

The Effect of Emotional Intelligence and Task Commitment on Learning Achievement of Class XI Students of SMA Negeri 2 Luwu

Regina Ayu Lestari^{1*}, Septya Suarja², Imam Pribadi³

¹Faculty of Teacher Training and Education, Muhammadiyah University of Palopo, 91922, Indonesia

²Faculty of Teacher Training and Education, Muhammadiyah University of Palopo, 91922, Indonesia

³Faculty of Teacher Training and Education, Muhammadiyah University of Palopo, 91922, Indonesia

Corresponding Author Email: gynamasallo3@gmail.com

Abstract

Student learning achievement is one of the important indicators in measuring student performance in the learning process. Various factors affect student learning achievement, one of which is emotional intelligence and task commitment. Emotional intelligence is the ability of students to control their emotions in learning situations, while task commitment is the possibility of students to follow and collect learning tasks given by the teacher. The formulation of the problem examined in this study is to find out whether students with high learning achievement have good emotional intelligence and task commitment or vice versa. This research involves quantitative research that uses descriptive correlative methods to examine events that have occurred and look back through the data to find possible factors or causes or events studied. The population of this study is the total number of students in class XI SMA Negeri 2 Luwu as many as 225 students. The sample was taken 10% of the total population, which amounted to 50 students. In this study, the results showed that emotional intelligence and task commitment affect student learning achievement. Students who have high emotional intelligence and task commitment will have better learning achievement. This shows that the emotional condition and leadership in the implementation of students' tasks affect their learning achievement.

Keywords: Emotional Intelligence; Task Commitment; Learning Achievement.

1. Introduction

A developed country is a country with advanced education. Because education is very important for progress. Education is a directed support for the physical and mental development of children until they reach adulthood. The growth and development of a child begins before he or she is born, namely from the womb, so that a child's education must begin at an early age, including during pregnancy. Early childhood is an important and fundamental early period in the growth and development of human life (Harahap, 2021). One of the important goals of education is to consciously humanize humans. Humans are required not only to understand the concept of themselves, but also to understand the reality around them.

Lifelong education for humans is an absolute necessity that must be fulfilled throughout life (Sujana, 2019). Education in Indonesia cannot be separated from an institution, namely schools where children are educated to explore all their abilities (Septianti & Afiani, 2020). Talking about education, we are separated from an institution that is

the core of education itself, namely school institutions where children are educated to explore all their abilities. The government has been trying to improve the quality and quantity of education. One of the government's efforts is usually constitutional: attracting school graduates who are competitive and ready to compete globally (Sugiarto, 2020). The success of a child in education is often called learning achievement, as a learning process is the most important key concept in any educational project. Learning also plays an important role in sustaining a group of people (nation) in fierce competition between other countries that advance through learning. The meaning of learning itself is the process of individual effort to achieve new changes in behavior as a whole as a result of individual experience in interacting with the environment. All students are not the same and these individual differences lead to differences in student learning behavior and in turn differences in their academic achievement (Simamora et al., 2020).

Many things affect a child's learning achievement, such as intelligence, creativity, perseverance in learning and others. The success of students in the learning process can be seen from the learning achievements obtained. In this regard, it is hoped that the learning achievement obtained by students is the highest, because this indicates that the learning process or activity can be said to have been effective and successful (Dodi, 2019). The failure and success of learning depends heavily on students, for example, how the ability of students' readiness to participate in learning activities, besides that the condition of students, their psychological conditions such as attention, memory observation, emotions and so on also affect student learning activities. In general, there are two factors that affect student learning achievement, namely internal factors and external factors (Sugiarto, 2020). Internal factors, namely factors that come from within students, consist of psychological factors (physical and spiritual health) and psychological factors (intelligence, emotional intelligence, spiritual intelligence, motivation, talent interest and personality). External factors are factors that come from outside the student, consisting of family, school and community factors. If these two factors can be maximized in function, it will maximize the potential for student learning achievement (Simamora et al., 2020).

One of the factors from within students that determine learning achievement is the aspect of intelligence. This aspect of intelligence is known as intellectual aspect (IQ), emotional intelligence (EO) and spiritual intelligence (SQ). One of the important factors that influence learning success is emotional intelligence, the term emotional intelligence was originally a development of the word emotion precisely. Emotions play

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an important role because they are the lifeline for self-awareness and self-sustainability that deeply connects us to ourselves and others and to the cosmos. A person's emotional intelligence can be categorized just like intellectual intelligence. Emotional intelligence in learning activities encourages students' open attitude and increases learning interest to exchange ideas and find solutions to problems (Hapsyah et al., 2019).

Basically, emotional intelligence is not something that is obtained suddenly, but requires a learning process, and the environment that shapes emotional intelligence has a great influence. Emotional intelligence is strongly influenced by the environment, is not permanent, and can change at any time. Therefore, the environment, especially the role of parents and school teachers in early childhood, has a great influence on the formation of emotional intelligence (Gusniwati, 2020). As for the characteristics of a person, it is considered to have high emotional intelligence if socially, sociable with humor, not easily afraid or anxious, able to adjust to stress-free, have a great ability to involve themselves with people or problems, to take responsibility and have a moral view, their emotional life is rich but reasonable, have a sense of comfort with themselves, others, and their environment. Learning activities in schools usually only emphasize the transformation of factual information and the development of reasoning, especially logical reasoning, to arrive at right or wrong answers (Anita Listiana, 2019).

Task commitment also greatly affects student learning achievement because task commitment is the ability to control and use emotions productively and positively (Ridha, 2019). Task commitment is also a subtle form of internal motivation that encourages people to persevere and do important work (Tahir et al., 2021) what is meant by work in this study are tasks given at school and part of students' responsibilities. The main factor that must be developed for children to achieve high achievement and this craft is one of the indicators in task commitment ability (Mufidah et al., 2019). Based on the description above, the author wants to know whether students with high learning achievement have good emotional intelligence and task commitment or vice versa. To answer this question, the authors conducted research on "The Effect of Emotional Intelligence and Task Commitment on Learning Achievement of Class XI Students of SMA Negeri 2 Luwu"

2. Methodology

This study uses a type of quantitative research, which involves the use of numbers and statistical data in the collection and analysis of quantifiable data (Priadana and Denok.,

2021). This study consists of three variables, namely independent variables (X) and variables (Y). Variable (X) is "emotional intelligence and task commitment" and variable (Y) is "learning achievement". The instrument used to measure emotional intelligence and task commitment is a questionnaire consisting of several questions with four alternative answers: strongly agree (SS), agree (S), disagree (TS), strongly disagree (STS), and strongly agree (SS), agree (S), disagree (TS), strongly disagree (STS). On the other hand, learning performance can be seen from the results of test scores obtained from teachers who conduct teaching. This research is an exploratory research that uses the ex post facto method and is a correlative descriptive research. Research is conducted to study events that have occurred and then look back through the data to find factors or causes that may have occurred or the events studied. This research is called ex post facto research because it does not provide treatment but only reveals ongoing natural phenomena. The population of this study was the number of students in class XI SMA Negeri 2 LUWU which amounted to 225 students. The sample was taken with an error rate of 10% of the total population of 50 students

3. Result and Discussion

3.1. Research result

Table I. Validity Test Results

Variables	Item	R count	R table	Description
Emotional Intelligence X1	X1.1	0,805	0,230	Valid
	X1.2	0,815	0,230	Valid
	X1.3	0,808	0,230	Valid
	X1.4	0,798	0,230	Valid
	X1.5	0,762	0,230	Valid
Tax Commitment X2	X2.1	0,761	0,230	Valid
	X2.2	0,827	0,230	Valid
	X2.3	0,876	0,230	Valid
	X2.4	0,798	0,230	Valid
	X2.4	0,877	0,230	Valid
Learning Achievement	Y.1	0,807	0,230	Valid
	Y.2	0,912	0,230	Valid
	Y.3	0,887	0,230	Valid
	Y.4	0,834	0,230	Valid
	Y.5	0,820	0,230	Valid

Table II. Reliability Test Results

Variables	Cronbach's Alpha	Description
Emotional Intelligence	0,853	Reliable
Tax Commitment	0,885	Reliable
Learning Achievement	0,902	Reliable

Table III. T Test Results (partial)

<i>Unstandardized Coefficients</i>			<i>Standardized Coefficients</i>		
Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	4.763	.860	5.537	.000
	total_x1	.248	.062	4.023	.000
	total_x2	.538	.057	9.374	.000

Table IV. F Test Results (simultaneous)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	266.658	2	133.329	199.219	.000 ^b
	Residuals	31.455	47	.669		
	Total	298.113	49			

3.2 Discussion

3.2.1 Validity Test

The validity test is a process carried out to determine whether a variable used in research has valid properties or not. Variable validity refers to the description or quality of a variable used in research. In the validity test, several methods can be used, one of which is using R count which is the correlation value between the item and the variable being tested. R table is the correlation value obtained from the standard table. If R count is greater than R table, then the variable can be considered valid. From the table of validity test results, it can be seen that each item for each of the three variables has a calculated R value greater than the R table. This shows that these variables have sufficient validity to be used in research. Based on the table of validity test results, results can be taken as evidence that the variables used in the study have sufficient validity to be used in this study. Based on the table above, it can be seen that the validity test carried out on the results of data processing using the SPSS application produces valid data because each item for each of the three variables has a calculated R value greater than the R table.

3.2.2 Reliability Test

The reliability test results table shows the results of the internal consistency test using the Cronbach's Alpha method. In the table above, there are three variables evaluated: Emotional Intelligence, Tax Commitment, and Learning Achievement. Cronbach's Alpha is a method used to evaluate the internal consistency of a set of variable items.

A higher Cronbach's Alpha value indicates that the variable items are more consistent in stating the desired construct.

Based on the table of results obtained, it can be seen that the Cronbach's Alpha value for all variable items is greater than > 0.60 , which is the limit to be categorized as reliable. This shows that all variable items evaluated can be categorized as reliable, where the Cronbach's alpha value for all variable items is greater than > 0.60 . In this context, the Cronbach's Alpha values given for Emotional Intelligence (0.853), Tax Commitment (0.885), and Learning Achievement (0.902) are good values and indicate that the variable items have good internal consistency.

3.2.3 T test (partial)

The T test results table (partial) above is the result of multiple regression analysis (Multiple Regression) involving two independent variables ($total_x1$ and $total_x2$) and one dependent variable (y). Based on the research results from the coefficients table above, conclusions can be drawn, namely the following partial T test results show that Emotional Intelligence and task commitment have a positive and significant effect on Learning Achievement. Emotional Intelligence affects Learning Achievement with a t value of $4.023 > t$ table 2.011 or t count greater than t table and p values $0.00 < \text{cut off}$ 0.05 . Task commitment affects learning achievement with a t value of $9.374 > t$ table 2.011 and p values $0.00 < \text{cut off}$ 0.05 . This can be seen from the beta value which is greater than 0 and p values which are smaller than 0.05 .

3.2.4 F test (simultaneous)

Based on the table of simultaneous F test results above, it can be seen that the calculated F value is 199.219 , which is greater than the f table of 3.195 . This shows that the tested variables, namely ($X1$) emotional intelligence and taks commitment ($X2$) do not affect learning achievement (Y) simultaneously, are not believed. With the value of F count greater than f table, it becomes strongly known that there are one or more variables that affect learning achievement (Y) simultaneously. It becomes strongly known that there are one or more variables that affect learning achievement (Y) simultaneously. With this, it can be concluded that the hypothesis or emotional intelligence ($X1$) and tax commitment ($X2$) simultaneously affect learning achievement (Y). In the table, the simultaneous F-test results show that the regression model with two independent variables ($X1$ and $X2$) can explain the variability of the dependent variable (Y) with a significant effect. The F-statistic is greater than the F table with a difficulty level of 0.05 , and the sig.

is smaller than the difficulty level of 0.05. This indicates that the regression model can be considered to have a significant effect

4. Conclusion

In this study, the results show that emotional intelligence and task commitment affect student learning achievement. Students who have high emotional intelligence and task commitment will have better learning achievement. This shows that the emotional condition and leadership in the implementation of students' tasks affect their learning achievement. This is known from the results of the partial analysis that the variables have a significant effect on student achievement

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