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## THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON STUDENT LEARNING ACHIEVEMENT IN DISCOURSE ANALYSIS COURSE

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### ABSTRACT

This study aims to determine the effect of emotional intelligence on learning achievement in the Discourse Analysis course of students of the Indonesian Language and Literature Education Study Program, Indonesian Christian University Toraja. Research using quantitative design. The research sample consisted of 20 students who were determined by random sampling. To measure emotional intelligence, a questionnaire instrument was used, while learning achievement was determined based on the results of the midterm and end of semester tests. Data analysis using inferential statistical calculations. The results showed that there was an effect of emotional intelligence on student achievement in the Discourse Analysis course, which was 26.7%. The remaining 73.3% is influenced by other factors. The results of the regression analysis obtained a constant value of 112.044 and the regression coefficient for the emotional intelligence variable was 0.374, so that a simple linear regression equation  $Y = 112.044 + 0.374X$  was obtained. From these results, it can be concluded that emotional intelligence influences student achievement. Thus, it is suggested that in order to improve student learning achievement, it is necessary to foster and develop students' emotional intelligence.

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### INTRODUCTION

Education is a conscious effort that is carried out systematically in creating a teaching and learning atmosphere so that students can develop their potential. With education, the initial intelligence that students already have can be managed and developed to have noble

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character, personality, spiritual strength, and skills that are beneficial to themselves and society. One form of education is formal education held in schools.

One of the social institutions that has a special task to organize education is Higher Education. As formal education, higher education is an educational institution as a place to carry out learning activities. In higher education too, students will be fostered and educated to have abilities, intelligence, and skills.

Learning is an important activity that everyone must do optimally to be able to master or obtain something. The success of students in learning is usually seen from their learning outcomes. There are several factors that can affect student academic achievement. One of the factors that influence student academic achievement is intelligence. Every student has different intelligence. There are three kinds of intelligence, namely Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ). In this study, we will examine Emotional Quotient (EQ).

Emotional intelligence or Emotional Quotient (EQ) can be interpreted as a person's ability to recognize and process all the emotions that exist in oneself. The power and sensitivity possessed by someone who has a level of emotional intelligence will motivate them to seek unique benefits and potential in themselves. This will affect student academic achievement.

In the learning process, emotional intelligence is needed by students to understand the lessons conveyed by the lecturer because if you only rely on intellectual intelligence, it cannot function properly. Emotional intelligence determines how well students are able to use the other intelligences they have. The results of psychological research show that apart from being determined by IQ, learning and achievement are also determined by emotional intelligence. It is often found that students are unable to achieve what is equivalent to their intelligence abilities. There are students who have high intelligence abilities but relatively low academic achievements, but there are students who, although their intelligence abilities are relatively low, have high academic achievements. That is why, intellectual intelligence is not the only factor that determines a person's success in learning because there are other factors that influence it.

In the process of learning Indonesian, students often encounter problems in learning, such as being indifferent, giving up easily and not having enthusiasm in learning Indonesian. Most of them feel less confident and don't like learning Indonesian on the grounds that learning Indonesian is difficult to understand and complicated so they don't

find a way out in solving Indonesian questions. All attitudes shown by these students are centered on the emotions that exist within them. Emotional state also affects students when receiving lessons. If they are bored or angry, they will find it difficult to accept and understand the lessons delivered by the lecturer. The problems above cause students to be unable to motivate themselves to advance so that it greatly influences student academic achievement. Therefore, emotional intelligence has a very important role in the educational environment in achieving successful student academic achievement. Low emotional intelligence will find it difficult to focus attention (concentration) during the teaching and learning process, causing low student academic achievement. So emotional intelligence in students must also be a special concern for lecturers in the learning process.

It was first raised in 1990 by Peter Salovey of Harvard University and John Mayer of the University of New Hampshire. However, the term Emotional Intelligence (EI) spread to various corners of the world after the publication of a best seller by Daniel Goleman, EI in 1995. Several recent scientific studies have given rise to the term EI which became known to the public as Emotional Quotients or EQ (Darmansyah, 2010).

According to Goleman (2019), all emotions are basically impulses to act. The root of the word emotion is *move*, a Latin verb meaning "to move, to move", plus the prefix "e-" to mean "to move away", implying that the tendency to act is absolute in emotion.

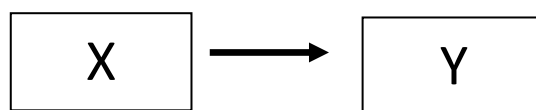
Another definition put forward by Uno (2017), emotional intelligence is an ability such as the ability to motivate oneself and endure frustration, control impulses and not exaggerate pleasure, regulate moods and keep stress from crippling the ability to think, empathize and pray. Then according to Darmansyah (2010), "Emotional intelligence is a subset of social intelligence involving the ability to monitor feelings and emotions, both in oneself and others."

Based on some of the definitions above, it can be concluded that emotional intelligence is the ability to recognize one's own feelings and the feelings of others, control oneself, process emotions, motivate oneself, be able to empathize, and the ability to build relationships with others. Goleman (Darmansyah, 2010), says that placing personal intelligence on emotional intelligence while expanding this ability into five main areas, namely as follows.

- 1) Recognize your own emotions. The ability to monitor feelings over time is important for psychological insight and self-understanding. the inability to examine our true feelings puts us at the mercy of feelings.
- 2) Manage your own emotions. The ability to manage emotions includes the ability to entertain oneself, release anxiety, moodiness, or offense, and the consequences that arise due to the failure of these basic emotional skills.
- 3) Motivate yourself. Organizing emotions as a means to an end is very important in terms of paying attention to motivating yourself, controlling yourself, and being creative.
- 4) Recognize other people's emotions. Empathy, a capacity that also depends on emotional self-awareness, is a basic social skill.
- 5) Build relationships. The art of building relationships is, in large part, the skill of managing other people's emotions. Building relationships with regard to social skills.

## **METHOD**

The type of research used in this research is quantitative research. Quantitative research methods are used to examine certain populations and samples, data collection uses research instruments, data analysis is quantitative/statistical in nature, with the aim of testing established hypotheses. In this study there are two variables, namely the independent variable and the dependent variable. The design and influence between research variables can be seen as follows:



Information:

X = Emotional intelligence

Y = Results of learning Indonesian

The population in the study is the area that the researcher wants to study. As according to Sugiyono (2017), "Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions". The opinion above is one of the references for the writer to determine the population. The population to be used as research is students of the 7th semester of the Indonesian Language and Literature Education Study Program.

The sample is part of the population that the researcher wants to study. According to Sugiyono (2017), the sample is part of the number and characteristics possessed by the population. The sample is part of the existing population, so for sampling it must use a certain method based on existing considerations. The size of the sample is determined by the amount of data or observations in the sample. The sampling technique used random sampling. The research instrument is a tool used by researchers to collect data. The research instrument used in this study was a non-test instrument in the form of a questionnaire to measure students' emotional intelligence and documentation for student learning outcomes. In this study, the class that has been selected as the research sample will be given a questionnaire. Where the questionnaire consists of questions that are guided by indicators of emotional intelligence. The research instrument uses a Likert scale in the form of a checklist (√) in the column provided.

Data collection techniques are the most important step in research, because the main purpose of research is to get data. Without knowing data collection techniques, researchers will not get data that meets the established data standards. As for data collection techniques with quantitative research methods used in this study are questionnaires and documentation.

Data analysis techniques in this study using statistics. There are two kinds of statistics used in the analysis of research data, namely descriptive statistics and inferential statistics. Sugiyono (2017) explains that descriptive statistics are statistics that are used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations. In this study, descriptive statistics were used to calculate the mean, mode, median, variance range, standard deviation, lowest value, and highest value. Meanwhile, inferential statistics is a statistical technique used to analyze sample data and its performance is applied to the population. Inferential statistics are used to test the assessment hypothesis for this purpose the normality test, linearity test, simple linear regression test, and hypothesis testing are used.

## **RESULTS AND DISCUSSION**

Emotional intelligence data (variable X) was obtained using an emotional intelligence scale consisting of 25 valid questions. The range of scores used for each item is 1-4. The maximum score a respondent can get is 100 (25x4) and the minimum score is

25 (25x1). The frequency distribution of emotional intelligence can be seen in the following table.

**Table 1. Frequency Distribution and Categorization of Student Emotional Intelligence in the Discourse Analysis Course of the Indonesian Language and Literature Study Program**

Interval	Frequency	Percentage	Category
> 90,149	3	15%	High
70,351 – 90,149	12	60%	Average
< 70,351	5	25%	Low
Sum	20	100%	

From the table above it can be seen that 3 students (15%) are in the high category, 12 students (60%) are in the medium category, and there are 5 students (25%) who are in the low category. Thus it can be concluded that most students of the Indonesian Language and Literature Education Study Program have a moderate level of emotional intelligence.

Based on the Indonesian language daily test scores of Indonesian Language and Literature Education Study Program students obtained directly from the lecturers of the subject concerned, the student academic achievements in the Discourse Analysis Course are obtained as shown in table 2 below.

**Table 2. Frequency Distribution and Categorization of Student Academic Achievement in the Discourse Analysis Course of the Indonesian Language and Literature Study Program**

Interval	Frequency	Percentage	Category
> 89,175	3	15%	High
74,825 – 89,175	13	65%	Average
< 74,825	4	20%	Low
Sum	20	100%	

From the table above it can be seen that 3 students (15%) are in the high category, 13 students (65%) are in the medium category, and there are 4 students (20%) who are in the low category. Thus, it can be concluded that the majority of Indonesian Language and Literature Education Study Program students have moderate academic achievements in Indonesian.

The results of inferential data analysis are as follows.

### ***Normality test***

Based on the results of the normality test with the Kolmogorov Smirnov test, the data on emotional intelligence and Indonesian academic achievement are normally distributed at the level of  $\alpha = 0.05$ . Where the significance of emotional intelligence is above  $\alpha$  ( $0.938 > 0.05$ ) and the significance of Indonesian academic achievement is also above  $\alpha$  ( $0.687 > 0.05$ ).

### ***Linearity Test***

The linearity test is a test to find out whether the emotional intelligence variable has a linear relationship to the Indonesian language academic achievement variable. Based on testing on SPSS version 21 using the test for linearity shown in Appendix (C) in the ANOVA table with a significance level of 0.05. Where is the significance of emotional intelligence and Indonesian academic achievement above  $\alpha$  ( $0.984 > 0.05$ ). So it can be concluded that the two variables have a linear relationship.

### ***Simple Linear Regression Test***

Linear regression is used to predict or test the effect of the independent variable (X) and the dependent variable (Y). The general equation of simple linear regression is:

$$Y=a+bX$$

From the calculation of simple linear regression analysis, the value  $a = 112.044$  and  $b = 0.374$  is obtained so that the equation becomes:

$$Y = 112.044 + 0.374X$$

The regression value is calculated to determine how much influence emotional intelligence has on student academic achievement.

### ***Hypothesis testing***

The hypothesis reads that emotional intelligence has an influence on student academic achievement. To find out whether there is an influence of emotional intelligence on student academic achievement, the t test is used to test the hypothesis. Where if the hypothesis is accepted then there is an influence of emotional intelligence on student academic achievement. The hypothesis is accepted if  $t_{count} > t_{table}$  and the hypothesis is rejected if  $t_{count} < t_{table}$ . From the results of the tests that have been carried out, it is

obtained  $t_{count} = 2.559$ . Meanwhile  $t_{table}$  can be calculated with  $\alpha = 0.05$  and  $df = 18$  (obtained from formula  $n-2$ , where  $n$  is the amount of data  $20-2 = 18$ ). Then the obtained  $t$  table is 1.734.

From the test results above where  $t_{count} = 2.559$  and  $t_{table} = 1.734$ . Because  $t_{count} > t_{table}$  ( $2.559 > 1.734$ ) it can be concluded that the research hypothesis is accepted. This means that there is an influence of emotional intelligence on student academic achievement in the Indonesian Language and Literature Study Program's Discourse Analysis Course.

This study aims to determine the effect of emotional intelligence on student academic achievement in the Discourse Analysis Course of the Indonesian Language and Literature Education Study Program. In data analysis, the sample used was 20 semester 7 students, sampling using random sampling technique.

Based on the results of descriptive data analysis on the variable emotional intelligence, it is known that most students of the Indonesian Language and Literature Education Study Program have a moderate level of emotional intelligence. Of the 20 students who became the research sample, there were 3 students (15%) who were classified as having high emotional intelligence. Patton (Uno, 2017: 71), says that the higher our emotional intelligence, the more likely we are to be successful as workers, parents, managers, adult children for our parents, partners for our spouses, or candidates for positions. It is important to know that emotional intelligence is the basis for the birth of emotional skills that are obtained from learning outcomes. Emotional intelligence requires a person to learn to recognize and appreciate feelings in himself and others to respond appropriately, effectively apply information and energy, emotions in daily life and work. People with well-developed emotional skills mean they are more likely to be happy and successful in life, mastering the habits of mind that fuel their productivity. Shapiro (Supriyadi, 2019) also explains that someone with high emotional intelligence has confidence about himself, is full of enthusiasm, is good at sorting out information to use in thinking and acting. Based on the theory of emotional intelligence stated by Robbins (Supriyadi, 2019), that people who know their own emotions and can recognize the emotions of others will be more effective at work. As many as 12 students (60%) belong to the moderate level of emotional intelligence. Students who have moderate emotional intelligence will be sufficiently able to focus on understanding the subject matter, motivate themselves to keep going, are quite optimistic in dealing with

**414 | ISCE : Journal of Innovative Studies on Character and Education**



difficulties, have fairly good friendly relations with others, are sufficiently able to understand others, and have good learning outcomes. pretty good anyway. The rest, 5 students (25%) belong to a low level of emotional intelligence. Students who have low emotional intelligence will find it difficult to focus attention and understand subject matter, are less optimistic in the face of difficulties, have poor friendships with others, are less able to understand others, and have poor learning outcomes.

From the results of the analysis of the descriptive data it is also known that most of the academic achievements of students in the Indonesian Language and Literature Study Program's Discourse Analysis Course have a moderate level of academic achievement. Of the 20 students who were sampled in this study, there were 3 students (15%) belonging to the high category, 13 students (65%) belonging to the medium category, and 4 students (20%) belonging to the low category.

Based on the results of the normality test with the Kolmogorov Smirnov test, the emotional intelligence data and academic achievement of students in the Discourse Analysis Course are normally distributed at the level of  $\alpha = 0.05$ . Where the significance of emotional intelligence is above  $\alpha$  ( $0.938 > 0.05$ ) and the significance of student academic achievement is also above  $\alpha$  ( $0.687 > 0.05$ ).

Based on the results of simple linear regression, a constant value of 112.044 was obtained and the regression coefficient for the emotional intelligence variable was 0.374. The coefficient of determination ( $r^2$ ) obtained is 0.267 which indicates that the emotional intelligence factor influences or contributes to student academic achievement by 26.7%, while the remaining 73.3% is influenced by other factors not examined in this study.

Based on the results of the calculation of the hypothesis test (t test) obtained tcount of 2,559. While the ttable value is at a significant level of 0.05 with  $N = 20$ , a ttable of 1.734 is obtained. Where  $tcount > ttable$  is  $2.559 > 1.734$  then  $H_0$  is rejected and  $H_1$  is accepted. Which means that there is a positive influence between emotional intelligence on student academic achievement in the Discourse Analysis Course of the Indonesian Language and Literature Education Study Program. If students have good emotional intelligence, they can also make a good contribution to the student's academic achievement. Thus, it can be concluded that emotional intelligence is one of the important factors that should be owned by students who have the need to achieve better academic achievement on campus, especially in Discourse Analysis courses. Because if students have high emotional intelligence, they will get satisfactory academic achievement.

This is reinforced by the opinion put forward by Daniel Goleman who states that emotional intelligence is the ability to have high self-awareness, have good self-regulation, have high motivation, have a sense of empathy and have good social skills. People who have emotional intelligence can control themselves, have moral control, have good will, can empathize (able to read other people's feelings), and are sensitive to the needs and suffering of others so that they have commendable character (character) and build more harmonious interpersonal relationships. By having good emotional intelligence, he can easily control his feelings to think regularly. According to Lyle Spencer (Febriana, 2017) who said that emotional intelligence plays a role in producing brilliant performance. In accordance with Goleman's opinion, that IQ only supports about 20% which determines a success and the remaining 80% comes from other factors, including emotional intelligence. Thus, it can be said that to obtain good academic achievement, emotional intelligence is needed. The knowledge students get while studying will make them more intelligent. However, that alone is not enough if there is no role of emotional intelligence. Because, with emotional intelligence students will more easily understand and motivate themselves in learning and improve student academic achievement.

## **CONCLUSION**

Based on the results of hypothesis testing,  $t_{count} = 2.599$  and  $t_{table} = 1.734$ . Because  $t_{count} > t_{table}$  ( $2.599 > 1.734$ ) then  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is an effect of emotional intelligence on student academic achievement in the Discourse Analysis Course of the Indonesian Language and Literature Education Study Program, which is 26.7%. Based on these findings, it is suggested that (1) students need to motivate themselves and be optimistic about course material so that their academic achievement can improve, (2) lecturers must motivate students to be optimistic in teaching courses so that students can have good academic achievements and pay attention to other factors that can affect student academic achievement, (3) future researchers, should further examine other intelligences.

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