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THE IMPACT OF EMOTIONAL INTELLIGENCE TOWARDS ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES AT JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACTS

Background: *The practice of education gives the perception that education is always centered on learning materials that require students to have cognitive and motor skills, but pay less attention to fulfilling emotions.* **Purpose:** *This study aims to investigate and analyze the impact of emotional intelligence on academic achievement in Islamic religious education among junior high school students.* **Method:** *This research uses quantitative methods using inferential analysis. The population in this study were students at SMPN 2 Sigi with a total of 277 people with a sample size of 164 students.* **Result:** *The research findings indicate a notable correlation between emotional intelligence and learning achievement in Islamic religious education subjects at SMPN 2 Sigi. This is evident through hypothesis testing where the coefficient value for the Emotional Intelligence variable is 0.760, with a standard error of 0.036, and a t-statistic value of 21.104, with a significance level of less than 0.05.* **Conclusion:** *The research concluded that emotional intelligence exhibits a significant and positive association with academic achievement in Islamic Religious Education among junior high school students.*

A. INTRODUCTION

An effective education does not only concern the cognitive aspect (mind or knowledge), it incorporates the psychomotor (physical skills) and affective (emotional and values) aspects. The reason is that the level of success of learners is not only influenced by their level of knowledge but also internal factors such as intelligence (emotional intelligence), interest and attention, motivation to learn, perseverance, attitude, habits, as well as physical condition and health (Marwansyah et al., 2024; Nursyamsi et al., 2023). Therefore, it is important to focus on these three aspects to produce a holistic education, helping students develop a balance between knowledge, skills and values (Gunawan et al., 2023).

Factually, the practice of education gives the perception that education is always centred on learning materials that require students to have cognitive and motor skills, but pay less attention to fulfilling emotional (Choirun & Susandi, 2021; Rachmawati et al., 2023). This has led to a number of problems for students such as emotional management in parsing a problem. As revealed by (Khoirunikmah et al., 2022; Kurnia & Wahono, 2021; Lestari, 2015) that people who have a high IQ but because they are not able to fulfil their emotional needs are not able to manage their emotions. Their emotions are unstable and irritable and are often mistaken in determining and solving life problems because they cannot concentrate. Furthermore (Fitri & Adelya, 2017; Kistoro, 2014; Nadeak et al., 2021) mention that emotions that are not developed, uncontrolled, often make changes in dealing with problems and behaving towards others so that many cause conflict.

Based on the research facts above, the issue of managing emotional intelligence in students becomes an important issue to receive more serious attention. In response to this situation, SMPN 2 Sigi pays more attention to the development of students' emotional intelligence through several programs such as special education programs, emotional coaching and counselling, positive learning environment, teacher training, collaboration with parents, active learning methods, and holistic evaluation. Based on the author's observation, the policy was taken as a consequence of the low learning outcomes and students' emotional management in managing academic problems.

Therefore, it is interesting to consider the effect of emotional intelligence that has been built at SMPN 2 Sigi on the learning outcomes of Islamic religious education. Given that Islamic religious subjects are closely related to the management of students' emotions (Ahmad & Nurjannah, 2016; Syahbudin et al., 2019). Likewise, the selection of junior high school students as the object of study is based on the important role of education in shaping and developing students into quality individuals. At this stage, learners are in a very significant period of development, both physically and psychologically (Agarwal et al., 2020). Therefore, the main purpose of education in junior high school is to provide learners with a solid foundation of knowledge, attitudes, and skills so that they are ready to continue to further education and to succeed in the future.

Previously, there were several studies that had examined emotional intelligence and its effect on student learning outcomes. First, research written by (Daulay, 2022) which concluded that emotional intelligence has a positive impact on students' learning outcomes. The main focus of this research is to see the causal relationship between learning achievement influenced by emotional intelligence in senior high school students using qualitative methods. While the author's research focuses on junior high school students using quantitative methods. Second, research written by (Aprianda,

2021) which concluded that The level of success in Islamic religious education is influenced by emotional intelligence. This study focuses on the causal relationship between learning achievement influenced by the emotional intelligence of primary level students. While the focus of the author's research on junior high school students. Third, research written by (Makbul et al., 2021) which concluded that emotional intelligence has a significant effect on learning achievement in PAI subjects. This research focuses on studying the effect of emotional intelligence on PAI learning at the high school level. While the author's research focuses on the junior high school level. Fourth, research written by (Yusri et al., 2020) concluded that there is a relationship between emotional intelligence and learning achievement. This study focuses on the relationship between emotional intelligence and learning achievement in general. While penuli's research focuses on PAI subjects. Fifth, the research written by (Khilmiyaha & Suud, 2020) concluded that PAI learning can improve emotional intelligence. This research focuses on the description of PAI learning in shaping emotional intelligence. While the author's research focuses on the effect of emotional intelligence on PAI learning.

This research aimed to look at and review the impact of emotional intelligence on learning achievement in Islamic religious education subjects among junior high school students at SMPN 2 Sigi.

B. METHOD

This research used a quantitative method. The population in this study were students at SMPN 2 Sigi with a total of 277 people with a sample size of 164 students. The sampling technique used the Slovin formula. The research involves two variables: an independent variable identified as X and a dependent variable referred to as Y. The independent variable (X) of this research refers to emotional intelligence. While the dependent variable (y) refers to the learning outcomes of Islamic religious education.

The data collection techniques used in this study was a questionnaire with the form of a psychological scale and documents such as student daily exam results can be used as additional data in evaluating the effect of emotional intelligence on learning Islamic religious education in students at SMPN 2 Sigi. Inferential analysis is an analytical technique used by the author in this study. Inferential analysis is a statistical method used to make inferences or conclusions about the population based on available sample data. The purpose of inferential analysis is to make broader generalisations based on limited data.

C. RESULT AND DISCUSSION

Findings

Normality Test

The test of classic assumption, including the normality test, is used to evaluate the data distribution pattern (Firdausy & Shobirin, 2022). Data normality was tested using the One-Sample Kolmogorov-Smirnov Test and analysed through histogram graphs and Normal Probability Plot graphs using the SPSS version 29 application. If the p-value of the Kolmogorov-Smirnov test exceeds 0.05, it indicates that the residual data follows a normal distribution. Moreover, if the graph depicts data distribution clustered around the diagonal line and adhering to its direction, it suggests that the regression model meets the normality assumption. Below is the table displaying the outcomes of the normality test.

Tabel 1. Normality Testing Result (One-Sample Kolmogorov-Smirnov Test)

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual	
N		164	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	5.28533371	
Most Extreme Differences	Absolute	.054	
	Positive	.040	
	Negative	-.054	
Test Statistic		.054	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.292	
	99% Confidence Interval	Lower Bound	.280
		Upper Bound	.304

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 334431365.

Source: Processed using SPSS 25

The result of normality test showed there was insufficient evidence to reject the assumption of normality in the sample data tested. A significance value greater than 0.05 indicates that the data tends to follow a normal distribution. Therefore, the assumption of normality could be considered fulfilled in this analysis. Furthermore, the distribution of the data is depicted in the histogram image below:

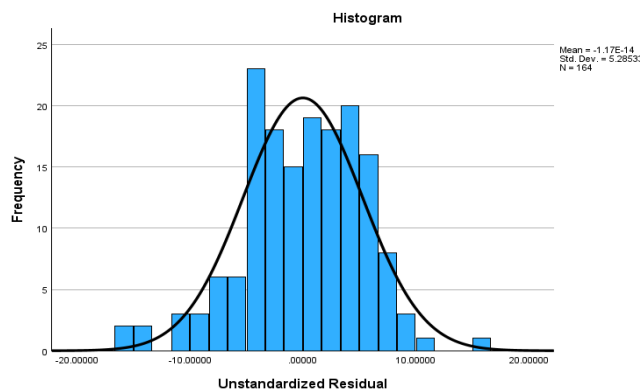


Figure 1. Results of Normality Test (Histogram)

Based on the graph of histogram above, it is seen that the overall data distribution follows a normal curve pattern without any slope or outlier data. Thus, it can be concluded that the histogram graph shows normal data distribution.

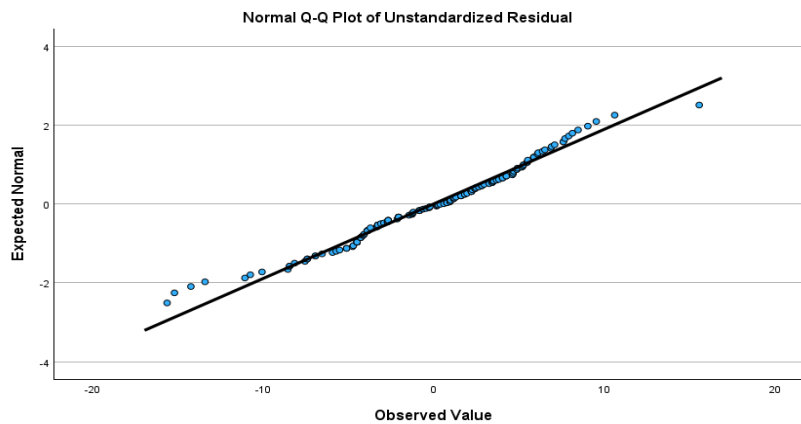


Figure 2. Normality Test Results (Probability Plot)

The graph illustrates that the data points are uniformly scattered along the diagonal line and adhere to its trajectory. When the data exhibits a consistent dispersion surrounding the diagonal line and adheres to its pattern, it suggests that the regression model has met the assumption of normality.

According to the outcomes of the One-Sample Kolmogorov-Smirnov Test, as well as the analysis of the histogram graph and probability plot graph, it can be concluded that the data in this study follow a normal distribution. The histogram graph also shows a distribution pattern that indicates normality. Likewise, the probability plot graph pattern showed that the data is normally distributed. Therefore, the regression model used in the study has fulfilled the normality assumption and can be used for further testing.

Linearity Test

The linearity test is conducted to determine whether the relationship between two variables can be explained by a linear model or not. This is important because many statistical models, such as linear regression, assume that the relationship between the independent and dependent variables is linear. If in a model the linearity requirement is not met, then a linear regression model can be used regression analysis was the scatterplot test.

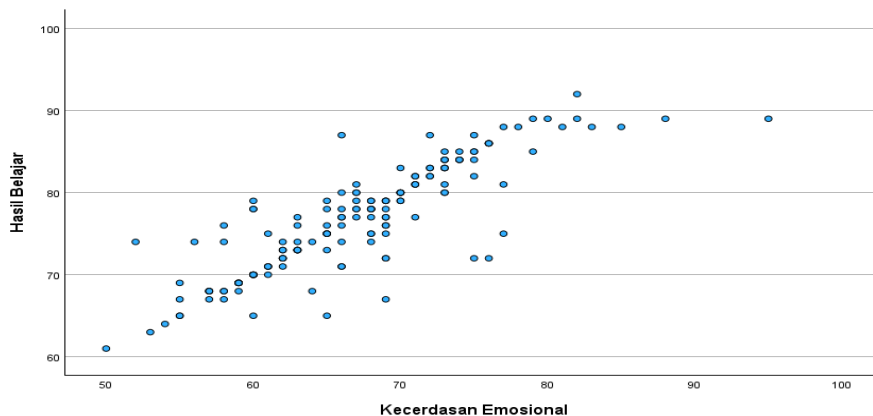


Figure 3. Linear Test Results using Scatterplot grafik

The test results are indicated by the scatterplot graph, suggest a linear correlation between the variables under examination. The graph displays a pattern of spreading data points that follow a straight line or sloping line pattern with an upward or downward trend. This suggests a robust correlation between the dependent and independent variables, thus implying that a linear regression model can be applied to predict their relationship. The purpose of the linearity test was to assess whether the association between the dependent variable and the independent variable can be described linearly. If the test shows a significant linear relationship, then a linear regression model can be used to predict the relationship between these variables.

Table 2. Linearity Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5224.967	1	5224.967	445.365	<.001 ^b
Residual	1900.563	162	11.732		
Total	7125.530	163			

a. Dependent Variable: Hasil Belajar
b. Predictors: (Constant), Kecerdasan Emosional

Source: Processed using SPSS 25

Based on the results mentioned above, it can be inferred that the regression model featuring the sole predictor "Emotional Intelligence" significantly impacts the dependent variable "Learning Outcomes". The F-statistic value of 445.365 with a significance value of less than 0.001 indicates that differences in the variable "Emotional Intelligence" significantly explain variations in the variable "Learning Outcomes".

Hypothesis Test

The linearity hypothesis test, also referred to as the linearity test, is a statistical method utilized to determine whether the association between the dependent variable and the independent variable conforms to a linear pattern within a linear regression model. This test helps ascertain whether the linearity assumption is met in the model. If the test results indicated that there is a linear relationship between the variables, then the linear regression model can be relied upon for further analysis.

Table 3. Hypothesis Test/Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	25.763	2.433		10.591	<.001
Kecerdasan Emosional	.760	.036	.856	21.104	<.001

a. Dependent Variable: Hasil Belajar

Source: Processed using SPSS 25

From the analysis presented on the data, we obtained a simple linear regression equation. The equation is as follows:

$$Y = 25.763 + 0.760 X$$

- 1). The simple linear regression equation test results show that the dependent variable (Y) is associated with the independent variable (X). In the regression equation $Y = 25.763 + 0.760X$, the number 25.763 is the intercept or Y value when X is equal to 0.
- 2). In the t-test results, the coefficient value for the Emotional Intelligence variable is 0.760, with a standard error value of 0.036, and a t-statistic value of 21.104, with a significance of less than 0.05, H_0 is rejected. These results indicate that the Emotional Intelligence variable has a significant effect on the dependent variable Learning Outcomes. The effect is positive, where every one unit increase in "Emotional Intelligence" will increase "Learning Outcomes" by 0.760 units. In conclusion, Emotional Intelligence has a significant relationship and positive effect on Learning Outcomes.

To measure the accuracy of linear regression, the coefficient of determination is used. The coefficient of determination is a measure used to evaluate how well a linear regression model explained the variation in the dependent variable. The coefficient of determination, often denoted by R^2 , has a value between 0 and 1. An R^2 value closer to 1 indicates that the model can well explain variations in the data, while a value closer to 0 indicates that the model has limitations in explaining variations in the data. Thus, the higher the R^2 value, the clearer the model is in making predictions and explaining the relationship between the independent variable and the dependent variable.

Table 4. Percentage Result of Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 ^a	.733	.732	3.425

a. Predictors: (Constant), Kecerdasan Emosional

Source: Processed using SPSS 25

Based on the aforementioned test results, it can be recognised that the single predictor variable "Emotional Intelligence" has a significant influence on the dependent variable "Learning Outcomes". This regression model is able to explain about 73.3% of the variation in "Learning Outcomes". Therefore, "Emotional Intelligence" is an important factor in influencing the level of "Learning Outcomes" in the data sample studied.

Analysis/Discussion

The findings from the research and data analysis show there is a strong and statistically significant relationship between the level of emotional intelligence and academic outcomes achieved in Islamic religious education among students at SMP N 2 Sigi. This finding is supported by the t-count value (21.104), which far exceeds the t-table value (0.1289). Hence, the null hypothesis (H_0) asserting no impact of emotional intelligence on learning achievement in Islamic religious education is rejected, while the alternative hypothesis (H_1) asserting such an influence is accepted.

In this context, the findings indicate that emotional intelligence significantly contributes to the academic achievements in Islamic religious education at SMPN 2 Sigi. This study also measures the extent to which variation in learning outcomes can be explained by emotional intelligence, which is represented by the coefficient of determination of 73.3%. This means that about 73% of the variation in Islamic religious

education learning outcomes can be attributed to factors related to emotional intelligence. The success of students in following lessons depends a lot on their intelligence that exists in him. One of them is emotional intelligence. Students can achieve good learning achievement if they can have high emotional intelligence (Acoci et al., 2022; Wahyuni et al., 2021), such as being able to recognize and manage emotions, being able to motivate themselves, empathize with others and build relationships with others (Martasari & Ngadiman, 2021; Rohmah & Mukhlis, 2021).

Furthermore, this result indicated that the emotional intelligence of students at SMPN 2 Sigi affects learning outcomes, the ability of students to manage self-awareness, self-regulation, self-motivation, empathy and cooperation greatly determines the learning process. Good emotional intelligence is needed by students because this greatly supports the direction of the development of students in their lives including learning outcomes (Islami et al., 2020; Komarudin et al., 2022; Kusumawardani & Widodo, 2024). More (Syarif & Munandar, 2017; Vergara et al., 2020) explain that aspects of emotional intelligence can affect the psychological development of students in achieving mental health, creativity and self-adaptation, so that it will have an impact on their attitude towards learning and affect their learning outcomes. Therefore, it is known that emotional intelligence was an important aspect that learners need to have (Tadjuddin et al., 2020), because it allows learners to use emotions effectively to guide their thinking and behaviour in obtaining optimal learning outcomes.

The most common perception is also expressed by (Mancini et al., 2024; Yahaya et al., 2012), which states that children who experience the development of emotional intelligence have a more stable psychological state. Good psychological conditions make children able to use their brain capacity to think far better and certainly have a positive impact on their learning outcomes. Furthermore, according to (Goleman, 2018), IQ accounts for approximately 20% of factors contributing to success, with the remaining 80% attributed to other factors, such as emotional intelligence. Emotionally intelligent students have the ability to recognise their own emotions, recognise the emotions of others, motivate themselves, manage emotions, and are able to foster social relationships well (Andriani, 2014; Magdalena et al., 2021; Supriyadi, 2023).

Thus, emotional intelligence can be an important factor in influencing the success of learning Islamic religious education, as it affects how individuals understand, interact with and apply the teachings of the religion in their lives. Emotional intelligence has an important role in improving the success of learning Islamic religious education, both in terms of understanding religious concepts, applying spiritual values, and social interaction in the context of religion.

D. CONCLUSION

According to the findings of the study concerning the impact of emotional intelligence on learning achievement in Islamic religious education among junior high school students, it is concluded that there exists a significant influence of emotional intelligence on the learning outcomes of Islamic religious education among students at SMPN 2 Sigi. This is evidenced by the hypothesis test, where the coefficient for the variable "Emotional Intelligence" is determined to be 0.760, with a standard error of 0.036, and a t-statistic value of 21.104, all indicating a significance level below 0.05. Therefore, emotional intelligence demonstrates a significant and positive correlation with the academic performance in Islamic Religious Education.

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