Effect of Emotional Intelligence on Student Learning Achievement

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Abstract: The Effect of Emotional Intelligence Against Student Achievement aims to Determine the effect of emotional intelligence the which consists of self-awareness, self-management, Motivation, social awareness, relationship management partially and simultaneously on learning achievement. Respondents are students of SMP Negeri 4 Lalan Great Earth Village Banyuasin Regency to be 135 people. Methods of analysis of data using regression analysis techniques. Partial assay results (t-test) Showed emotional intelligence consists of self-awareness, self-management, Motivation, social awareness, relationship management and significant positive effect on learning achievement. Simultaneous Test Results (Test-F) emotional intelligence consists of self-awareness, self-management, motivation, social awareness, relationship management and significant positive effect on learning achievement. Social awareness is the more dominant influence on learning achievement.

Keywords: Self-management; social awareness; relationship management; learning achievement
INTRODUCTION

Global change very quickly in aspects of life become a challenge in preparing young nation, especially in the fields of education, to improve student achievement is not enough if only armed with intelligence quotient (IQ). Uno (2010) states that emotional intelligence is an important factor in the child's intellectual development.

Emotional intelligence is the ability to "listen" whisper emotional, and make it as a source of information it is important to understand themselves and others to achieve a goal (Gina, 2003). Emotional intelligence is one's ability to control themselves, spur, persevere, and be able to motivate yourself. The skills include the management of emotions both positive and negative. In general, be emotionally intelligent means accepting that emotion is a fundamental part of who we are and how we survive. Being skilled emotionally it can make us more flexible, adaptable, and emotionally mature. According Sagala (2010) suggested the intelligence as one of the aspects that need to be known to teachers to help the learning difficulties. To improve student achievement. According to Uno (2010) emotional intelligence skills to work in synergy with cognitive skills, people who are high achievers have both. Uncontrolled emotions can make people good at being stupid. Without emotional intelligence, people will not be able to use their cognitive abilities according to its maximum potential.

Achievement of students in the field of high academic will be able to compete in a variety of fields. Rapot value is the result of achievements obtained from students who are not separated from the learning process of the student. In the process of achievement, there are several factors that influence it, namely internal factors and external factors. The introduction in the process of learning to self or self-personality is very important in efforts to empower themselves (self-empowering). The introduction of self-means also we know the advantages or the power we have to achieve the learning outcomes we expect. On the other hand, it also means we recognize these flaws. If personal weakness ourselves we do not understand well, it will potentially bring us to the unsuccessful (Aunurrahman, 2010).

Junior (Secondary School) state 4 Lalan village of Great Earth Musi Banyuasin is a school in transmigration areas that have not been done tests on emotional intelligence, indeed to this day Gauges in emotional intelligence used has not been as popular as the intelligence of the intellectual (Intelligence Quotient) and therefore has not many institutions of psychology who perform these tests. This study aims to determine the influence of emotional intelligence which consists of self-awareness, self-management, Motivation, social awareness, relationship management partially and simultaneously to the student achievement SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth.

METHOD

The study was conducted in SMP Negeri 4 Lalan village of Great Earth Musi Banyuasin, Indonesia, totaling 135 people. This research data collection is done by using a questionnaire that is a list of statements submitted to the respondents to obtain data related to the research. The data collection is done by distributing the questionnaires to the students of SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth; the respondent is then asked to fill out a questionnaire by the instructions provided.

Research variable

The attributes of the services that are valued in each dimension are a). Self-awareness (X1), includes an assessment of the ability to know the feelings of self and its effects and make decisions for themselves. B). Self-management (X2), includes research on: The ability to handle their own emotions, Expression and Controlling emotions. C). Motivation (X3) include The ability to take the initiative, act effectively, able to survive the failure and frustration. D). Social awareness (X4) include: understanding the perspectives of others, mutual trust and aligning itself. E). Customer Relationship Management (X5), includes an assessment of maintaining relationships with others, influence, lead, deliberation, finishing strife, cooperation within the team. F). The learning achievement
(Y) include Internal factors and external factors.

**Methods of data analysis**

Methods of data analysis used regression analysis techniques that aim to measure the effect of one or more of the independent variable on the dependent variable. The tools used are application software SPSS (Statistics for Product and Service Solution) Version 20.0.

**RESULT AND DISCUSSION**

To see what the students of SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth on Emotional Intelligence Effect Against Student Achievement. This is done to find out more between variables emotional intelligence which consists Self-awareness, self-management, Motivation, social awareness, relationship management which is more influential variables on student achievement. Analysis of the data in this study using the program Statistical Package For Social Sciences (SPSS) Ver.16.0 and the first will be discussing the respondent’s description that includes gender, and class.

**characteristics of Respondents**

Respondents in this study were students of SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth, amounting to 135 people. Data were collected through questionnaires distributed directly to all the respondents, while as many as 126 questionnaires were returned, while there are nine pieces of questionnaires filled in because the deployment time / filling the questionnaires there are four students sick and two students and three students Alpha permission.

**Respondents by Gender**

| Gender | Frequency | (%) |
|--------|-----------|-----|
| Man    | 60        | 47.62 |
| Woman  | 66        | 52.38 |

*Source: Questionnaire data were processed in 2016*

Based on Table. 1 in the know that the respondents at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth namely Gender Men were 60 (47.62%) and the remaining 66 (52.38%) female sex.

**Respondents by Class**

The composition of respondents by grade aspect can be seen in Table 4.2.

| Class | Frequency | (%) |
|-------|-----------|-----|
| VII   | 42        | 33.33 |
| VIII  | 40        | 31.75 |
| IX    | 44        | 34.92 |

*Source: Data from questionnaires were processed in 2016*

Based on Table. 2 in the know that the respondents at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth is class VII as many as 42 people (33.33%), Class VIII as many as 40 people (31.75) and the remaining 44 (34.92%) class IX.

**Table 3. Descriptive Statistics Variable Emotional Intelligence**

| Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree |
|----------|-------------------|----------|---------|-------|----------------|
| X11      | 1 0.8 6 4.8 50 39.7 67 53.2 2 1.6 |

Self-awareness (X1)
### Effect of Emotional Intelligence Learning

| Question                                                                 | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree |
|-------------------------------------------------------------------------|-------------------|---------|---------|-------|---------------|
| X12 I have learned a lot about myself with my feelings.                 | 0                 | 0       | 20      | 15.9  | 104           |
| X13 I can say when I get angry when faced with something that makes me upset | 12                | 9.5     | 0       | 0     | 65            |
| **Self-management (X2)**                                               |                   |         |         |       |               |
| X21 When I feel embarrassed, angry, sad, and glad I consider it healthy and natural. | 0                 | 0       | 0       | 0     | 53            |
| X22 I am confident when dealing with people who are smarter than me.    | 0                 | 0       | 0       | 0     | 109           |
| X23 I am patient when dealing with other individuals who have made me upset. | 0                 | 0       | 0       | 0     | 53            |
| X24 I can manage and control my life for the better.                    | 0                 | 0       | 0       | 88    | 69.8          |
| X25 I quickly subdued than on others when there is chaos that makes everyone panic | 0                 | 0       | 0       | 15    | 11.9          |
| **Motivation (X3)**                                                    |                   |         |         |       |               |
| X31 My teacher give a boost always to excel                            | 0                 | 0       | 0       | 0     | 109           |
| X32 Being the best is my desire and goal.                              | 0                 | 0       | 0       | 0     | 55            |
| x33 I think, there is always a way out if we want to try.               | 0                 | 0       | 0       | 0     | 101           |
| X34 I keep trying to be the best                                       | 0                 | 0       | 0       | 2     | 1.6           |
| X35 Faced with the difficulty for me is a challenge that must be solved.| 0                 | 0       | 0       | 0     | 103           |
| x36 Being the best is my desire and goal.                              | 0                 | 0       | 0       | 9     | 7.1           |
| **Social awareness (X4)**                                              |                   |         |         |       |               |
| X41 When my friend had a problem, he always told me, and I am a good listener. | 0                 | 0       | 0       | 9     | 7.1           |
| X42 I am pleased to enter into and follow the activities of the organization. | 0                 | 0       | 0       | 0     | 77            |
| X43 I am not afraid to talk to strangers or people who have not been so close to me. | 0                 | 0       | 0       | 0     | 58            |
| Question                                                                 | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree |
|-------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| Customer Relationship Management (X5)                                   | 0                 | 0        | 0       | 62    | 49.2 64 50.8   |
| X51 I always express opinions/ideas during conflicts settlement.       | 0                 | 0        | 0       | 0     | 0    |
| X52 When there is a problem with a friend, I will handle it with deliberation. | 0                 | 0        | 0       | 56    | 44.4 70 55.6 0 0 |
| X53 I would ask a friend if there are lessons that I do not understand. | 0                 | 0        | 0       | 88    | 69.8 38 30.2 0 0 |
| X54 In the task group, I will share the job with friends.               | 0                 | 0        | 0       | 67    | 53.2 59 46.8 0 0 |

Source: Data from questionnaires were processed in 2016

Table 4. Descriptive Statistics Variable Learning Achievement (Y)

| Question                                                                 | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree |
|-------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| Y1 I always follow the lesson                                           | 0                 | 0        | 0       | 2     | 1.6 56 44.4 68 54 |
| Y2 I always relearn the subject matter that is given teachers           | 0                 | 0        | 0       | 3     | 2.4 60 47.6 63 50 |
| Y3 I always attend each lesson                                          | 0                 | 0        | 0       | 0     | 0    |
| Y4 I quickly absorb all the material that has been given teachers       | 0                 | 0        | 0       | 45    | 35.7 58 46 68 54 |
| Y5 Quality practice tools in SMP Negeri 4 Lalan already meet the standards | 0                 | 0        | 0       | 0     | 0    |
| Y6 Quantity practice tools in SMP Negeri 4 Lalan is sufficient.          | 0                 | 0        | 0       | 51    | 40.5 50 39.7 25 19.8 |
| Y7 My parents always providing the means and infrastructure learned well | 0                 | 0        | 0       | 14    | 11.1 63 50 49 38.9 |

Source: Data from questionnaires were processed in 2016

reliability test

Table 6. reliability test for Each Variable Item-Total Statistics

|                      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----------------------|----------------------------|--------------------------------|----------------------------------|---------------------------------|
| self awareness       | 20.0035                    | 2418                           | 0.732                            | 0.924                           |
| self management      | 20.3884                    | 2876                           | 0.738                            | 0.918                           |
| Motivation           | 19.6292                    | 2864                           | 0.782                            | 0.914                           |
| Social awareness     | 19.5141                    | 2,654                          | 0.863                            | 0.901                           |
| Customer Relationship management | 20.1470                  | 2,460                          | 0.891                            | 0.892                           |
| Learning achievement | 19.5946                    | 2,426                          | 0.786                            | 0.912                           |

Source: Data from questionnaires were processed in 2016
The research instrument

This test aims to test whether each item the question can uncover the factors that have been measured. Testing was conducted on 126 respondents.

validity testing

Table 5. Test Results Validation of each Item Questions Item-Total Statistics

| Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------------------------|-------------------------------|---------------------------------|--------------------------------|
| X1 | 111.9 | 79 117 | 0.377 | 0.940 |
| X2 | 111.54 | 80 522 | 0.461 | 0.939 |
| X3 | 111.2 | 72 880 | 0.704 | 0.936 |
| X4 | 110.82 | 78 838 | 0.551 | 0.938 |
| X5 | 111.26 | 80 627 | 0.518 | 0.938 |
| X6 | 110.82 | 78 838 | 0.551 | 0.938 |
| X7 | 112.1 | 77 303 | 0.793 | 0.935 |
| X8 | 111.9 | 78 603 | 0.437 | 0.939 |
| X9 | 111.26 | 80 835 | 0.484 | 0.939 |
| X10 | 110.83 | 79 100 | 0.518 | 0.938 |
| X11 | 111.2 | 79 008 | 0.760 | 0.937 |
| X12 | 111.21 | 78 970 | 0.630 | 0.937 |
| X13 | 111.21 | 80 522 | 0.469 | 0.939 |
| X14 | 111.3 | 79 140 | 0.534 | 0.938 |
| X15 | 111.3 | 77 844 | 0.691 | 0.936 |
| X16 | 111.01 | 79 832 | 0.442 | 0.939 |
| X17 | 110.86 | 78 315 | 0.606 | 0.937 |
| X18 | 110.89 | 78 004 | 0.641 | 0.937 |
| X19 | 111.84 | 77 415 | 0.715 | 0.936 |
| X20 | 112.1 | 77 303 | 0.793 | 0.935 |
| X21 | 111.93 | 77 683 | 0.680 | 0.936 |
| Y1 | 110.87 | 78 016 | 0.600 | 0.937 |
| Y2 | 110.92 | 77 354 | 0.653 | 0.936 |
| Y3 | 110.86 | 78 315 | 0.606 | 0.937 |
| Y4 | 111.57 | 77 655 | 0.457 | 0.940 |
| Y5 | 111.01 | 76 152 | 0.883 | 0.934 |
| Y6 | 111.6 | 77 809 | 0.419 | 0.941 |
| Y7 | 111.12 | 74 266 | 0.822 | 0.934 |

Source: Data from questionnaires were processed in 2016

Based on Table 5 it can be shown that the test about the validity of the 126 respondents to the value of Corrected Item-Total Correlation > 0.3 in all the questions (items) on all variables are valid so that the data generated can be analyzed further. In Table 6 indicated that the Test reliability with Cronbach's Alpha value > 0.60 throughout the questions (items) on all variables are valid so that the resulting data can be analyzed further.

Heteroskedasticity test results in Figure 1, shows that there is no clear pattern, as well as the points, spread above and below the number 0 on the Y axis Heteroskidastity it did not happen.

Normality test

Source: Data from questionnaires were processed with SPSS, 2016
Test Multicollinearity

Table 7. Test Multicollinearity

| Model                  | collinearity Statistics | Information                |
|------------------------|-------------------------|----------------------------|
|                        | tolerance               | VIF                        |
| self awareness         | 0.417                   | 2.398                      | Did not happen multikolinieritas |
| self management        | 0.326                   | 3.064                      | Did not happen multikolinieritas |
| Motivation             | 0.316                   | 3.161                      | Did not happen multikolinieritas |
| Social awareness       | 0.237                   | 4.215                      | Did not happen multikolinieritas |
| Customer management    | 0.173                   | 5.793                      | Did not happen multikolinieritas |

Source: Data from questionnaires were processed with SPSS, 2016

Based on Table 7. a). Self awareness of the value of tolerance 0.417 > 0:10 calculate tolerance values and VIF 2.398 < VIF arithmetic 10.00, then there is no multicollinearity between independent variables. B). A self-management tolerance value of 0.326 > 0:10 calculate tolerance values and VIF 3.064 < VIF arithmetic 10.00, then there is no multicollinearity between independent variables. C). Motivation tolerance value 0.316 > 0:10 calculate tolerance values and VIF 3.161 < VIF arithmetic 10.00, then there is no multicollinearity between independent variables. D). Social awareness of the value of tolerance 0.237 > 0:10 calculate tolerance values and VIF 4.215 < VIF arithmetic 10.00, then there is no multicollinearity between independent variables. E). A relationship management tolerance value of 0.173 > 0:10 calculate tolerance values and VIF 5.793 < VIF arithmetic 10.00, then there is no multicollinearity between independent variables.

Normal probability curve plots the results showed that the dots on the graph Gais coincide and follow the diagonal so that we can conclude the regression model with the normal distribution.

Regression analysis

Regression analysis was performed to determine the level of influence of independent variables on the dependent variable either simultaneously or partially, as well as to test the hypothesis of the research that has been formulated previously. In this study, a survey conducted on 126 respondents to see Effects of emotional intelligence which consists of self awareness (X1), Self management (X2), Motivation (X3), Social awareness (X4), and Relationship Management (X5) Against Student Achievement on SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. In general, descriptive statistics for respondents in each of the variables studied are presented in Table 8.

Variable Emotional Intelligence consisting of self awareness (X1), Self management (X2), Motivation (X3), Social awareness (X4), and Relationship Management (X5) to the Student Achievement At SMP Negeri 4 Lalan village of Great Earth Musi Banyuasin, The data used for regression analysis and hypothesis testing is the average value of the questions for each variable, after the data quantified from ordinal scale data into a scale ratio. Output regression coefficients are presented in Table 9.

Based on these allegations regression line, then: a). Self-awareness regression coefficient (X1) is positive for 0.155, demonstrating the Self-awareness is a positive and significant impact on learning achievement (Y), so that their self-awareness will improve student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. B) Self-regression .Koefisien management (X2) is positive for 0.376, demonstrating the management Self-significant negative effect on learning achievement (Y) so that the Self management affect student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. C). Motivation regression coefficient (X3) for 0.285 is positive; it indicates Motivation positive and significant impact on learning achievement (Y) so that their Motivation will improve student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. D). Social awareness regression coefficient (X4) is positive for 0.496; it shows the Social awareness and significant positive effect on learning achievement (Y) so that their Social awareness will improve student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. E). The regression coefficient Relationship Management (X5) is positive for 0.447; it shows the relationship management and significant positive effect on learning
achievement (Y), so that their Relationship management will improve student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth.

**Correlation and Coefficient of Determination**

Correlation describes the relationship between the independent variables (Self-awareness (X1), Self-management (X2), Motivation (X3), Social awareness (X4), and Relationship Management (X5) is arranged in a regression model to variable learning achievement (Y) students at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. While the coefficient of determination explained how much the contribution given by a free variable to variable employee performance, are presented in table 10.

Based on Table 10, the value of Adjusted R Square of 0.685 and very close to 1, thus meaning the independent variable (Self-awareness (X1), Self management (X2), Motivation (X3), Social awareness (X4), and Relationship Management (X5) arranged in a regression model to variable learning achievement (Y) student at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. Based on the value of Adjusted R Square can be interpreted any way Self-awareness (X1), self-management (X2), Motivation (X3), Social awareness (X4), and Relationship management (X5) can influence the learning achievement (Y) student at SMPN 4 Lalan village of Musi Banyuasin Great Earth. As much as 67.2%.

**t test**

Here is a table of regression coefficients were used as the basis of the partial test.

**Variable t-test Self-awareness (X1)**

To test the effect of X1 to Y can be interpreted by statistical t-test probability Table 11, with 2,066 t> t table 1.65765 and sig. 0.006 less than 0.05, which means that the variable Self-awareness significantly affects the variable student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. This means Self-awareness positive effect on student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth.

**Variable t-test Self-management (X2)**

To test the effect of X2 to Y can be interpreted by statistical t-test probability Table 11, with 2,810 t> t table 1.65765 and sig. 0.006 less than 0.05, which means that the variable management Self-positive effect on the variable student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. This means Self-management negatively affect student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth.

**Motivation t-test variable (X3)**

To test the influence of X3 to Y can be interpreted by statistical t-test probability Table 11, with 2,033 t> t table 1.65765 and sig. 0.0044 less than 0.05, which means that the variable Motivation significant effect on the variable student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. This means Motivation impact on student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth.

**Variable t-test Social awareness (X4)**

To test the effect of X4 to Y, can be interpreted by statistical t-test probability Table 11, with 3,563 t> t table 1.65765 and sig. of 0.001 less than 0.05, which means that the variable Social awareness significantly affects the variable student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. This means Social awareness effect on student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth.

**Variable t-test Relationship Management (X5)**

To test the effect of the X5 to Y can be interpreted by statistical t-test probability Table 11, with 3,145 t> t table 1.65765 and sig. 0.002 less than 0.05, which means that the variable relationship management significantly affects the variable student achievement at SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. This means Relationship management student achievement in SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth.
Simultaneous Hypothesis Testing basis (Test F) Effect of Variables (X1, X2, X3, X4, and X5) to Y

Simultaneous hypothesis test conducted to examine the effect of independent variables together on the dependent variable Y. In a simultaneous hypothesis test, F test used simultaneously test results are presented in Table 12.

Table 12. ANOVA analysis

| Model       | Sum of Squares | df | mean Square | F     | Sig. |
|-------------|----------------|----|-------------|-------|------|
| Regression  | 16,923         | 5  | 3385        | 52.246| 0.000b|
| residual    | 7,774          | 120| 0.0065      |       |      |
| Total       | 24,697         | 125|             |       |      |

a. Dependent Variable: Achievement
b. Predictors: (Constant), Relationship management, self-management, self-awareness, Motivation, Social awareness

Source: Data from questionnaires were processed with SPSS, 2016

In Table 12 is a table of variance (ANOVA). The table explains the feasibility of a regression model to explain the influence of the independent variables X1, X2, X3, X4 and X5 to variable Y.

Based on F test obtained F value 52.246 > (2.29), for a significant test obtained sig value (P value) = 0.000 < 0.05, this shows the influence of Self-awareness (X1), Self-management (X2), Motivation (X3), Social awareness (X4), and Relationship management (X5) is simulant effect on Student Achievement At SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. Results of testing the hypothesis of this study that states that emotional intelligence which consists of self-awareness, self-management, Motivation, social awareness, relationship management partially and simultaneously to the student achievement SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. Results of testing the hypothesis of this study that states that emotional intelligence which consists of self-awareness, self-management, Motivation, social awareness, relationship management partially and simultaneously to the student achievement SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. Partial test results showed that the relationship management of the dominant influence on learning achievement SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth amounted to 3,145 and 0.002 compare sig with Self-awareness is just as big as 2,066 and sig. 0041.

Budiarta research proves et al. (2014) on the results of regression analysis found that there is a significant relationship between emotional intelligence on learning achievement. In the results of this study showed that emotional intelligence accounted for 84.64% of the learning achievement of fifth-grade science students Semester SD N Force I in the village Pengeragoan District of Pekutatan.

David’s research (2012) shows that emotional intelligence influence on learning outcomes SMA biology students in the town of Palopo. The results of analysis of significance value of F = 63.095 at the level of 5 percent, because the value of P = 0.000 < 0.05, R = 0.689 and t = 7.943. This means that there is a positive and significant effect of emotional intelligence on learning outcomes SMA biology students in the town of Palopo. Determination coefficient value 0.474, which means that 47.4 percent of high school students learning outcomes Biology State in Palopo town can be explained by emotional intelligence and 52.6 percent is determined by other variables not included in this study, this means that the higher the emotional intelligence will better the learning outcomes of students biology of SMA in the town of Palopo.

Research Gusniwati (2015) There is a significant direct effect on the Emotional Intelligence Concept Mastery Math Students. This is evidenced by the results of hypothesis testing through path analysis with Emotional Intelligence variable path coefficient to Mastery Math Concepts Students who obtained value P<sub>31</sub> = 0.300 and the value of th<sub>j</sub> table (3.530 > 1.980) which means there is a significant direct influence.
Table 8. Descriptive Statistics

|                          | N   | Range | Minimum | Maximum | Mean | Std. deviation |
|--------------------------|-----|-------|---------|---------|------|---------------|
| self awareness           | 126 | 2:33  | 2.67    | 5.00    | 3.8519| .47057        |
| self management          | 126 | 1:00  | 3.00    | 4.00    | 3.4669| .29816        |
| Motivation               | 126 | 1:17  | 3.83    | 5.00    | 4.2262| .28865        |
| Social awareness         | 126 | 1:33  | 3.67    | 5.00    | 4.3143| .33589        |
| Customer Relationship    | 126 | 1:00  | 3:25    | 4:25    | 3.7083| .38568        |
| management               | Valid N (listwise)| 126 |         |         |       |               |

Source: Data from questionnaires were processed with SPSS, 2016

Table 9. Results of Regression Analysis

| Model            | Coefficients unstandardized | Coefficients standardized | t     | Sig. |
|------------------|-----------------------------|---------------------------|-------|------|
| (Constant)       | 0.0047                      | 0.0365                    | 0.0130| 0.897|
| self awareness   | 0.0155                      | 0.0075                    | 0.0164| 2.066| 0.041|
| self management  | 0.0376                      | 0.0134                    | 0.0252| 2.810| 0.006|
| Motivation       | 0.0285                      | 0.0140                    | 0.0185| 2.033| 0.044|
| Social awareness | 0.0496                      | 0.0139                    | 0.0375| 3.563| 0.001|
| Customer Relationship | 0.0447 | 0.0142 | 0.0388 | 3.145 | 0.002 |

a. Dependent Variable: Achievement  
Source: Data from questionnaires were processed with SPSS, 2016

Table 10 Analysis and Correlation Coefficient of Determination

| Model | R         | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-----------|----------|-------------------|-----------------------------|---------------|
| 1     | 0.828a    | 0.685    | 0.672             | 0.25452                     | 0.710         |

a. Predictors: (Constant), Relationship management, self-management, self-awareness, Motivation, Social awareness  
b. Dependent Variable: Achievement
Source: Data from questionnaires were processed with SPSS, 2016

Table 11 Coefficients

| Model            | Coefficients unstandardized | Coefficients standardized | t     | Sig. |
|------------------|-----------------------------|---------------------------|-------|------|
| (Constant)       | 0.0047                      | 0.0365                    | 0.0130| 0.897|
| self awareness   | 0.0155                      | 0.0075                    | 0.0164| 2.066| 0.041|
| self management  | 0.0376                      | 0.0134                    | 0.0252| 2.810| 0.006|
| Motivation       | 0.0285                      | 0.0140                    | 0.0185| 2.033| 0.044|
| Social awareness | 0.0496                      | 0.0139                    | 0.0375| 3.563| 0.001|
| Customer Relationship | 0.0447 | 0.0142 | 0.0388 | 3.145 | 0.002 |

a. Dependent Variable: Achievement  
Source: Data from questionnaires were processed with SPSS, 2016

CONCLUSION

Based on the analysis, it can pull some conclusions as follows: Emotional intelligence which consists of self-awareness, self-management, Motivation, social awareness, relationship management partially and simultaneously influence positive and significant to the student achievement SMP Negeri 4 Lalan village of Great Earth Musi Banyuasin. Social Awareness dominant influence on learning achievement SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth.

Suggestions that could be addressed in this study are as follows: Emotional intelligence needs to maintain and be noticed because of emotional intelligence and significant positive effect on learning achievement SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth. Supporting factors of emotional intelligence need to be improved, to improve learning achievement SMP Negeri 4 Lalan village of Musi Banyuasin Great Earth.
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