

The Effect of Emotional Intelligence and Motivation on Learning Outcomes of Islamic Religious Education at Vocational High School Mitra Bhakti

Nur Hayati¹, Jaenullah², Siti Roudlotul Jannah³, Bagus Usada⁴

^{1,2,3} Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung, Indonesia

⁴ STKIP Dharma Wacana Metro Lampung, Indonesia

 nnurhayatinuha927@gmail.com

Abstract

One indicator of success in achieving educational goals can be seen from student learning outcomes during learning and learning activities. Student achievement in learning outcomes cannot be separated from various factors that affect learning itself. Internal factors are one of the factors that come from within students because in the teaching and learning process students are the main target. This research is quantitative research with the type of ex-post facto which aims to determine whether there is an influence of emotional intelligence and learning motivation on the learning outcomes of Islamic religious education. Data were obtained by observation, questionnaire and documentation. The findings are that: First; From the results of hypothesis testing, it is known that the regression coefficient of emotional intelligence and learning outcomes is obtained by the regression equation $Y = 34,174 + 0,520X$. Second, learning motivation has a significant effect on PAI learning outcomes. From the results of hypothesis testing, the equation $Y = 38.067 + 0.493X$. Third, emotional intelligence and learning motivation together have a significant effect on the learning outcomes of Islamic Religious at Vocational High School Mitra Bhakti, Bandar Sribhawono. From the calculation of multiple linear regression (multiple) obtained equation $Y = 25,306 + 0,406X_1 + 0,250X_2$. The constant 25,306 describes the magnitude of learning outcomes if it is influenced by emotional intelligence and learning motivation. The regression coefficient 0.406 describes the magnitude of the increase in learning outcomes, if accompanied by emotional intelligence variables, while the regression coefficient b2 of 0.250 describes the magnitude of the increase in learning outcomes if accompanied by learning motivation.

Keywords: Emotional Intelligence, Learning Outcome, Learning Motivation

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INTRODUCTION

Education is a very important need for humans, because with education humans can achieve their welfare. It is undeniable that education plays an important role in the intellectual life and progress of the nation. Because the progress or not of a country depends on whether or not the implementation of the educational process in that country is advanced. That is why every country, including Indonesia, organizes various levels of its people to be able to enjoy the educational process organized by the educational state, starting from early childhood education, basic education, secondary education, to higher education. Even more than that, the state guarantees (Novan Ardy 2013).

Education is a means to lead to the growth and development of the nation, this is in accordance with the spirit of Law Number 20 of 2003 concerning the National Education System (Sisdiknas), namely: "Education is a conscious and planned effort to create a learning atmosphere and subject process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble character and skills needed by themselves, society, nation and state". (Casiska Winda A, A. Syamsu R, Toto S Arifin, 2017).

Islamic Religious Education Subjects are present in the midst of the existing education system in Indonesia in order to realize one of the goals and functions of education as stated in the National Education System Act above. As expressed by Syahidin, Islamic Religious Education is a subject to produce students who have a religious spirit and are obedient in carrying out their religious orders, not only producing students who have deep religious knowledge (Syahidin, 2009; Tabroni, I., Marlina, L., & Maesaroh, 2022; Atmowidjoyo, S., Mugiyono, M., & Nahuda, N. 2022). Furthermore, according to Zakiah Darajat Islamic education is an effort to foster and nurture students so that they can always understand the teachings of Islam as a whole, then live the goals, which in turn can practice and make Islam a way of life (Jakaria Umro, 2018).

One indicator of success in achieving educational goals can be seen from student learning outcomes during learning and learning activities in schools, especially in Islamic Religious Education subjects. The learning outcomes are part of the success of the educational process in this case making students grow and develop to maximize their potential to become complete human beings. Learning outcomes are evidence of the success that students have achieved where each learning activity can lead to a distinctive change. In this case learning includes process skills, activity, motivation as well as learning achievement. According to Nana Syaodih, learning outcomes or achievements are the realization or expansion of potential skills or capacities possessed by a person. The use of learning outcomes by a person can be seen from his behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills (Nana 2009; Meilani, D., & Aiman, U. 2020). According to Mulyasa, learning outcomes are students' overall learning achievement, which is an indicator of basic competence and the degree of change in the behavior concerned (Muh Yusuf M, 2009).

But so far, many have argued that to achieve high learning achievement, intellectual intelligence or Intelligence Quotient (IQ) which is also high. Meanwhile, according to the results of previous studies prove that Intelligence Quotient (IQ) is not the only factor that affects a person's learning outcomes, but there are many other factors that influence one of them is Emotional Quotient (EQ) or emotional intelligence. The fact that is happening today, in the teaching and learning process in schools, it is often found that students cannot achieve learning achievements that are equivalent to their intelligence abilities. There are students who have high intelligence abilities but get relatively low learning achievements, but there are students who, although their intelligence abilities are relatively low, can achieve relatively high learning achievements. That's why the level of intelligence is not the only factor that determines a person's success, because there are other factors that can influence it.

According to Claude Steiner and Paul Perry emphasized the importance of emotional intelligence, that IQ will not only make someone smarter. Without emotional intelligence, the ability to understand and manage our feelings and those of others, our chances of living a happy life are slim (Arum et al 2010). According to Goleman, emotional intelligence is the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves, and the ability to manage emotions well in ourselves in relationships with others. Such as self-awareness, self-regulation, motivation, empathy, social skills (Firdaus 2012). Hamzah B Uno explained that emotional intelligence is the ability to explore feelings, reach and generate feelings to help the mind, understand

feelings and their meanings and control feelings deeply so as to help emotional and intellectual development (Hamzah BU, 2010). Cooper and Sawaf define emotional intelligence as the ability to sense, understand and effectively apply the power and sharpness of emotions as a source of energy, information and influence (Asmi, 2019).

In addition to increasing emotional intelligence, in the learning process high learning motivation is needed, because someone who does not have motivation in learning, will not be able to carry out learning activities. This is a sign that something that will be done does not touch his needs. Someone who carries out learning activities continuously without motivation, both motivation comes from outside (extrinsic) and from within a person (intrinsic), then he will not get satisfactory learning outcomes/achievements. Therefore, motivation has a strategic role in one's learning activities. No one learns without motivation, and no motivation means no learning activities.

Motivation can be interpreted as a driving force that has become active. As Sardiman AM said in his book *Teaching and Learning Interaction and Motivation* that: "In learning activities, motivation creates learning activities, ensuring the continuity of learning activities, so that the goals desired by the learning subjects can be achieved. According to Mc. Donald, motivation is a change in energy in a person which is characterized by the emergence of "feeling" and is preceded by a response to the existence of a goal (Purwa, 2012). It was also explained that "Motivation in individuals is an encouragement to move an action in bringing about the desire to learn. Learning motivation is the driving force to conduct learning activities and maintain them without being asked by others" (Laily Puji Astuti, Muhammad Nur Wangid, 2020). (Individual motivation is an impulse to move an action in realizing the desire to learn. Learning motivation is the driving force to carry out learning activities and maintain it without being asked by others).

Someone who is highly motivated will show interest, attention, full concentration, high perseverance and results-oriented without knowing feelings of boredom, boredom, let alone giving up. On the other hand, students with low motivation will look indifferent, get bored quickly, easily give up and try to avoid activities. Motivation is seen as a mental drive that drives human behavior, including learning behavior. In motivation there is a desire that activates, moves, distributes, and directs the attitudes and behavior of individual learning (Dimiyati, 2013). One of the functions of the existence of motivation in students is to be able to realize the initial position of learning, the process, and the final result in learning. Thus, how important is the function of learning motivation in the process of learning and learning activities in order to achieve good learning outcomes (Dimiyati, 2013). Winkel explained that learning motivation is the overall psychic driving force within students that causes learning activities, ensures continuity of learning and provides direction for learning activities in order to achieve a goal. Learning motivation plays an important role in providing passion or enthusiasm for learning, so students who are strongly motivated have a lot of energy to carry out learning activities (Maryam, 2017). The Factors that influence learning motivation both from within and from outside related to learning outcomes need to be investigated because by knowing the factors that are positively related, related parties such as schools, families, and students themselves can increase these factors that cause results learner learning also increases. Family is the most important and main part, to build high learning motivation.

Several studies on learning achievement show that motivation is a factor that has a lot of influence on the process and learning outcomes. For example, in a study conducted by Fyans and Maerh, that among three factors, namely family background, school conditions or context and motivation, the latter is the best predictor of learning achievement. Walberg et al. concluded that motivation has a contribution of between 11 and 20% of learning achievement. The study conducted by Suciati concluded that the

contribution of motivation was 36% while McClelland showed that achievement motivation had a contribution of up to 64% to learning achievement (Evelin, Hartini, 2010). Learning motivation is an important factor in achieving maximum student learning outcomes, in other words someone will do something if there is motivation.

Unfortunately, many students are found to be low in terms of motivating themselves in learning activities, especially in Islamic Religious Education subjects. There are some of them who think that these subjects are only general subjects that will not be tested nationally so that it is enough to study modestly without any seriousness or high motivation in studying them. In addition, students also seem to lack empathy. This is shown by not caring about friends who are experiencing difficulties. Students are still not responsible for each task given either individually or in groups.

Based on the above background, the article aims to determine whether there is an influence of emotional intelligence and learning motivation on the learning outcomes of Islamic religious education. It is considered important to do because in the student learning process, emotional intelligence and learning motivation it is very necessary. Emotional intelligence will not function properly without the motivation to learn the subjects delivered at school. But basically emotional intelligence and learning motivation are certainly complementary. The balance between emotional intelligence and learning motivation is the key to student learning success at school.

METHOD

This study uses a quantitative method with the type of postfactoresearch. Ex-postfacto research is a study where the independent variables have occurred when the researcher begins by observing the dependent variable in a study. In this study, the attachment between the independent variable and the independent variable, as well as between the independent variable and the dependent variable, has occurred naturally, and researchers with this setting want to trace back if there are possible causes (Sukardi 2005).

Data were collected through observation, questionnaires and documentation at SMK Mitra Bhakti Bandar Sribhawono. In this study there are three variables, namely, Emotional Intelligence (X_1), Learning Motivation (X_2), and PAI learning outcomes (Y). The population in this study were all students of class X SMKS Mitra Bhakti Bandar Sribhawono, totaling 80 students. As according to Arikunto, if the subject is less than 100, it is better to take all so that the research is a population study. But if the number of subjects is large or more than 100, it can be taken between 10-15% or 20-25% or more of the total population (Suharsimi 2002). Data collection techniques for emotional intelligence (X_1) and Learning Motivation (X_2) variables were obtained by distributing questionnaires to students. While the Learning Outcome Variable (Y) was obtained from the test results of class X students. In this study, the data analysis used was instrument test, which consisted of instrument validity test and instrument reliability test. While the analysis prerequisite test used is normality test, and the regression prerequisite test used is linearity test, multicollinearity test, heteroscedasticity test, and hypothesis testing using multiple linear regression test.

RESULT AND DISCUSSION

Emotional Intelligence

Data on emotional intelligence in this study were obtained from the results of a questionnaire addressed to the students of SMKS Mitra Bhakti Bandar Sribawono, East Lampung. The results of respondents' answers are as attached description of respondents' answers to the emotional intelligence variable was carried out to obtain an overview of the tendency of respondents' answers to the statements used to determine emotional intelligence as described in the table below:

Table 1
Description of Respondents' Answers to Emotional Intelligence Variables

Score	Answer	Frequency	Percentage	Total Score
5	Always	228	14,25%	1140
4	Often	732	45,75%	2928
3	Never	480	30%	1440
2	Almost Never	149	9,31%	298
1	Never	11	0,69%	11
	Total	1600	100%	5817

Based on the table above, the frequency of respondent in very good category was 228 (14,25%), in good category was 732 (45.75%) in the never (enough) category as many as 480 (30%), in the almost never (less) category as many as 149 (9.31%) and in the never (very poor) category as many as 11 (0 ,69%).

Learning Motivation

Data on the intelligence of learning motivation in this study were obtained from the results of a questionnaire addressed to students at SMK Mitra Bhakti Bandar Sribawono East Lampung. The results of respondents' answers are as attached. The description of respondents' answers to the variable of learning motivation was carried out to obtain an overview of the tendency of respondents' answers to the statements used to determine learning motivation as described in the table below:

Table 2
Description of Respondents' Answers to Learning Motivation Variables

Score	Answer	Frequency	Percentage	Total
5	Always	187	11,69%	935
4	Often	597	37,31%	2388
3	Ever	566	35,38%	1698
2	Almost Never	242	15,12%	484
1	Never	8	0,5%	8
	Total	1600	100%	5513

Based on the data in the table above, it is known that the frequency of respondents' answers in the always (very good) category was 187 (11.69%), in the frequent (good) category as many as 597 (37.31%), in the never category. (enough) as many as 566 (35.38%), in the almost never (less) category as many as 242 (15.12%) and in the never (very poor) category as many as 8 (0.5%).

Learning Outcomes

Data on learning outcomes in this study were obtained from the results of legger grades for the PAI subjects of students at SMK Mitra Bhakti Bandar Sribawono, East Lampung. The results of respondents' answers are as attached.description of respondents'

answers to the learning outcomes variables was carried out to obtain an overview of the level of achievement of student learning outcomes as follows:

Table 3
Description of Learning Outcomes Variables

No	Range of Scoring	Category	Frequency	Percentage
1	80-100	Very Good	14	17,5%
2	70-79	Good	36	45%
3	60-69	Enough	28	35%
4	50-59	Less	2	2,5%
5	>50	Fail	-	
Total			100	

Based on the data in the table above, it is known that the frequency of learning outcomes in the very good category (80-100) is 14 people (17.5%), in the good category (70-79) as many as 36 (45%), in the sufficient category (60-69) as many as 28 (35%) and in the less category (50-59) as many as 2 people (2.5%).

Analysis Requirement Test

Normality

Test Data normality test is intended to detect whether the data to be used as a reference for hypothesis testing is empirical data.

Table 4
Kolmogorf Smirnof Normality Test Results

Variable	Statitic	df	Sig
Emotional Intelligence	0,094	80	0,079
Learning motivation	0,068	80	0,200
Learning Outcomes	0,084	80	0,200

Based on the calculation results above, it is known that the significant column value (Sig) for the emotional intelligence variable is 0.079, for the learning motivation variable is 0.200 and the learning outcome variable is 0.200. The significance or probability of the results of the normality test of the three variables above is greater than 0.05, then H_0 is accepted, which means the population is normally distributed, and can be used to test the research hypothesis

Linearity Test

Linearity test aims to determine whether the variables studied have a linear relationship or not significantly.

Table 5
Anova Table Linearity Test Variable
Emotional Intelligence and Learning Outcomes

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	2920,661	29	100,712	4,126	,000
	Linearity	1768,403	1	1768,403	72,456	,000
	Deviation from Linearity	1152,258	28	41,152	1,686	,053
Within Groups		1220,326	50	24,407		
Total		4140,988	79			

Based on the ANOVA table above, the probability of 0.053 is greater than 0.05 ($0.053 > 0.05$). Thus H_0 is accepted, which means that between the variables of emotional intelligence and learning outcomes there is a linear relationship, so that it can be used as a reference for hypothesis testing.

Table 6
ANOVA Linearity Test Variable Learning Motivation
and Learning Outcomes

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	2469,132	26	94,967	3,011	0,000
	Linearity	1214,266	1	1214,266	38,494	0,000
	Deviation from Linearity	1254,866	25	50,195	1,591	0,078
Within Groups		1671,856	53			
Total		4140,988	79			

Based on the Anova table above, the probability of 0.078 is greater than 0.05 ($0.078 > 0.05$). Thus H_0 is accepted, which means that between the variables of intelligence, learning motivation and learning outcomes, there is a linear relationship, so that it can be used as a reference for hypothesis testing

Multicollinearity Test

Multicollinearity test was conducted to determine whether or not there is intercorrelation or collinearity between the variables of emotional intelligence and learning motivation in a regression model.

Table 7
Multicollinearity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	47,476	3,476		13,658	0,000		
	K. Emosional	0,227	0,062	0,420	3,632	0,001	0,546	1,830
2	K. Motivasi belajar	0,152	0,058	0,303	2,619	0,011	0,546	1,830

Based on the table above, the output "coefficients" in the collinearity statistics is known to be the value oftolerance for variables X^1 (emotional intelligence) and X^2 (motivation to learn) is 0.546, greater and 0.10. While the VIF for the two variables is 1.830 smaller than 10.00.

Heteroscedasticity

Heteroscedasticity test aims to test whether in the regression model there is an inequality of variance and residuals from one observation to another. If the variance and residual from one observation to another are different, it is called heteroscedasticity.

Table 8
Heteroscedasticity Test Results Emotional Intelligence and Learning Motivational Intelligence Variables Spearman's rho

AbsRes		Abs-RES	Kecerdasan Emosional	Motivasi belajar
	Correlation Coefficient	1,000	-0,139	-0,176
	Sig. (2-tailed)		0,220	0,119
	N	80	80	80
Emosional	Correlation Coefficient	-0,139	1,000	0,514
	Sig. (2-tailed)	0,220		0,000
	N	80	80	80

Motivasi belajar	Correlation Coefficient	-0,176	0,514	1,000
	Sig. (2-tailed)	0,119	0,000	
	N	80	80	80

Based on the output above, it is known that the significance value of the emotional intelligence variable (X_1) of 0.220 is greater than 0.05, meaning that there is no heteroscedasticity in the emotional intelligence variable. Likewise, it is known that the significance value of the variable of learning motivation intelligence (X_2) is 0.119 which is greater than 0.05, which means that there is no heteroscedasticity in the variable of learning motivation intelligence. Thus the estimation of the regression coefficient is not disturbed by the presence of heteroscedasticity.

Table 9
Heteroscedasticity Test Results Emotional Intelligence and Learning Motivational Intelligence Variables Spearman's rho

AbsRes		Abs-RES	Kecerdasan Emosional	Motivasi belajar
	Correlation Coefficient	1,000	-0,139	-0,176
	Sig. (2-tailed)		0,220	0,119
	N	80	80	80
Emosional	Correlation Coefficient	-0,139	1,000	0,514
	Sig. (2-tailed)	0,220		0,000
	N	80	80	80
Motivasi belajar	Correlation Coefficient	-0,176	0,514	1,000
	Sig. (2-tailed)	0,119	0,000	
	N	80	80	80

Based on the output above, it is known that the significance value of the emotional intelligence variable (X_1) of 0.220 is greater than 0.05, meaning that there is no heteroscedasticity in the emotional intelligence variable. Likewise, it is known that the significance value of the variable of learning motivation intelligence (X_2) is 0.119 which is

greater than 0.05, which means that there is no heteroscedasticity in the variable of learning motivation intelligence. Thus the estimation of the regression coefficient is not disturbed by the presence of heteroscedasticity.

Hypothesis Test

After the data on emotional intelligence (X1), learning motivation intelligence (X2), and learning outcomes (Y) are collected, and these data meet the requirements of the analysis test, the next step is to test the hypothesis as follows:

The Effect of Emotional Intelligence on Learning Outcomes.

Hypothesis testing to determine the effect of emotional intelligence on learning outcomes was carried out using a simple linear regression formula. From the results obtained the following results:

Table 10
Coefficientsa Regression Emotional Intelligence and Learning Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	34,174	5,001		6,834	0,000
	Kecerdasan	0,520	0,068	0,653	7,625	0,000
	Emosional					
a. Dependent Variable: Learning outcomes						
Sources: It was Processed from Emotional Intelligence data and learning outcomes						

The table coefficient above, it is known that the constant value (a) is 34,174 and the regression coefficient $x_{1,y} = 0,520$. Based on the value of the constants and regression coefficients, the regression equation can be written as follows:

$$Y = 34,174 + 0,520X$$

Y = Learning outcomes

X = Emotional intelligence

The regression equation above can be used to predict the value of the dependent variable (learning outcomes), if the value of the independent variable (emotional intelligence) is set, as in the learning outcomes of respondent number 1, which is 85, then the value of learning outcomes will increase by $34,174 + 0.520 (85) = 78.37$. To test whether the results of the regression calculations above can be used to draw conclusions, first, a regression significance test was performed using SPSS 24 for window with the following results:

Table 11
List of Anova Significance Test Emotional Intelligence Regression
and Learning Outcomes ($Y = 34,174 + 0,520X$)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1768,403	1	1768,403	58,137	,000
	Residual	2372,584	78	30,418		
	Total	4140,988	79			
a. Predictors: (Constant), Emotional Intelligence						
b. Dependent Variable: Learning Outcomes						

Based on the data above, it is known that the $F_{\text{calculated}}$ 58.137. These results are then compared with the F_{table} , where dk in the numerator = 1, and dk in the denominator = $n - 2$, or $80 - 2 = 78$. The price for the F_{table} is 1.78, which is 3.96 for a significance level of 5%. Thus, the $F_{\text{calculated}}$ for the linear regression equation of emotional intelligence and learning outcomes ($Y = 34,174 + 0,520X$) is greater than the F_{table} , so H_0 is rejected, and H_a is accepted, which means linear regression of emotional intelligence variables and results. study on the equation $Y = 34,174 + 0,520X$, meet the requirements for regression significance and can be used as a basis for drawing conclusions.

Furthermore, to find out how strong the relationship between emotional intelligence and learning outcomes and how big the contribution of emotional intelligence to improving learning outcomes can be seen from the correlation coefficient and coefficient of determination (R Square) in the summary out put model below:

Table 12
Summary Model Correlation coefficient and Coefficient of Determination
of Emotional Intelligence Variables and Learning Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,653	0,427	0,420	5,515
a. Predictors: (Constant), Emotional Intelligence				

Based on table above indicated by the correlation coefficient ($r_{x_1.y}$) in column R, which is 0,653. This means that the level of closeness of correlation is in the coefficient interval 0.60-1.00, which means there is a positive correlation between emotional intelligence and learning outcomes. The coefficient of determination is shown in the column R Square, which is 0.427. This shows that emotional intelligence accounts for 42.7% increase in learning outcomes.

The Effect of Learning Motivation on Learning Outcomes

Hypothesis testing to determine the effect of learning motivation on learning outcomes, carried out using a simple linear regression technique.

Table 13
Coefficients^a Regression of Learning Motivation and Learning Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	38,067	6,006		6,338	0,000
Motivasi belajar	0,493	0,087	0,542	5,689	0,000
a. Dependent Variable: Learning Outcomes					

From coefficient above, it is known that the constant value (a) is 38.067 and the regression coefficient = 0.493. Based on the value of the constants and regression coefficients, the regression equation can be written as follows:

$$Y = 38.067 + 0.493X$$

Y

X = Learning motivation

above can be used to predict the value of the dependent variable (learning outcomes), if the value of the independent variable (learning motivation) is determined, as in the value of the learning outcomes of respondent number 1, which is 85, then the value of learning outcomes will increase by $38.067 + 0.493(85) = 79.97$. This shows that the average learning outcomes for these individuals have increased by 79.97.

To test whether the results of the regression calculations above can be used to draw conclusions, first the regression significance test is carried out as follows:

Table 14
ANOVA Significance Test Regression of Learning Motivation and Learning Outcomes
($Y = 38.067 + 0.493X$)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1214,266	1	1214,266	32,361	0,000
	Residual	2926,722	78	37,522		
	Total	4140,988	79			

Based on the data above, it is known that the $F_{\text{calculated}}$ 32,361. These results are then compared with the F_{table} , where dk in the numerator = 1, and dk in the denominator = $n - 2$, or $80 - 2 = 78$. The price for the F_{table} is 1.78, which is 3.96 for a significance level of 5%. Thus, the $F_{\text{calculated}}$ for the linear regression equation of learning motivation and learning outcomes ($38.067 + 0.493X$) is greater than the F_{table} , so H_0 is rejected, and H_a is accepted, which means linear regression of the variables of intelligence, learning motivation and results. study on the equation $38.067 + 0.493X$, meet the requirements for regression significance and can be used as a basis for drawing conclusions.

To find out how strong the level of closeness of learning motivation intelligence with learning outcomes, and how big the contribution of learning motivation intelligence

in improving learning outcomes can be seen from the correlation coefficient and coefficient of determination (R Square) in the summary out put model below:

Tabel 15
The Summary Model of Correlation Coefficient and Coefficient of Determination of
Learning Motivation and Learning Outcomes

Varia bles	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.542	0.293	0.284	6.126
a. Predictors: (Constant), Learning Motivation Intelligence Source: Data was Processed from Data on Learning Motivation and Outcome Learning				

Based on the table above, it is known that the correlation coefficient (rx2.y) in column R is 0.542. This means that there is a positive correlation between the intelligence of learning motivation and learning outcomes. The coefficient of determination is shown in the column R Square, which is 0.293. This shows that the intelligence of learning motivation in contributing 29.3% increase in learning outcomes.

The Effect of Simultaneous Emotional Intelligence and Learning Motivation on Learning Outcomes.

Hypothesis testing to determine the effect of emotional intelligence and learning motivation intelligence simultaneously on learning outcomes, was carried out using multiple linear regression (multiple). From the results of calculations using SPSS 24 for windows, the following results are obtained:

Tabel 16
Regression Coefficients of Multiple Emotional Intelligences
Learning motivation and learning outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25,306	5,712		4,430	0.000
	Emotional Intelligence	0.406	0.077	0.510	5,290	0.000
	Learning motivation	0.250	0.088	0.274	2.847	0.006

a. Dependent Variable: Learning Outcomes

Source: The Data was Processed from Data on Emotional Intelligence, Learning Motivation and Learning Outcomes

The table coefficient above, it is known that the constant value (a) is 25.306 and the regression coefficient b_1 (emotional intelligence) is 0.406, the regression coefficient b_2 (learning motivation intelligence) is 0.250. Based on the values of the constants and regression coefficients of b_1 and b_2 , the multiple regression equation can be written as follows:

$$Y = + b_1 X_1 + b_2 X_2$$

$$Y = 25,306 + 0,406X_1 + 0,250 X_2$$

Y = Learning outcomes

X_1 = Emotional intelligence

X_2 = Motivation to learn

Based on the multiple regression equation above, it can be predicted that learning outcomes will increase if emotional intelligence in a positive and direct manner also increases. The regression coefficient of learning motivation (0.250) was smaller than the regression coefficient of emotional intelligence (0.406). The constant 25,306 describes the magnitude of learning outcomes if it is not influenced by emotional intelligence and learning motivation intelligence. The regression coefficient b_1 of 0.406 describes the magnitude of the increase in learning outcomes, if accompanied by emotional intelligence variables, while the regression coefficient b_2 of 0.250 describes the magnitude of the increase in learning outcomes if accompanied by learning motivation intelligence. To test whether the results of multiple regression calculations in the regression equation $Y = 25,306 + 0.406X_1 + 0.250X_2$ can be used to draw conclusions, the multiple regression significance test is first performed as follows:

Table 17 ANOVA Significance Test Multiple Regression of Emotional Intelligence, Learning Motivation and Learning Outcomes ($Y = 25,306 + 0,406X_1 + 0,250X_2$)						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1994,349	2	997,175	35,769	0.000
	Residual	2146,638	77	27,878		
	Total	4140.988	79			
Source: Data was Processed from data on Emotional Intelligence, Learning Motivation and Learning Outcomes						

Based on the data above, it is known that the $F_{\text{calculated}}$ 35,769. These results are then compared with the F_{table} , where dk in the numerator = 2, and dk in the denominator = $n - 2$, or $80 - 2 = 78$. The price for the F_{table} 1.78 for a 5% significance level of 3.96. Thus, the $F_{\text{calculated}}$ regression equation multiple $Y = 25,306 + 0.406X_1 + 0.250X_2$ is greater than the F_{table} , ($35,769 > 4.02$) so H_0 is rejected, and H_a is accepted. , which means multiple

regression Emotional intelligence, learning motivation intelligence and learning outcomes in the equation $Y = 25.306 + 0.406X_1 + 0.250X_2$ meet the requirements for regression significance and can be used as a basis for drawing conclusions. To find out how strong the level of closeness of emotional intelligence, learning motivation, and learning outcomes, and how big the contribution of the two independent variables in improving learning outcomes can be seen from the correlation coefficient and coefficient of determination (R Square) in the summary output model below:

Table 18
Model Summary Correlation Coefficient and Determination Coefficient
of Variable Emotional Intelligence, Learning Motivation and Outcomes Learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.694	0.482	0.468	5.280
a. Predictors: (Constant), Emotional intelligence and learning motivationSource:				

Based on the table above, it is known that the correlation coefficient ($r_{y1.2}$) in column R is 0.694. This means that the level of closeness of correlation is in the coefficient interval 0.60 – 0.70, which means that there is a positive and strong correlation between emotional intelligence, learning motivation intelligence and learning outcomes. The coefficient of determination is shown in the column R Square, which is 0.482. This shows emotional intelligence, and learning motivation together accounted for 48.2% increase in learning outcomes. To find out whether the correlation coefficient of 0.694 above is significant or not, so that it can be used as the basis for making conclusions, a correlation coefficient significance test is carried out with the F test.

The test is carried out using SPSS 24 for window whose results are as listed in the table above, in column F, where the $F_{\text{calculated}}$ 35,769. These prices are then compared with the F_{table} , where dk in the numerator = 2, and dk in the denominator = $n - 2$, or $80 - 2 = 78$. The price for the F_{table} is 1.78, which is 3.96 for a significance level of 5%. Thus, $F_{\text{count}} > F_{\text{table}}$ (35,769 > 3,96) so that H_0 is rejected, and H_a is accepted, which means that there is a significant multiple correlation between emotional intelligence, learning motivation intelligence and learning outcomes.

To find out whether the coefficient of determination of 0.482 is significant or not, and can be used as a basis for drawing conclusions, a significance test of the coefficient of determination is carried out as follows Hypothesis testing is carried out using SPSS 24 for windows, the results are as shown in the table above, in column f, where it is obtained F value is $F_{\text{calculated}}$ 35,769. The price is then confirmed with the F_{table} at a significance level of 5%. with dk in the numerator = 1, and dk in the denominator = $n - 2$, or $80 - 2 = 78$. The F_{table} value for 1.78 is 3.96 for a significance level of 5%. Thus H_0 is rejected and H_a is accepted, which means that the multiple determination coefficient of 0.482 is significant and the contribution of emotional intelligence, learning motivation intelligence in improving learning outcomes by 48.2% can be treated generally in all populations.

CONCLUSION

Based on data analysis and hypothesis testing on three research variables, namely emotional intelligence, learning motivation and learning outcomes of Islamic religious education, it can be concluded as follows: Emotional intelligence has a significant effect on learning outcomes at SMKS Mitra Bhakti Bandar Agung Bandar Sribhawono District. From the results of hypothesis testing, it is known that the regression coefficient of emotional intelligence and learning outcomes is obtained by the regression equation $Y = 34,174 + 0,520X$. The regression equation shows that if emotional intelligence increases by 1, then the average value of learning outcomes will increase by 0.520, or every emotional intelligence score increases by 10, then the average value of learning outcomes will increase 52. Learning motivation has a significant effect on PAI learning outcomes at SMKS Mitra Bhakti Bandar Agung, Bandar Sribhawono District. From the results of hypothesis testing, the equation $Y = 38.067 + 0.493X$. The regression equation shows that if the value of learning motivation increases by 1, then the average value of learning outcomes will increase by 0, 493, or every value of learning motivation increases by 10, then the average value of learning outcomes will increase 49, 3. Emotional intelligence and learning motivation together have a significant effect on learning outcomes for PAI students at SMKS Mitra Bhakti Bandar Agung Bandar Sribhawono District. From the calculation of multiple linear regression (multiple) obtained equation $Y = 25,306 + 0,406X_1 + 0,250X_2$. The constant 25,306 describes the magnitude of learning outcomes if it is not influenced by emotional intelligence and learning motivation. The regression coefficient 0.406 describes the magnitude of the increase in learning outcomes, if accompanied by emotional intelligence variables, while the regression coefficient b_2 of 0.250 describes the magnitude of the increase in learning outcomes if accompanied by learning motivation.

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