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**The Influence of Emotional Intelligence on the Students'
Achievement of Pancasila and Civic Education at SMA Negeri
5 Yogyakarta**

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Abstract

Purpose: This study determines the influence of emotional intelligence on the students' achievement of Pancasila and Civic Education (PPKn) at SMA Negeri 5 Yogyakarta in the 2019/2020 academic year.

Methodology: The study uses a quantitative descriptive approach with both quantitative and qualitative data, specifically learning achievement and emotional intelligence. It was conducted at SMA Negeri 5 Yogyakarta in March 2020 using 720 respondents. Additionally, X, XI, and XII had 8 classes each, totaling 24 classes, where a sample of 30 students was taken from using a simple random sampling technique. Data obtained from the questionnaire was processed through simple regression analysis techniques and analysis of the determination coefficient (R²). Furthermore, data on emotional intelligence (X) was obtained by distributing questionnaires. Students' learning achievement scores for Pancasila and Civic Education (Y) were used in the report cards in the even semester of the 2019/2020 academic year.

Findings: According to the results, the statistical analysis produces a regression equation $Y = 74.298 + 0.165 X$. In case the value of emotional intelligence (X) increases by 1 unit, the PPKn learning achievement (Y) increases by 0.165 units with a constant of 74,298. Hypothesis testing shows that emotional intelligence was significantly influenced by learning achievement. The determination coefficient (R²) obtained was 0.59 (5.9%), meaning that emotional intelligence affects 5.9% of the PPKn learning achievement, while 94.1% was influenced by other factors outside the study.

Unique contributions to theory, practice, and policy: Students' emotional intelligence (EQ) has an influence on student PPKn learning achievement. With EQ, it is hoped that students will be able to train and manage their feelings, motivate themselves, be able to be strong in the face of frustration, ability to control impulses and delay momentary gratification, regulate a reactive mood, and be able to empathize and cooperate with others. Through EQ too, students are expected to be able to keep away from frustration and prolonged stress, so this emotional intelligence will support a student in achieving his goals and ideals.

Keywords: *Emotional Intelligence, Pancasila and Civic Education (PPKn) learning achievement, SMA Negeri 5 Yogyakarta*

INTRODUCTION

With technology development, including computers and the internet, it is very easy for students to develop knowledge. However, this rapid technological growth cannot guarantee maximum results in education. According to Law no. 20 of 2003 the National Education System (SISDIKNAS) Article 3, "National education develops abilities and shapes dignified national character and civilization to educate the nation's life and enhance students' potential to become human beings with devotion to God Almighty. Moreover, it helps students and become noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible citizen. Emotional intelligence (EQ) is among the factors supporting the success of learning. Specifically, it helps students control emotions, respect themselves, know their strengths, think before acting, and understand their mood.

Long-term research on 95 Harvard graduate students in the 1940s proved the importance of emotional intelligence. Decades later, students with high intellectual intelligence but selfish and had less extensive relationships become less successful. However, the study was based on salary, productivity, and job status. According to Kurnia (2017), people with mediocre intellectual intelligence but had high emotional, social, and spiritual intelligence, have been highly successful (Kurnia, 2017). Ironically, many educational programs in Indonesia are intelligence (IQ) oriented for academic values. However, there is a need to develop emotional intelligence, including self-recognition and control, and motivation. Apart from not being successful at work, many examples prove that people with intellectual intelligence are slumped in competition. Contrastingly, those with less formal education are more successful because of high emotional intelligence.

Students with high emotional intelligence can successfully manage feelings and motivate themselves. Additionally, they can be strong when facing frustrations, controlling impulses, delaying momentary gratification, regulating reactive mood, and empathizing and cooperating with others. This intelligence supports a student in achieving goals and ideals. Learning that is only centered on intellectual intelligence will produce a generation easily discouraged, depressed, and uses illegal drugs. Therefore, students who are unaware of their duties lack the motivation to learn and concentrate.

RESEARCH METHODS

This is a descriptive research that uses quantitative, specifically learning achievement in Pancasila and Civic Education (PPKn) and quantified qualitative data, emotional intelligence. The data of PPKn learning achievement scores were taken from semester report cards for the 2019/2020 academic year. Contrastingly, emotional intelligence data was collected through questionnaires. The study determines the relationship between the X variable (emotional intelligence) and the Y variable (PPKn learning achievement) using quantitative data (Sukardi 2010: 15). The research locations included SMA Negeri 5 Yogyakarta at Jl. Nyi Pembayun No.39, Prenggan, Kotagede Subdistrict, Yogyakarta City, in Yogyakarta Special Region 55172. The research was conducted in March 2020 with a population of 733 students of SMA Negeri 5 Yogyakarta, as shown in table 1:

The sample is part of the population used as an example to represent the population. The simple random sampling technique was used with the provisions of each class being up to 30 students. Questionnaires collected emotional intelligence data (15 statement items) while documentation provided for PPKn learning achievement (final exam scores or even semester report cards for the 2019/2020 school year). This research used descriptive analysis to reveal the existing variables and inferential to test the hypothesis as a basis for making conclusions. Data were analyzed using a computer application program SPSS (Statistical Product and Service Solutions).

Statistical descriptive analysis

The number of respondents, lowest score, highest score, the average (mean), and the standard deviation was displayed to ease the process of describing the respondent's characteristics and answers to both variables.

Simple regression analysis

The simple regression analysis was used because this study has an independent variable and a dependent variable only. This analysis was conducted to determine the influence of

emotional intelligence (X) on the learning achievement of PPKn (Y).

The research framework is as follows:

The hypothesis submission is, “Emotional intelligence has a significant effect on the learning achievement of Pancasila and Civic Education for students in SMA Negeri 5 Yogyakarta”.

RESULT AND DISCUSSION

The research instrument was first deliberately designed and made before starting the process. The pre-research implementation was carried out on 3 to 20 February 2020, class X was held on 3, 5, and 6 February 2020, class XI on 10, 12, 13 February 2020, and class XII on 17, 19, and 20 February 2020.

The research instrument was a questionnaire on a rating scale with a check-list filling method. To obtain data on students' emotional intelligence, a 15-statement questionnaire was distributed. Research instruments were tested before usage in real research, and results validated for reliability. In this study, emotional intelligence consisted of 5 (five) indicators, including self-awareness, self-control, motivation, empathy, and social skills. The operational definition and indicators shown above, a questionnaire grid was arranged, as shown in Table 2 below.

Emotional intelligence variable items were measured using a stratified scale. Questionnaire weighting was used on a tiered scale with 5 (five) statement points on each scale. Sugoyono (2011: 93) states that the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or a group about social phenomena. Each instrument item's answer has a positive to a negative gradient, each point with a score.

Item statements can be positive or negative. The sequence of positive statements and their scores are Strongly Agree (SA), Agree (A), Disagree (Ds), Less Disagree (LD), Strongly Disagree (Sd) = 5, 4, 3, 2, 1. The sequence of negative statements along with the scores are Strongly Disagree (Sd), Less Disagree (LD), Disagree (Ds), Agree (A), Strongly Agree (SA) = 1, 2, 3, 4, 5. Research instruments used a Likert scale in the form of a check-list.

Editing

This activity makes instructions for filling out the questionnaire, statements per the grid, and corrects writings.

Instrument Testing (Calibration Test)

A compiled questionnaire is subjected to a calibration test to examine its appropriateness before being used for real or actual research. The feasibility of the research instrument is based on two requirements, namely validity and reliability. The instrument test was applied to all 720 students in class X, XI, and XII of SMA Negeri 5 Yogyakarta in the even semester of the 2019/2020 academic year. During sampling, 5 students were taken from each class, as shown in table 1:

Table 1: pre-research respondent data

No	Class	The number of class
1	X MIPA	6
2	X IPS	2
3	XI MIPA	6
4	XI IPS	2
5	XII MIPA	6
6	XII IPS	2
Total Class		24

Source: pre-research respondent data

There were 8 classes in X, XI, and XII totaling 24. From each class, 5 students were taken, resulting in 120 respondents. Sampling results were analyzed to determine the instrument's validity and reliability level.

Validity analysis

The instrument test was conducted using the item score's correlation with the total score "Product Moment (Karl Pearson)." The analysis was performed using version 23 of the SPSS program, with a critical angle limit of 0.05. The test criteria compared the r count with the r table. If r count $>$ r table, then the instrument means valid, while if r count $<$ r table, it was invalid and unfit.

The determination of items' number was based on questionnaire filling time. Assuming that each statement can be filled in 1 minute, all items could be completed in 15 minutes. Reserve time was 2 minutes hence it could take 17 minutes to complete the entire statement. Due to many respondents, statement validity had a significance level of 0.05 or

equal to 5%. By consulting the analysis results to the critical price table of r Product-Moment at $N = 120$, the correlation coefficient (r) was 0.176. The research instrument items were classified as valid, and as shown in Table 2 below.

Table 2: Comparison of r count with r table from Emotional intelligence questionnaire trials

Number		r count	r table	Description
Sequence	Item			
1	1	0,479	0.176	Valid
2	2	0,550	0.176	Valid
3	3	0,703	0.176	Valid
4	4	0,659	0.176	Valid
5	5	0,803	0.176	Valid
6	6	0,720	0.176	Valid
7	7	0,798	0.176	Valid
8	8	0,798	0.176	Valid
9	9	0,845	0.176	Valid
10	10	0,730	0.176	Valid
11	11	0,704	0.176	Valid
12	12	0,758	0.176	Valid
13	13	0,792	0.176	Valid
14	14	0,816	0.176	Valid
15	15	0,807	0.176	Valid

Source: Recapitulation of emotional intelligence questionnaire results

Reliability Analysis

The reliability (consistency) level of an instrument or a test was expressed in its coefficient. The value of the reliability coefficient ranged from -1.00 to 1.00. A coefficient closer to 0.00 shows lower reliability while – are very low. To have a clear illustration, results are shown in Table 5 below.

After testing and analyzing data of the 120 respondents, the reliability coefficient was 0.937. Based on these results, the reliability level is high hence intelligence instruments meet the research requirements, as shown in table 3.

Table 3: Correlation coefficient and its qualifications

Correlation coefficient	Qualifications
0,91 - 1,00	Very High
0,71 - 0,90	High
0,41 - 0,70	Sufficient
0,21 - 0,40	Low
Negative - 0,20	Very Low

Source: Ing. Masidjo (2006: 141)

Research Implementation

This research was conducted at SMA Negeri 5 Yogyakarta, which is located at Jl. Nyi Pembayun No.39, Prenggan, Kotagede SubDistrict, Yogyakarta City in Yogyakarta Special Region Postal Code 55172. This research was conducted 2nd, 4th, and 5th for class X, 9th, 11th, and 12th for XI, 16th, 18th, and 19th March 2020 for XII. The final stages of research implementation were held on March 23rd, 25th, and 26th, 2020.

Of the 720 respondents, 30 students were taken from each class as the sample. Variable X data was collected by distributing questionnaires, while variable Y was from the final scores in the even semester of the 2019/2020 academic year.

Research Result

Description and explanation of the data series needed were presented in tables and pie charts. Presented data included the number of respondents, the lowest and highest score, the average, the standard deviations (SD), independent variables (X), and dependent variable (Y).

Statistical descriptive analysis

Descriptive statistical techniques analyze by describing collected data without generalizing. The values of the independent and dependent variables in this technique are detailed in Table 4 below:

Table 4: Results of data processing through SPSS Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Effect_X	720	55	75	71.20	3.322
PPKn_Y	720	78	95	86.04	2.250
Valid (listwise)	N 720				

According to table 4, the total number of respondents was 720. The lowest score of X was 55, while that of Y was 75. In comparison, the highest X and Y scores were 75 and 95, with averages of 71.20 and 86.04. Furthermore, the standard deviation of X and Y were 3.322 and 2.250. Data of the independent (X) and dependent (Y) variables is presented in the pie charts below:

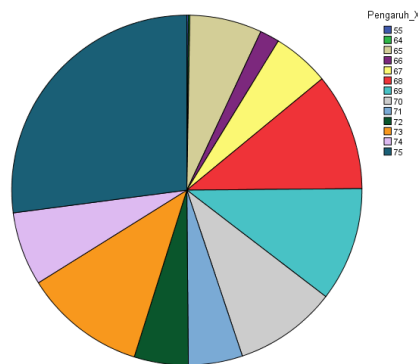


Figure 2: Pie chart for X variable (emotional intelligence)

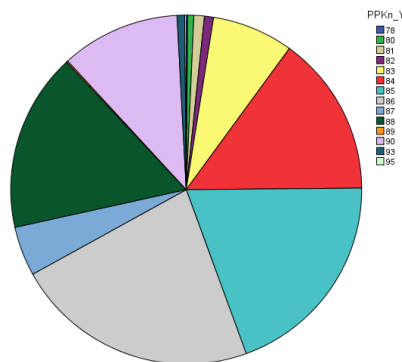


Figure 3: Pie chart for Y variable (Learning achievement of PPKn)

Simple regression analysis

Simple linear regression is a statistical method used to test the causal relationship between the causal factor variable (X) and the resultant variable (Y). The causative factor and resultant variables are denoted by X and Y. Moreover, a predictor and response are also used to represent X and Y, respectively. Simple linear regression (SLR) measured emotional intelligence's effect on PPKn/ Pancasila and Civic Education learning achievement. Decision making in a simple regression test involved two steps, including:

- 1) Comparing the significance value with a probability value of 0.05 In case the significance value < 0.05 , the X variable affects Y, while If the value > 0.05 , the X variable does not affect Y.
- 2) Comparing the t count with the t table In case $t \text{ count} > t \text{ table}$, the X variable affects Y.

Comparably, suppose $t \text{ count} < t \text{ table}$, the X variable does not affect Y.

Generally, the simple linear regression equation formula is $Y = a + bX$. The regression value is the SPSS output in table 5 of coefficients.

Table 5: Results of data processing through SPSS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		β	Std. Error	Beta		
1	(Constant)	74.298	1.748		42.505	.000
	Effect_X	.165	.025	.243	6.723	.000

Table 6 Results of data processing through SPSS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.243a	.059	.058	2.184

DISCUSSION

a = the constant value of Unstandardized Coefficients was 74,298, which meant there was no emotional intelligence. Comparably, the value of PPKn learning achievement (Y) was 74,298.

b = the value of the regression coefficient was 0.165, meaning that with every 1% addition of emotional intelligence, (X) will increase the PPKn learning achievement (Y) by 0.165.

Moreover, emotional intelligence (X) positively affected PPKn learning achievement (Y) because the regression coefficient was positive. Therefore, the regression equation was Y

$$= 74,298 + 0.165 X$$

Hypothesis testing

Hypothesis testing was involved comparing the Significance value of 0.05 The regression analysis decision making was based on the significance value (sig.) of the SPSS output, follows.

H₀ = If the significance value <0.05, emotional intelligence affects the learning achievement of PPKn. (H₀).

H_a = If the significance value > 0.05, emotional intelligence does not affect the learning achievement of PPKn.

Based on the results, the significance value was 0.00 <0.05, hence H₀ was rejected, and H_a accepted. This means that emotional intelligence (X) affects the learning achievement of PPKn (Y).

Hypothesis testing by comparing t count with t table

The hypothesis was tested using the t-test, and the basis for decision making was as follows.

H₀ = In case t count > t table, emotional intelligence affects the learning achievement of PPKn.

H_a = In case t count < t table, emotional intelligence does not affect the learning achievement of PPKn.

Based on the SPSS output, the t value was 6.723, and the t table was 1.963 or (t count > t table). Therefore, H₀ is rejected while H_a is accepted, meaning emotional intelligence (X) affects the learning achievement of PPKn (Y).

Determining the effect of variable X on Y

The value of R Square or R² found in the SPSS output is used to determine the effect of emotional intelligence (X) on PPKn (Y) learning achievement, as shown in table 9.

Based on the SPSS output, the R Square value is 0.59. This means that the effect of emotional intelligence (X) on PPKn (Y) learning achievement was 5.9%, while other variables influenced 94.1% of students' learning.

The conclusion from the simple linear regression analysis test

According to the discussion, emotional intelligence (X) positively affects PPKn learning achievement (Y) by 5.9%. This proves that the increasing emotional intelligence of a

student affects their PPKn learning achievement.

CONCLUSION

This study used a total of 720 respondents. The lowest scores of X and Y were 55 and 75 while the highest values were 75 and 95. Furthermore, X's averages were 71.20 and Y 86.04, with standard deviations of 3.322 and 2,250. The results of simple linear regression analysis show that the regression coefficient was positive. Therefore, emotional intelligence (X) has a positive effect on the learning achievement of PPKn (Y). This can be represented by the regression equation, $Y = 74,298 + 0.165 X$.

The emotional intelligence (X) has a positive effect on PPKn (Pancasila and Civic Education) learning achievement (Y) with a total effect of 5.9%. Therefore, increasing a student's emotional intelligence affect their PPKn learning achievement.

RECOMMENDATIONS

Based on this research, the learning achievement of students' PPKn (Pancasila and Civic Education) at SMA Negeri 5 Yogyakarta can be optimal. The following suggestions can be submitted to teachers, students, and schools:

For Teachers

Teachers of SMA Negeri 5 Yogyakarta are expected to increase students' emotional intelligence. This way, students can manage feelings, motivate themselves, and be strong when facing problems hence avoiding frustration at work.

For Students

Students in SMA Negeri 5 Yogyakarta should prioritize emotional intelligence to get good grades.

For Schools

Through the principal's guidance, schools should implement strategies that develop students' emotional intelligence to support learning achievement.

Thank-you note

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