

Research Article

Effect of Emotional Intelligence on Student Learning Achievement

Hendra Hadiwijaya^{*a}, Ganda Hutasoit^a

[a] Palcomtech Polytechnic Palembang, Indonesia

*hendra_hadi@palcomtech.ac.id

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

GUIDENA: Journal of Science Education, Psychology, Guidance and Counseling
website: <http://ojs.fkip.ummetro.ac.id/index.php/bk>

Received: 2016-12-27. Published: 2017-06-31.



This is an open access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The which permits unrestricted use, distribution, and reproduction in any medium, Provided the original work is properly cited.

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.

analysis data

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

Table 3. Descriptive Statistics Variable Emotional Intelligence

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree		
	1	%	2	%	3	%	4	%	5	%	
	Self-awareness (X1)										
X11 I know my true feelings (happy, sad, embarrassed, angry)	1	0.8	6	4.8	50	39.7	67	53.2	2	1.6	

The composition of respondents by aspects of sex can be seen in Table 4.1.

Table 1. Respondents by Gender

Gender	Frequency	(%)
Man	60	47.62
Woman	66	52.38
amount	126	100

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.

Table 2. Respondents by class

Class	Frequency	(%)
VII	42	33.33
VIII	40	31.75
IX	44	34.92
amount	126	100

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.

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree	
	1	%	2	%	3	%	4	%	5	%
X12 I have learned a lot about myself with my feelings.	0	0	0	0	20	15.9	104	82.5	2	1.6
X13 I can say when I get angry when faced with something that makes me upset	12	9.5	0	0	0	0	65	51.6	49	38.9
Self-management (X2)										
X21 When I feel embarrassed, angry, sad, and glad I consider it healthy and natural.	0	0	0	0	0	0	53	42.1	73	57.9
X22 I am confident when dealing with people who are smarter than me.	0	0	0	0	0	0	109	86.5	17	13.5
X23 I am patient when dealing with other individuals who have made me upset.	0	0	0	0	0	0	53	42.1	73	57.9
X24 I can manage and control my life for the better.	0	0	0	0	88	69.8	38	30.2	0	0
X25 I quickly subdued than on others when there is chaos that makes everyone panic	0	0	0	0	15	11.9	70	55.6	41	32.5
Motivation (X3)										
X31 My teacher give a boost always to excel	0	0	0	0	0	0	109	86.5	17	13.5
X32 Being the best is my desire and goal.	0	0	0	0	0	0	55	43.7	71	56.3
x33 I think, there is always a way out if we want to try.	0	0	0	0	0	0	101	80.2	25	19.8
X34 I keep trying to be the best	0	0	0	0	2	1.6	99	78.6	25	19.8
X35 Faced with the difficulty for me is a challenge that must be solved.	0	0	0	0	0	0	103	81.7	23	18.3
x36 Being the best is my desire and goal.	0	0	0	0	9	7.1	96	76.2	21	16.7
Social awareness (X4)										
X41 When my friend had a problem, he always told me, and I am a good listener.	0	0	0	0	9	7.1	96	76.2	21	16.7
x42 I am pleased to enter into and follow the activities of the organization.	0	0	0	0	0	0	77	61.1	49	38.9
X43 I am not afraid to talk to strangers or people who have not been so close to me.	0	0	0	0	0	0	58	46	68	54

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree		
	1	%	2	%	3	%	4	%	5	%	
Customer Relationship Management (X5)											
X51	I always express opinions/ideas during conflicts settlement.	0	0	0	0	0	0	62	49.2	64	50.8
X52	When there is a problem with a friend, I will handle it with deliberation.	0	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	0	88	69.8	38	30.2	0	0
X54	In the task group, I will share the job with friends.	0	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		
	1	%	2	%	3	%	4	%	5	%	
Y1	I always follow the lesson	0	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	0	3	2.4	60	47.6	63	50
Y3	I always attend each lesson	0	0	0	0	0	0	58	46	68	54
Y4	I quickly absorb all the material that has been given teachers	0	0	0	0	45	35.7	58	46	23	18.3
Y5	Quality practice tools in SMP Negeri 4 Lalan already meet the standards	0	0	0	0	0	0	77	61.1	49	38.9
Y6	Quantity practice tools in SMP Negeri 4 Lalan is sufficient.	0	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	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	0732	0924
self management	20.3884	2876	0738	0918
Motivation	19.6292	2864	0782	0914
Social awareness	19.5141	2,654	0863	0901
Customer Relationship management	20.1470	2,460	0911	0892
Learning achievement	19.5946	2,426	0786	0912

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
X11	111.90	79 117	0377	0940
X12	111.54	80 522	0461	0939
X13	111.20	72 880	0704	0936
X21	110.82	78 838	0551	0938
X22	111.26	80 627	0518	0938
X23	110.82	78 838	0551	0938
X24	112.10	77 303	0793	0935
X25	111.19	78 603	0437	0939
X31	111.26	80 835	0484	0939
X32	110.83	79 100	0518	0938
x33	111.20	79 008	0670	0937
X34	111.21	78 970	0630	0937
X35	111.21	80 522	0469	0939
x36	111.30	79 140	0534	0938
X41	111.30	77 844	0691	0936
x42	111.01	79 832	0442	0939
X43	110.86	78 315	0606	0937
X51	110.89	78 004	0641	0937
X52	111.84	77 415	0715	0936
X53	112.10	77 303	0793	0935
X54	111.93	77 683	0680	0936
Y1	110.87	78 016	0600	0937
Y2	110.92	77 354	0653	0936
Y3	110.86	78 315	0606	0937
Y4	111.57	77 655	0457	0940
Y5	111.01	76 152	0883	0934
Y6	111.60	77 809	0419	0941
Y7	111.12	74 266	0822	0934

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.

test Heteroskedasticity

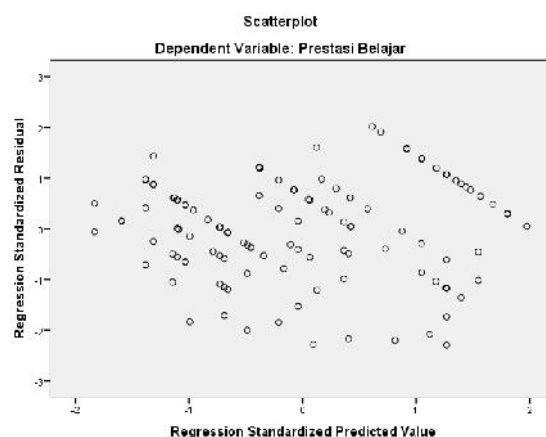


Figure 1 Test Heteroskedasticity

Source: Data from questionnaires were processed with SPSS, 2016

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

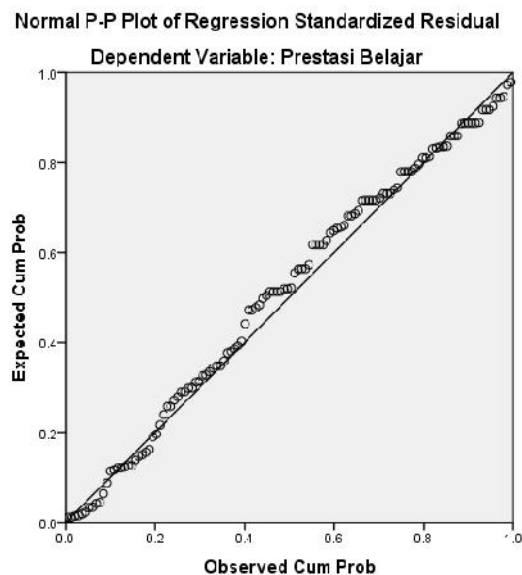


Figure 2 Test probability plot

Source: Data from questionnaires were processed with SPSS, 2016

Test Multicollinearity

Table 7. Test Multicollinearity

Model	collinearity Statistics		Information
	tolerance	VIF	
self awareness	0417	2,398	Did not happen multikolinieritas
self management	0326	3064	Did not happen multikolinieritas
Motivation	0316	3,161	Did not happen multikolinieritas
Social awareness	0237	4,215	Did not happen multikolinieritas
Customer Relationship management	0173	5793	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 2,398 $< VIF$ 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 5793 $< VIF$ arithmetic 10.00, then there is no multicollinearity between independent variables.

Normal probability curve plots the results showed that the dots on the graphic 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 0155, 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 0376, 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 0285 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 0496, demonstrating 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 0447; 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 SMPN 4 Lalan village of Great Earth Musi Banyuasin, so the regression model used fit or better. 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. 0041 amounted to less than 0.05, which means that the variable Self-awareness significantly affects learning achievement variable (Y) student at SMPN 4 Lalan village of Musi Banyuasin Great Earth. This means the 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. 0044 amounted to 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 0001 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. 0002 amounted to 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

Table 12 ANOVA					
Model	Sum of Squares	df	mean Square	F	Sig.
Regression	16 923	5	3385	52.246	0.000b
1 residual	7774	120	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. 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 $P_{31} = 0.300$ and the value of $t > \text{table} (3.530 > 1.980)$ 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	4.3413	.33589
Customer Relationship management	126	1:00	3:25	4:25	3.7083	.38568
Learning achievement	126	1:57	3:43	5:00	4.2608	.44450
Valid N (listwise)	126					

Source: Data from questionnaires were processed with SPSS, 2016

Table 9. Results of Regression Analysis

Model	Coefficients unstandardized		standardized	t	Sig.
	B	Std. Error	Coefficients beta		
(Constant)	.0047	.0365		.0130	.0897
self awareness	.0155	.0075	.0164	2,066	.0041
self management	.0376	.0134	.0252	2,810	.0006
Motivation	.0285	.0140	.0185	2,033	.0044
Social awareness	.0496	.0139	.0375	3563	.0001
Customer Relationship management	.0447	.0142	.0388	3,145	.0002

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	.0828a	.0685	.0672	.025452	.0710

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		standardized	t	Sig.
	B	Std. Error	Coefficients beta		
(Constant)	.0047	.0365		.0130	.0897
self awareness	.0155	.0075	.0164	2,066	.0041
self management	.0376	.0134	.0252	2,810	.0006
Motivation	.0285	.0140	.0185	2,033	.0044
Social awareness	.0496	.0139	.0375	3563	.0001
Customer Relationship management	.0447	.0142	.0388	3,145	.0002

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.

REFERENCES

- Aunurrahman. 2010. Teaching and Learning. Bandung: Alfabeta.
- Budiarta, I Wayan. Suarni, Ni Ketut, and Arcana, I Nyoman..2014. Relationship Between Emotional Intelligence and Intellectual Intelligence With Learning Achievement in Science Class V Pengeragoan village. e-Journal pulpit PGSD Ganesha Education University. Vol 2 No 1. It: 1-11.
- David Eden. 2012. Effect of Emotional Intelligence (EQ) and Motivation on High School Students Learning Outcomes Biology Negeri 3 Palopo. Journal of Education and Learning. Vol. 19 No. 2. Hal: 243-255.
- Ghozali, Imam, 2009. Applications Multivariate Analysis With SPSS Program, Fourth Edition, Publisher Diponegoro University.
- Kuncoro, M .. 2009. Research Methods for Business and Economics Researching and Writing Thesis How ?, Issue 3, Erland, Jakarta.
- Gusniwati, Mira. 2015. Effect of Emotional Intelligence and Interest in Learning Mathematical Concepts Mastery Students Against Sman In Sub Kebon Jeruk. Formative Journal. Vol. 5 No. 5. It: 26-41.
- Rahmasari, Lisda. 2012. Effects of Intellectual Intelligence, Emotional Intelligence and Spiritual Intelligence on Employee Performance. Scientific Informatics Magazine Vol. 3 No. 1.: 1-20
- Riduwan and Kuncoro, Engkos Achmad. 2008. How to Use and Wear Path Analysis. Bandung: Alfabeta.
- Sagala, Syaiful, 2010. Concept and Importance of Learning. Bandung: Alfabeta.
- Sugiyono. 2010. Qualitative and Quantitative Research Methods R & D Bandung: Alfabeta.
- Omar, Hussein. 2008. The study design HRM and employee behavior: the paradigm of the positivist and based troubleshooting. King Grafindo Persada: Jakarta.
- Uno, Hamzah. 2010. New Oriental in Psychology of Learning. Earth Literacy: Jakarta.