligence has a very important role in achieving success at school and in communicating in the community. Emotional intelligence includes different abilities but complements each other with academic intelligence.

Literature Review

A. Emotional Intelligence

According to Ref. [5], emotional intelligence is a person's greater ability to motivate themselves, be resilient in the face of failure, control emotions and delay gratification, and regulate mental states. With emotional intelligence, someone can place their emotions in the right portion, choose satisfaction, and regulate mood. Emotional intelligence is a person's ability to control their emotions intelligently based on indicators of emotional intelligence such as: recognizing one's own emotions, managing and controlling emotions, motivating oneself, recognizing other people's emotions (empathy), the ability to build relationships (cooperation) with other people and understand and control your own and other people's emotions accurately, so you can use your emotions well and manage them into intelligence that is useful for positive things [6]. EQ is the bridge between what is known and what is done. The higher your EQ, the more skilled you are at doing what you know is right. The emotional mind is a radar for danger, if you wait for the rational mind to make these decisions, it may not only be wrong, it may be dead.

Activities and efforts to achieve behavioral change are a learning process, while behavioral changes that are observed and measured are learning outcomes. A person is said to be learning if a process of activity occurs within a person that results in changes in behavior. The learning process and learning outcomes are related to each other. A person's success in learning is an illustration of mastering the subject matter provided [7].

B. Learning outcomes

Learning outcomes are benchmarks or benchmarks that determine the level of success of students in knowing and understanding subject matter from their learning experience process as measured by tests. This is supported by Ref. [8] who states that learning outcomes are the abilities possessed by students after receiving learning experiences covering the cognitive domain, affective domain, and psychomotor domain. Learning outcomes are the culmination of learning activities in the form of changes in cognitive, affective, and psychomotor forms in terms of abilities regarding numbers, numbers, conceptual and logical relationships that are sustainable and can be measured or observed. In the teaching and learning process, teachers

carry out their duties not only in conveying material to students but they are also required to assist in the success of delivering subject matter, namely by evaluating teaching and learning outcomes. Efforts to provide teaching and learning evaluations are to determine students' mathematics learning outcomes. Teaching and learning evaluation activities are closely related to measurement activities in the form of learning outcome tests. The results of the test are nothing but grades. Results are nothing more than something that has been done, created either individually or in groups in a particular field.

The formulation of ability aspects that describe student output resulting from the learning process can be classified into three classifications based on Bloom's Taxonomy. According to Benjamin Bloom, learning objectives can be classified into three domains, namely: Cognitive domain, relating to intellectual thinking abilities and skills, Affective domain, relating to attitudes, abilities, and mastery of emotional aspects, namely feelings. , attitudes and values, and Psychomotor domain, relating to skills or physical movements.

Bloom further explained that the cognitive domain consists of six categories namely:

- Knowledge, namely the level of ability that requires students to be able to recognize or know the existence of concepts, principles, facts, or terms without having to understand or be able to use them.
- Comprehension, namely the level of ability that requires students to comprehend or comprehend the subject matter presented by the teacher and be able to utilize it without having to relate it to other things.
- Application, namely the level of ability that requires students to use general ideas, procedures or methods, principles, and theories in new and concrete situations.
- Analysis is a level of ability that requires students to describe a particular situation or situation into its constituent elements or components.
- Synthesis, namely the level of ability that requires students to produce something new by combining various factors. The results obtained can be in the form of writing, plans, or mechanisms.
- Evaluation, namely a level of ability that requires students to be able to evaluate a situation, situation, statement, or concept based on certain criteria.

Ref. [9] explains that mathematics learning outcomes are the final results that students have or obtain after they experience the mathematics learning process which is marked by a scale of values in the form of letters, symbols, or numbers, and this is usually used as a benchmark for whether the student is successful or not. in mathematics learning. Learning outcomes are changes in behavior that occur continuously and are not static.

Researchers also studied two relevant studies. The first research was conducted by Ref. [10] concerning the influence of emotional intelligence on learning motivation. The results of the descriptive analysis show that students' emotional intelligence is in the medium category with a percentage of 14%. Then, from the results of the data analysis, there is a significant influence with the calculated r = 16.991 and by consulting the t table value = 1.72. Meanwhile, the influence of variable X on variable Y is 93.8%. With these results, Ha is accepted and H_0 is rejected, so it can be concluded that there is a significant influence between emotional intelligence on the mathematics learning motivation of fourth-grade students at Ngulankulon State Elementary School.

Secondly, the research was conducted by Ref. [11] concerning the influence of emotional intelligence on mathematics learning results. This type of research is Quantitative Research which was carried out at SD Negeri 102034 Gempolan, with a population of 30 students and a sample of 30 students was obtained. Data collection techniques use observation, documentation, and questionnaires. There is a positive influence of Emotional Intelligence on the Mathematics Learning Outcomes of Class IV Students at SD Negeri 102034 Gempolan.

The research aims to investigate the relationship between emotional intelligence and mathematics learning outcomes among fourth-grade students at MIS Harisma Pulo Padang, Rantau Utara District, Labuhanbatu Regency, during the Academic Year 2022/2023.

Material And Methods

This research was conducted at MIS Harisma Pulo Padang which is located in Rantau Utara District, Labuhanbatu Regency, North Sumatra, Indonesia. This research was conducted in the eighth semester of the 2022/2023 academic year. The type of research carried out in this research is quantitative ex post facto. Ex post facto research is research carried out to examine an event that occurred and then trace it backward through the data to find factors that preceded or determined possible causes for the event being studied [12].

According to the level of explanation of the position of the variables, this research is causal associative, namely looking for causal relationships (influence), and the influence of the independent variable (X) on the dependent variable (Y). This research seeks to find the influence of emotional intelligence on mathematics learning outcomes. Based on the type of data, this research is quantitative. Quantitative research methods are used to research certain populations or samples, data collection uses research instruments, and quantitative/statistical data analysis, with the aim of testing predetermined hypotheses

In this research, there are two variables, namely the independent variable and the dependent variable. Independent variables are variables that influence or become a cause for the emergence of the dependent variable. The independent variable in this research is

emotional intelligence (X). The dependent variable is the variable that is influenced or is the result of the independent variable. The dependent variable in this research is mathematics learning outcomes (Y).

The population in this study were 38 4th-grade students of MIS Harisma Pulo Padang. The sample is part of the number and characteristics of the population [12]. In taking the sample size, if there are less than 100 subjects then it is better to take all of them. If the subject is large it can be taken between 10%-15% or 20%-25% or more. Because the population is less than 100, the researcher used the sample for this research as the entire population, namely 38 students.

The instruments in this research used observation, questionnaires, and documentation. The questionnaire used in this research is based on the emotional intelligence scale consisting of five aspects, namely: recognizing emotions, managing emotions, motivating yourself, recognizing other people's emotions, and building good relationships with other people. This instrument is useful for measuring the extent to which emotional intelligence is understood by students. Then the five aspects are explained into 20 statement items.

To measure students' emotional intelligence, a questionnaire is used with a Likert scale containing 20 questions, each question has a different score from the score on the question, namely strongly agree with a score of 4, agree with a score of 3, disagree with a score of 2, and strongly disagree with a score of 1. Then the documentation used is to see the children's mathematics learning results from the even semester report cards distributed in June 2023.

Inferential analysis is used to determine the relationship or influence between the independent variables on the dependent variable. The statistical design used to analyze data on the influence of emotional intelligence on learning achievement is the Simple linear regression analysis technique; test the significance of Regression using testing rules with α=0,05 and degrees of freedom (df = $n_1 + n_2 - 2$) namely if $t_{count} > t_{table}$ then H_a is accepted and H_0 is rejected if $t_{count} < t_{table}$ then H_0 is accepted and Ha rejected; and Calculating the Determination value, to determine the effect of student emotional intelligence (X) on student learning achievement (Y). Making is done by looking at the significance value in the Coefficients table. The basis for testing regression results is carried out with a confidence level of 95% or with a significance level of 5% (α=0,05). As for the criteria for the t-statistical test [13]:

- If the significance value of the t-test is > 0.05, then H_0 is accepted and Haa is rejected. This means that there is no influence between the independent variable and the dependent variable.

- If the significance value of the t-test is <0.05 then H_0 is rejected and Haa is accepted. This means that there is an influence between the independent variable and the dependent variable.

Results

The results of the documentation of mathematics learning outcomes seen from the even semester report cards showed that the student's lowest score was 75 and the highest score was 90.

Table 1. Distribution of Learning Outcome Scores

Mark/ Score	Frequency
75 - 77	3
78 – 80	9
81 – 83	1
84 – 86	10
87 – 89	11
90 – 92	4
Total	**38**

Descriptive analysis calculations obtained a Mean, Median, Standard Deviation, variance, and total (sum) in the following Table 2.

Table 2. Descriptive Statistics

	X	Y
Mean	70.63	84.26
Median	72.50	86.00
Std. Deviation	8.287	4.665
Variance	68.671	21.767
Sum	2684	3202

From Table 2, the calculation of descriptive analysis of emotional intelligence and learning outcomes shows that the average emotional intelligence data is 70.63 with a standard deviation of 8.287, the median is 72.50, and the average mathematics learning outcomes test data is 84.26 with a deviation standard is 4.665, the median is 86.00.

The normality test is to see whether the residual values are normally distributed or not. A good regression model has residual values that are normally distributed. So the normality test is not carried out on each variable but on the residual value. To test the normality of the data, researchers used the Kolmogorov-Sminorv test with a significance level (α)= 5%. This test was carried out with the help of SPSS 22. Data is normally distributed if the significant value is > (α).

Table 3. Tests of Normality

	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
X	0.117	38	0.200 *	0.918	38	0.009
Y	0.107	38	0.200 *	0.950	38	0.092
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

From Table 3, it can be seen that based on calculations using the Kolmogorov-Sminorv test, a significant sig (2-tailed) value of 0.200 is greater than 0.05. So it can be concluded that the data is normally distributed. After carrying out the prerequisite tests on the two samples, a hypothesis test was then carried out. The hypothesis test was carried out to find out whether there was an influence of emotional intelligence on mathematics learning outcomes for class IV students at MIS Harisma Pulo Padang. In general, the simple linear regression equation is $Y = a + bX$.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.459 [a]	.211	.189	4.202
a. Predictors: (Constant),				

From the Model Summary (Table 4), a correlation value (r) of 0.459 is obtained, so this value can be interpreted as indicating that the relationship between the two research variables is in the quite strong category. From the table above, the R-square value or coefficient of determination is also obtained at 21.1%, which means that the independent variable has a contribution of 21.1% to variable Y.

To determine the level of significance or linearity. The criteria can be determined based on the F test or significance value (sig) test. Through the sig test, with the condition that sig < 0.05, the regression model is linear.

Table 5. ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	169.721	1	169.721	9.612	.004 [b]
	Residual	635.647	36	17.657		
	Total	805.368	37			
a. Dependent Variable: Y						
b. Predictors: (Constant),						

From Table 5, it can be seen that the significant value is 0.004 < 0.05, so the regression model is linear so it meets the linearity criteria.

Table 6. Linear Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	66.008	5.927		11.136	.000
X	.258	.083	.459	3.100	.004

a. Dependent Variable: Y

Analysis of the data in Table 6 shows that this research obtained a constant value of 66.008, meaning that if the student's emotional intelligence value is 0, then the student's mathematics learning outcome value is 66.008. The regression coefficient for the emotional intelligence variable is 0.256, which means that every 1 unique increase in emotional intelligence will be followed by an increase in learning outcomes of 0.256 so that a simple regression equation is obtained Y = 66.008 +0.256X.

To answer the hypothesis, it can be seen from the calculated t value of the emotional intelligence variable of 0.00, indicating that H_a is accepted, which means that emotional intelligence has a positive effect on students' mathematics learning outcomes. Then the probability value F (F-count) is 0.004 < 0.05, thus the linear regression equation model based on research data is significant, meaning that the linear regression model meets the linearity criteria. Then it can be seen from the test rule criteria with α=0,05and degrees of freedom ($df=n_1 +n_2 – 2$), namely if $t_{count} > t_{table}$ then Ha is accepted and H 0 is rejected if $t_{count} < t_{table}$ then H_0 is accepted and Ha is rejected. From the research results it was obtained that t_{count}=3.100 and t_{table}=2.029 so that it meets the criteria of $t_{count} > t_{table}$ with a coefficient of determination of 21.1%, where Ha is accepted and H_0 is rejected. So it can be concluded that emotional intelligence has a positive effect on students' mathematics learning outcomes.

There is an influence of emotional intelligence on the learning outcomes of 4th-grade students as evidenced by the Sig. equal to 0.00 < 0.05 Thus, the test shows that H0 is rejected and Ha is accepted. Therefore, it can be concluded from these results that the emotional intelligence variable influences students' mathematics learning outcomes. The results of this research by Ref. [6] that emotional intelligence is divided into five areas, namely: recognizing oneself, managing one's emotions, motivating oneself, recognizing other people's emotions, and building relationships. Emotional intelligence is the ability to motivate oneself, and the ability to manage emotions well in oneself and relationships with other people. Emotional intelligence is very important considering that there is an interaction between humans which requires the ability of a person to manage their emotions when socializing and communicating with other people. With emotional intelligence, a person can control his emotions and manage his feelings, then he will be far from the conflict that exists within his personality. This is how

a person can optimize the process of controlling his emotions, he will be more able to control everything. the decisions he will carry out, he will be more careful in every decision he makes.

Then we get a significant value from the ANOVA table of 0.004 < 0.05, so the regression model is linear so it meets the linearity criteria. The constant value is 66,008, meaning that if the student's emotional intelligence value is 0, then the student's mathematics learning outcome value is 66,008. The regression coefficient for the emotional intelligence variable is 0.256, which means that every 1 unique increase in emotional intelligence will be followed by an increase in learning outcomes of 0.256 so that a simple regression equation is obtained Y = 66.008 + 0.256X.

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Emotional intelligence has been extensively researched concerning learning achievement, particularly in academic settings. Numerous studies have consistently demonstrated that emotional intelligence positively impacts students' academic performance. Research has emphasized the role of emotional intelligence in promoting self-directed learning [14], enhancing academic performance during challenging periods such as the COVID-19 pandemic [15], and improving academic achievement in adolescents [16]. Emotional intelligence has been associated with improved academic outcomes among students across various educational levels, including elementary school, high school, and university settings [17].

Moreover, emotional intelligence has been linked to decreased academic stress [18], increased motivation [19],[20], and reduced academic procrastination [21], all of which contribute to better learning outcomes. The relationship between emotional intelligence and academic achievement has been explored in diverse populations, such as medical students [22],

university students [23], and primary school students [24], consistently revealing a positive correlation between emotional intelligence and academic success.

While some studies have suggested a weak relationship between emotional intelligence and academic achievement [25], the majority of the literature supports the idea that emotional intelligence significantly predicts and enhances students' academic performance [26]-[28]. Overall, emotional intelligence is acknowledged as a critical factor that not only improves academic outcomes but also influences students' social and personal lives [19].

Conclusion

In conclusion, the findings of the research reveal a notable relationship between emotional intelligence and mathematics learning outcomes among fourth-grade students at MIS Harisma Pulo Padang, Rantau Utara District, Labuhanbatu Regency, during the Academic Year 2022/2023. The descriptive analysis indicates that as emotional intelligence levels increase, there is a corresponding positive impact on mathematics learning outcomes. This is evidenced by the regression analysis, which demonstrates a significant linear relationship between emotional intelligence and learning outcomes. Specifically, for every unit increase in emotional intelligence, there is a predicted increase of 0.256 units in mathematics learning outcomes. Therefore, it can be inferred that fostering emotional intelligence may contribute to enhancing the academic performance of students in mathematics.

Suggestions

With the results and discussion above, it is known that emotional intelligence is very important to hone from an early age (in elementary school) because emotional intelligence has a positive correlation with academic success. So it is hoped that from this research and previous research, every teacher can develop emotional intelligence in a child's learning process so that when their emotional intelligence develops well, their academic results will also be good. Children who have high emotional intelligence are happy, confident, popular, and more successful at school. Because they can recognize emotional turmoil, establish sweet relationships with other people, and manage stress**.**

Conflict of Interest

The authors declare that there is no conflict of interest.

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