The Influence of Emotional Intelligence on the Learning Motivation of Akidah Morals

Sulkifli

Postgraduate IAIN Parepare
Email : sulkifli07@gmail.com

Abstract

The truth emotional And motivation is very important element important in world education . Without motivation learning No will walk in accordance with desired goal , so Also with intelligence emotional . Someone No will Can success If they only depend on intelligence intellectual And learning Also No will interesting If his teacher not enough Can understand feeling participant educate . Intelligence emotional And motivation is two interrelated elements related One The same other. This study aims to determine the level of emotional intelligence among students at MA Muhammadiyah Padaelo , Tanete Rilau Subdistrict , Barru Regency; the level of learning motivation in Aqidah Subjects' morals ; and the relationship between emotional intelligence and students' learning motivation. As for population in study This totaling 58 people. And sample in study This totaling 40 participants educate . Technique data collection through questionnaire And documentation . This research employed a quantitative method with a field research approach, where the researcher directly observed the students. Data analysis techniques included instrument validity and reliability tests. The results of the study revealed that: (1) Emotional intelligence among students at MA Muhammadiyah Padaelo falls into the good category; (2) Students' learning motivation is also in the good category based on the questionnaire results; (3) There is a significant relationship between emotional intelligence and learning motivation at a 5% significance level ($rxy > Rtabel = 0.320$) and a 1% significance level ($rxy > Rtabel = 0.413$). Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. The findings indicate that students' learning motivation is influenced by emotional intelligence by 79.32%, while the remaining 20.68% is influenced by other factors
Keywords: Influence , Emotional Intelligence, Learning Motivation , Participants educate

1. Introduction

Emotional intelligence is one of the crucial aspects that influences the implementation of government organizations, including the achievement of government performance. According to Goleman's research, intellectual intelligence (IQ) contributes only about 20% in determining life success, while the

remaining 80% is influenced by other factors, including emotional intelligence. (Daniel Goleman 1995) This statement is also relevant in the context of the school environment, where students' behavior plays a highly significant role. Students' attitudes and behaviors toward the learning process are key factors in determining the success of achieving learning objectives

To achieve success in enhancing students' learning motivation, another essential skill is emotional intelligence—the ability to manage emotions when completing tasks and interacting with other students. Emotional intelligence refers to the ability to control emotions, practice self-regulation, and make calm and well-considered decisions. (Agustian 2016) Individuals with good emotional intelligence are capable of thinking clearly even under pressure, acting ethically, adhering to principles, and demonstrating a strong drive for achievement. Emotional intelligence means effectively using emotions to appropriately achieve goals, build productive working relationships, and attain success.

Emotional intelligence is a relatively new discourse in the field of psychology, following years of widespread belief that IQ is the sole determinant of an individual's success. Research in psychology has revealed that a person's abilities are not solely measured by logical and linguistic intelligence but also by other forms of intelligence, including emotional intelligence, which has broadened perspectives on the factors contributing to life success. Therefore, academic achievement in the classroom is influenced primarily by emotional intelligence, which occupies the foremost position, while intellectual intelligence ranks second. (Agustian 2016)

Agustian states that emotional intelligence is the ability to listen to emotional whispers and use them as a crucial source of information to understand oneself and others in order to achieve a goal. Cooper and Sawaf , as cited in Masaong and Tilomi , define emotional intelligence as the ability to sense, understand, and effectively apply the power and sensitivity of emotions as a source of energy, information, connection, and humanizing influence. Similarly, Ciarrochi , Deane, & Anderson assert that emotional intelligence is the best predictor of an individual's success. (Hidayatul Khasanah 2019)

Based on the above explanation, it can be understood that emotional intelligence is the ability to understand the feelings of others, then motivate oneself, and manage one's emotions effectively, both personally and in relation to others. Moreover, emotional intelligence is the best predictor of an individual's success.

According to Goleman :

"Emotional intelligence is the ability to manage our emotional life with intelligence; to maintain emotional harmony and express it appropriately through the skills of self-awareness, self-regulation, self-motivation, empathy, and social skills." (Daniel Goleman 1995)

Based on the aforementioned opinions, it can be understood that emotional intelligence is the ability of an individual to seek benefits and the ability to sense, understand, and effectively apply it. Emotional intelligence requires individuals to learn to acknowledge and appreciate their own feelings, as well as to effectively read and respond to the feelings of others.

Motivation is the internal force that drives an individual to engage in certain activities to achieve desired goals. This force can also be seen as an inner drive that leads to changes in behavior to meet one's needs. Motivation is important for students because it encourages them to engage in activities or tasks. In learning, students have varying levels of motivation. At times, students may have low motivation, while at other times they may exhibit high motivation.

In the book by Makmun The Great Syamsudin , it is stated that, in essence, motivation is a force or a complex state and the willingness within an individual to move toward a specific goal, whether consciously or unconsciously. (Khairani 2014)

Based on the observations of students at MA Muhammadiyah Padaelo , the students' learning motivation appears to be less than optimal. This is evident from several students who are not fully focused on the ongoing lesson. Some of them are still engaged in conversations with their peers and frequently cause disruptions while the teacher is explaining. According to the researcher, this issue may be related to the students' emotional intelligence, as they tend to struggle with understanding or managing what the teacher is conveying effectively.\

2. Methods

The type of research to be used is quantitative research. Quantitative research involves data in the form of numbers. The quantitative method utilizes the scientific method, which is a series of steps to process scientific knowledge by combining rational thinking and involving data, through the development of a connecting bridge in the form of hypothesis formulation The data analyzed here is the extent to which emotional intelligence influences students' learning motivation in Aqidah Subjects of Morals at Madrasah Aliyah Muhammadiyah Padaelo . The data on the influence of emotional intelligence serves as the independent variable (X), while the students' learning motivation in Aqidah Subjects' morals are the dependent variable (Y). This analysis is expected to address the research problem and simultaneously test the hypothesis formulated earlier.

The population in any research is reflected in the title. Each concept or term stated in the title requires a clear definition to facilitate the determination of the research sample. The population in this study consists of 58 individuals. A sample is a subset of the population that becomes the object of the research (literally, a sample means an example). In determining or selecting a sample from the population, there are rules to follow, such as ensuring the sample is representative of the population. The sample in this study consists of 40 students. (Sugiyono 2017)

In qualitative research, the instrument involves asking questions about the information to be studied and requesting data. Qualitative research uses tools such as tape recorders, videos, or cameras to collect data. A research instrument is a tool or facility used by the researcher to gather data, making it easier to process the work. (Syahrum and Salim 2014)

According to Sumadi Suryabrata , a research instrument is a tool used to record the state and activities of psychological attributes. These psychological attributes are typically categorized into cognitive and non-cognitive attributes. Sumadi suggests that for cognitive attributes, the stimulus is a question, while for non-cognitive attributes, the stimulus is a statement. (Institute for research students of reasoning n.d.)

From the above statement, it can be concluded that a research instrument is a tool used to obtain the data being studied, ensuring the achievement of optimal results.

To obtain data on the variable relationship between emotional intelligence and students' learning motivation, the author uses the primary data collection techniques in the form of questionnaires and documentation. Referring to Hadjar's opinion, a questionnaire is a list of questions or statements about a specific topic presented to subjects, either individually or in groups, to gather specific information, beliefs, interests, and behaviors. (Syahrum and Salim 2014)

3. Result and Discussion

The Influence of Emotional Intelligence on Learning Motivation in Aqidah Morals Among Students of MA Muhammadiyah Padaelo

As mentioned, this research aims to determine the influence of emotional intelligence on the improvement of students' learning motivation in Aqidah Subjects of Morals at Madrasah Aliyah Muhammadiyah Padaelo , Tanete Rilau District, Barru Regency. The goal is to assess whether there is a significant correlation between variable X (emotional intelligence) and variable Y (students' el erning motivation). To verify the strength or weakness of the influence and whether the hypothesis proposed in this thesis is correct, it was tested using the correlation formula and several steps that were previously conducted. The product-moment correlation analysis is used to determine the strength of the relationship between two variables. The correlation value (r) ranges from 1 to -1. A value closer to 1 or -1 indicates a stronger relationship between the two variables, while a value closer to 0 suggests a weaker relationship. (Duwi Priyanto 2011)

Therefore, to determine the positive correlation between emotional intelligence and students' learning motivation, it is necessary to prove clearly that there is a correlation by using calculations, which result in numerical values rather than just statements. First, an explanation of correlation is provided. Correlation is a measure of the extent to which the variables being studied are related.

The purpose of correlation analysis is to determine the direction of the relationship, the strength of the relationship, and how significant the strength is between variable X and variable Y. The factor that causes the existence of a correlation is the cause-and-effect relationship between the two variables (

Kholida Qothrunnada , 2022). In line with our research, it investigates whether or not there is a significant positive correlation between variable X (students' emotional intelligence in Aqidah Subjects of Morals at Madrasah Aliyah Muhammadiyah Padaelo) and variable Y (students' learning motivation in Aqidah Subjects of Morals at Madrasah Aliyah Muhammadiyah Padaelo).

Tabel 10
Tabel Kerja Variabel X dan Variabel Y

No	Responden	X	Y	X^2	Y^2	XY
1.	R-1	33	35	1089	1225	1155
2.	R-2	24	25	576	625	600
3.	R-3	32	35	1024	1225	1120
4.	R-4	29	30	841	900	870
5.	R-5	20	20	400	400	400
6.	R-6	24	25	576	625	600
7.	R-7	22	23	484	529	506
8.	R-8	20	21	400	441	420
9.	R-9	34	35	1156	1225	1190
10.	R-10	24	25	576	625	600
11.	R-11	30	32	900	1024	960
12.	R-12	32	35	1024	1225	1120
13.	R-13	23	21	529	441	483
14.	R-14	23	27	529	729	621
15.	R-15	23	26	529	676	598
16.	R-16	32	35	1024	1225	1120
17.	R-17	34	35	1156	1225	1190
18.	R-18	35	36	1225	1296	1260
19.	R-19	20	20	400	400	400
20.	R-20	31	35	961	1225	1085
21.	R-21	30	23	900	529	690
22.	R-22	31	36	961	1296	1116
23.	R-23	27	23	729	529	621
24.	R-24	29	23	841	529	667
25.	R-25	31	35	961	1225	1085
26.	R-26	27	35	729	1225	945
27.	R-27	21	21	441	441	441
28.	R-28	20	21	400	441	420
29.	R-29	31	36	961	1296	1116
30.	R-30	22	23	484	529	506
31.	R-31	25	23	625	529	575
32.	R-32	35	34	1225	1156	1190
33.	R-33	34	36	1156	1296	1224
34.	R-34	34	35	1156	1225	1190
35.	R-35	32	35	1024	1225	1120
36.	R-36	20	20	400	400	400
37.	R-37	31	35	961	1225	1085
38.	R-38	33	32	1089	1024	1056
39.	R-39	32	35	1024	1225	1120
40.	R-40	31	35	961	1225	1085
	Jumlah	1121	1172	32427	35856	33950

The correlation index (r_{xy}) will be obtained using the product-moment correlation formula as follows:

Diketahui : $\sum X$ = 1121

$\sum Y$ = 1172

$\sum X^2$ = 32427

$\sum Y^2$ = 35856

$\sum XY$ = 33950

Ditanyakan r_{xy} = ...?

Penyelesaian =

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum X)^2]}}$$

$$r = \frac{40.33950 - (1121)(1172)}{\sqrt{[40.32427 - (1121)^2][40.35856 - (1172)^2]}}$$

$$r = \frac{1358000 - 1313812}{\sqrt{[1297080 - 1256641][1434240 - 1373584]}}$$

$$r = \frac{44188}{\sqrt{[40439][60692]}}$$

$$r = \frac{44188}{\sqrt{2454323788}}$$

$$r = \frac{44188}{49541,1322}$$

$$= 0.8919$$

Thus, the correlation index obtained from the calculation will be interpreted or assessed in a simple or rough manner. In providing an interpretation of the product-moment correlation index "r" (r_{xy}), a general guideline is usually used as follows:

Tabel 11
Interpretasi Product Moment

Besarnya "r" product Moment (r_{xy})	Interpretasi
0,00 - 0,20	Antara variabel X dan variabel Y memang terdapat korelasi, akan tetapi korelasi itu sangat lemah atau sangat rendah sehingga korelasi itu diabaikan (dianggap tidak ada korelasi)
0,20 – 0,40	Antara variabel X dan variabel Y terdaoat korelasi yang lemah atau rendah
0,40 – 0,70	Antara variabel X dan variabel Y terdaoat korelasi yang sedang atau cukup
0,70 – 0,90	Antara variabel X dan variabel Y terdaoat korelasi yang kuat atau tinggi
0,90 – 1,00	Antara variabel X dan variabel Y terdaoat korelasi yang sangat kuat atau sangat tinggi.

a. A simple or rough interpretation of the calculation above shows that the correlation between variable X and variable Y is not negative. In other words, there is a positive correlation (a correlation that moves in the same direction). It is known that the result of the product-moment correlation is 0.8919, which falls between 0.70 and 0.90, indicating that there is a strong or high correlation between variable X (emotional intelligence) and variable Y (students' learning motivation).

b. Interpretation using the "r" value table by first determining the degree of freedom (df), which is calculated using the following formula:

df = N – nr

Information:

df = *degrees of freedom*

N = *number of cases*

nr = many variables

Since the correlation analysis technique used is the bivariate analysis technique, the value of nr will always be 2 because only two variables are being correlated.

df = N – nr = 40 – 2 = 38

With df = 38, the "r" value obtained is as follows:

Tabel 12
Nilai Harga Kritik "r" Product Moment

df (degrees of freedom) atau derajat bebas	Taraf signifikan	
	5%	1%
38	0,320	0,413
39	0,316	0,408
40	0,312	0,403

From the table above, it can be seen that the value taken is N = 38. At the 5% significance level, R table = 0.320, while at the 1% significance level, R_{table} = 0.413. Since rxy at both the 5% and 1% significance levels is much greater than R_{table}, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. This means that at both the 5% and 1% significance levels, there is indeed a strong or high positive correlation between variable X (emotional intelligence) and variable Y (students' learning motivation).

Next, to determine the magnitude of the influence between these two variables, it can be calculated using the coefficient of determination formula as follows:

$$KD = r^2 \text{ x } 100\%$$

$$= (0{,}8919)^2 \text{ x } 100\%$$

$$= 0{,}7954 \text{ x } 100\%$$

$$= 79{,}54\%$$

From the calculated results, it can be concluded that students' learning motivation is influenced by the teacher's emotional intelligence towards students by 79.32%, meaning that 20.68% is influenced by other factors.

c. Reliability Test of Questionnaire Items

Reliability testing is conducted to measure the accuracy of the instrument or the consistency of students in answering the evaluation tool. An evaluation tool (instrument) is considered good if its reliability is high. To determine whether a test has high, moderate, or low reliability, the reliability coefficient value can be assessed using the formula. (Suharsimi Arikunto 2010)

$$r_{11} = \left[\frac{n}{n-1}\right]\left[1 - \frac{\sum Si^2}{St^2}\right]$$

Information:

r_{11} = Reliability Coefficient

S_i = Standard Deviation of Total Scores

S_t = Standard Deviation of Total Scores

n = Number of test items administered

Reliability testing is used to determine the consistency or stability of a measuring instrument, which is typically done using a questionnaire (ie, whether the instrument will produce consistent measurements if the test is repeated). A commonly used method in research to measure a rating scale (such as a Likert scale from 1 to 5) is Cronbach's Alpha. Reliability testing is a continuation of validity testing, where only valid items are included for testing. Using a threshold of 0.6, it can be determined whether an instrument is reliable or not. According to Sekaran , a reliability score below 0.6 is considered poor, while 0.7 is acceptable, and anything above 0.8 is considered good. (Duwi Priyatno 2012)

A reliable instrument is one that, when used multiple times, produces consistent results. In other words, a reliable instrument yields the same outcome even when used at different times. On the other hand, if an instrument is found to be unreliable, it should be replaced or discarded.

The Influence of Emotional Intelligence on Student Learning Motivation in the Subject of Aqidah Morals at MA Muhammadiyah Padaelo , Tanete Rilau Subdistrict , Barru Regency.

After conducting the hypothesis test, it has been proven that there is an influence between variable X (emotional intelligence of students in the subject of Aqidah Morals at MA Muhammadiyah Padaelo) and variable Y (student learning motivation in the subject of Aqidah Morals at MA Muhammadiyah Padaelo). This is proven by the fact that the rxy is greater than the rtable , both at the 5% and 1% significance levels. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted

The influence of emotional intelligence on improving students' learning motivation in the subject of Aqidah Morals at MA Muhammadiyah Padaelo , as shown by the product moment correlation result of 0.8919, which falls between 0.70 and 0.90, indicates a strong and high correlation between variable X (emotional intelligence) and variable Y (students' learning motivation). After conducting validation and reliability tests, the results of the instruments used were also found to be valid.

4. Conclusion

The influence of emotional intelligence on improving students' learning motivation at the 5% significance level was obtained with Rtabel = 0.320, while at the 1% significance level, Rtabel = 0.413. Since the value of rxy at both the 5% and 1% significance levels is much greater than R table , the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This means that, at both the 5% and 1% significance levels, there is indeed a strong positive correlation between variable X (emotional intelligence) and variable Y (students' learning motivation). It can be concluded that students' learning motivation is influenced by the emotional intelligence of the teacher towards the students by 79.32%, while 20.68% is influenced by other factors.

REFERENCES

Agustian , AG 2016. ESQ Emotional Spiritual Quotient: The Secret Success Build Intelligence Emotions and Spirituality. Jakarta: PT. Arga Tilanta .

Daniel Goleman . 1995. Emotional Intelligence, Trans . T. Hermaya ,. Jakarta: PT Gramedia Library Main .

Duwi Priyanto . 2011. Book Clever Statistics Computers . Yogyakarta: Mediakom .

Duwi Priyatno . 2012. Learning Fast Statistical Data Processing With SPSS. Yogyakarta: CV ANDI OFFSET.

The Truth Khasanah . 2019. " Influence Intelligence Emotional and Conceptual Self To Trust Self In Disclose Opinion Students of Ma'arif NU 1 Vocational School, Wonolopo Mijen Semarang." UIN Walisongo .

Khairani , Makmun . 2014. Psychology Study . Yogyakarta: Aswaja Pressindo .

Khalid Qothrunnada . 2022. " Correlation Is : Form Analysis , Examples , And The type ." Detikjabar .

Institution study all participants educate reasoning . nd " Page Official LPM Reasoning University Makassar State ." Institution Study Mahapeserta Educate Reasoning . Retrieved January 6, 2023 (https://penalaran-unm.org/instrumen-penelitian-kuantitatif).

Sugiyono . 2017. Methods Study Quantitative , Qualitative , and R & D. Bandung: Alfabeta .

The Suharsimi Arikunto . 2010. Basics Evaluation Education . Jakarta: Bumi Script .

The Syahrum And Salim . 2014. Methodology Study Quantitative . Bandung: Citapustaka Media.

Student Research Institute for Reasoning. *Official Website of LPM Penalaran, Makassar State University* . Retrieved from https://penalaran-unm.org/instrumen-penelitian-kuantitatif, 2023 .

Margono. *Educational Research Methodology.* Jakarta: Rineka Cipta, 2010 .

Misbach, Ifa Hanifah. *Between IQ, EQ and SQ.* UP file (Softcopy pdf), 2008 .

Mujib , Abdul and Joseph Muzakkir . *Knowledge Islamic Education , with a Foreword By Suyanto* . Jakarta : Kencana, 2008 .

Mulyasa, E. *Becoming a Professional Teacher.* Bandung: PT Remaja Rosdakarya, 2008 .

Mustafa, Ahmad . *Tafsir al-Maraghi,* Volume V. Baerut: Daar al-fikr, tth.

Nata, A buddin . *Educational Management.* Jakarta: Prenada Media, 2001 .

Priyanto , Duwi . *Books Clever Statistics Computers* . Yogyakarta: Mediakom , 2011.

Priyatno, D uwi . *Quick Learning to Process Statistical Data with SPSS.* Yogyakarta: CV ANDI OFFSET, 2012 .

Qothrunnada , Kholida . *Correlation is : Form Analysis , Examples , and The type* . seconds West Java , 2022.

Ramadana , Friday , (34 years old), Madrasah Aliyah Teacher Muhammadiyah Padaelo , *Interview* , August 12, 2024.

Resti , *" Test Validity Using SPSS "*, 2023.

Riduwan. *Measurement Scale of Research Variables.* Bandung: Alfabeta, 2013 .

Saefullah. *Developmental and Educational Psychology.* Bandung: Pustaka Setia, 2012 .

Sahlan, A snawi . *Work Motivation and Leadership Style.* Persada University of Indonesia, 2010 .

Slameto. *Learning and Factors That Influence It.* Jakarta: Rineka Cipta, 2003 .

Sugiyono. *Educational Research Methods, Quantitative Approach, Qualitative Approach and R & D.* Bandung: Alfabeta, 2013 .

Sujiono , Anas . *Introduction Statistics Education* . Jakarta, Rajawali Press , 2014.

Syah, M. *Psychology with a New Approach.* Jakarta: Rineka Cipta, 2004 .

Syahrum and Salim. *Quantitative Research Methodology.* Bandung: Citapustaka Media, 2012 .

Uno, Hamzah B. New *Orientation in Learning Psychology.* Jakarta: Bumi Aksara , 2012.

Wakka, Ahmad. Al-Qur'an Instructions About Studying and Learning. *Education Learning Journal* , https://jurnal.fai.ummi.ac.id/index.php/eljour/article/download/43/39, 2023.