



The Relationship Between Emotional Intelligence and Student Learning Success

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Abstract

Emotional intelligence is greatly influenced by the environment, is not permanent, can change at any time. For that, the role of the environment, especially parents in childhood, greatly influences the formation. Emotional intelligence. EQ skills are not the opposite of IQ skills or cognitive skills, but both interact dynamically, both at the conceptual level and in the real world. In addition, EQ is not so influenced by hereditary factors. With interactive teaching and learning activities, teachers teach students with the hope that students learn. By learning, students' abilities increase. The cognitive, affective and psychomotor domains of students are increasingly functioning.

Keywords: Emotional intelligence and Student Learning Success

INTRODUCTION

Education is an effort or activity carried out deliberately, regularly, and planned with the aim of changing or developing desired behavior. Schools, as formal institutions, are a means to achieve these educational goals. Through school, students learn various things that ultimately aim to improve academic achievement. Academic achievement is the level of a student's ability to absorb a type of lesson given by a teacher in teaching and learning activities. Through academic achievement, a student can determine the progress they have made in their learning.

The learning process in school is complex and comprehensive. Many believe that achieving high academic achievement requires a high Intelligence Quotient (IQ), as intelligence is a potential asset that facilitates learning and, in turn, leads to optimal academic achievement.

According to Binet in Winkel's book, "the essence of intelligence is the ability to set and maintain a goal, to make adjustments in order to achieve that goal, and to assess one's own condition critically and objectively."

In reality, in the teaching and learning process at school, it's common to find students who fail to achieve academic achievement commensurate with their intelligence. Some students possess high intelligence but achieve relatively low academic achievement, while others, despite their relatively low intelligence, achieve relatively high academic achievement. Therefore, intelligence is not the sole determining factor in a person's success; other factors influence it.

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RESEARCH METHOD

This method is a qualitative research that is a literature study using articles, journals, and other books. This research is carried out by collecting information.

RESULTS AND DISCUSSION

Emotional Intelligence

The word emotion comes from the Latin word *emovere*, meaning to move away. This word implies that the tendency to act is an absolute necessity in emotions. According to Daniel Goleman, emotion refers to a distinctive feeling and thought, a biological and psychological state, and a series of tendencies to act. Emotion is essentially an impulse to act. Emotions are usually reactions to external and internal stimuli. For example, happy emotions trigger mood swings, resulting in physiological laughter, while sad emotions trigger crying. Emotions are related to physiological changes and various thoughts. Thus, emotions are an important aspect of human life because they can be motivators of behavior, meaning they enhance, but they can also interfere with, intentional human behavior.

Several figures have put forward various types of emotions, including Descartes. According to Descartes, emotions are divided into Desire (wish), hate (hate), Sorrow (sad/grief), Wonder (amazed), Love (love) and Joy (joy). While JB Watson presented three types of emotions, namely fear (afraid), Rage(anger), Love (Love).

The term “emotional intelligence” was first coined in 1990 by psychologists Peter Salovey of Harvard University and John Mayer of the University of New Hampshire to describe emotional qualities that appeared to be important for success. Salovey and Mayer defined emotional intelligence, or EQ as it is often called, as, “The subset of social intelligence that involves the ability to monitor the socially relevant emotions of others, to discriminate among them, and to use this information to guide one’s thinking and actions.”

Emotional intelligence is strongly influenced by the environment, is not permanent, can change at any time. Therefore, the role of the environment, especially parents during childhood, greatly influences the formation of emotional intelligence. Emotional intelligence. EQ skills are not the opposite of IQ skills or cognitive skills, but both interact dynamically, both at the conceptual level and in the real world. In addition, EQ is not strongly influenced by hereditary factors. Gardner in his book entitled *Frame Of Mind*, in Goleman said that, not only one type of intelligence. The monolithic one is important for achieving success in life, but there is a wide spectrum of intelligence with seven main varieties, namely linguistic, mathematical/logical, spatial, kinesthetic, musical, interpersonal and intrapersonal. This intelligence is called by Gardner as personal intelligence which Daniel Goleman calls emotional intelligence. According to Goleman, emotional intelligence is a person's ability to manage their emotional life with intelligence (to manage our emotional life with intelligence), maintain emotional harmony and its

expression (the appropriateness of emotion and its expression) through self-awareness skills, self-control, self-motivation, empathy and social skills.

Intelligence, in a general sense, is a general ability that distinguishes one person from another. Gunawan et al. define emotional intelligence as the ability to recognize one's own feelings and those of others, the ability to motivate oneself, and the ability to manage emotions effectively within oneself and in relationships with others.

According to Handoko, emotional intelligence can be defined as the ability to recognize, manage, and express emotions appropriately, including motivating oneself, recognizing the emotions of others, and fostering relationships with others. Clearly, individuals with high emotional intelligence can live happier and more successful lives due to their self-confidence and ability to control their emotions, resulting in good mental health. Emotional intelligence is the ability to use emotions effectively to manage oneself and positively influence relationships with others.

Student Learning Success

Student learning success means the "achievement" of student learning goals, thus achieving instructional learning goals and, at the same time, "intermediate" learning goals for students. With learning success, students will develop learning programs and learning goals. For students, this means achieving emancipation in order to achieve independence.

Students are the subjects involved in teaching and learning activities in the classroom. In these activities, students experience teaching and respond with learning activities. Initially, students do not understand the importance of learning, but thanks to information about learning objectives, they understand the meaning and significance of the learning material for them. Students experience a learning process. In this learning process, students use their mental abilities to learn the learning material. The cognitive, affective, and psychomotor skills learned through the learning material become more detailed and understandable. Information about learning objectives, reinforcement, evaluation, and learning successes make students increasingly aware of their own abilities. This strengthens the desire for independence.

From a teacher's perspective, they provide information about learning objectives. For students, these learning objectives are "temporary" learning goals. Learning improves their abilities. This increased ability encourages students to achieve new learning objectives. While students initially receive learning objectives from the teacher, over time, they develop their own learning objectives. This allows them to create their own learning programs.

Through interactive teaching and learning activities, teachers teach students with the hope that they will learn. Through learning, students' abilities improve. Students' cognitive, affective, and psychomotor domains become more functional. Therefore, teachers should be able to formulate learning objectives that encompass all three domains, ensuring a broad range of expected competencies. To formulate learning objectives, teachers should consider several factors that should serve as guidelines for effective operational formulation, namely:

- a. Focus on changing student behavior

- b. Specialize in limited forms
- c. Realistic for students' developmental needs.

Every teaching and learning process always produces learning outcomes. The question at hand is the level of learning achievement (outcome). In this regard, the success of the teaching process is divided into several levels or stages. These levels of success are as follows:

1. Special/maximum, when all the material taught can be mastered by the students.
2. Very good/optimal, if the majority (76% to 99%) of the learning material taught can be mastered by students.
3. Good/minimal, when only 60% to 75% of the learning material taught is mastered by students.
4. Less, when less than 60% of the learning material taught is mastered by students.

By looking at the data contained in the format of student absorption in learning and the percentage of success in achieving ICT, we can determine the success of the teaching and learning process that has been carried out by students and teachers.

The form of student learning success behavior can be shown through several factors, including;

- 1) Students feel satisfied and happy with what the teacher has conveyed in class.
- 2) Students also feel that they have the ability to follow the material presented by the teacher from step by step so that they can easily remember what the teacher has conveyed.
- 3) Students will be able to develop what they understand to develop it in their real lives so that in the future it is hoped that students will be able to do something that is beneficial for their own lives for their future.

Doing something useful as a form of learning outcomes, encompassing knowledge, understanding, skills, and attitudes, all of which are integrated into students' behavior toward maturity. The reality is that students learn solely based on the material contained in textbooks, and their ability to master the material is measured to obtain a success score. Meanwhile, students' ability to apply what they have learned to their future lives is sometimes overlooked by teachers..

CONCLUSION

Based on the explanation above, it can be concluded that

1. The word emotion comes from the Latin word *emovere*, meaning to move away. This word implies that the tendency to act is an absolute necessity in emotions. According to Daniel Goleman, emotion refers to a distinctive feeling and thought, a biological and psychological state, and a series of tendencies to act. Emotion is essentially an impulse to act. Emotions are usually reactions to

external and internal stimuli. For example, happy emotions trigger mood swings, resulting in physiological laughter, while sad emotions trigger crying. Emotions are related to physiological changes and various thoughts. Thus, emotions are an important aspect of human life because they can be motivators of behavior, meaning they enhance, but they can also interfere with, intentional human behavior.

2. Student learning success means the "achievement" of student learning goals, thus achieving instructional learning goals and, at the same time, "intermediate" learning goals for students. With learning success, students will develop learning programs and learning goals. For students, this means achieving emancipation in order to achieve independence.

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