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**THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE TOWARDS  
STUDENTS' LEARNING ACHIEVEMENTS IN THE MAGELANG  
NURSING PROGRAM DURING THE COVID-19 PANDEMIC**

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**ABSTRACT**

**Introduction:** Learning achievement is the result of learning, where the parameters of learning outcomes are obtained from evaluations that have been given by the relevant institutions. In previous studies, student achievement during the pandemic increased. Emotional intelligence is a person's ability to regulate emotions in himself appropriately. According to Goleman as high as possible, IQ accounts for about 20% of the factors that determine success in life, then which 80% is filled by Emotional and Spiritual Intelligence. In previous studies, students' emotions during the pandemic were disturbed. Reviewing previous research with almost the same title, the results of students who have emotional intelligence are that their learning achievements tend to be very satisfying, namely 41 respondents (95.3%) or can be said to be very influential. However, unlike other studies, the sig p-value is  $0.860 > \alpha (0.05)$ , which means there is no relationship between emotional intelligence and learning achievement. From the observed phenomena and the results of the preliminary Magelang Nursing Study Student study, it showed a relatively high GPA value of 3.32, so researchers were interested in conducting research in that place.

**Methods:** Correlational non-experimental quantitative research methods, with a Cross-Sectional approach

**Results:** Good level of emotional intelligence as much as 95.8%, while the level of learning achievement is very good as much as 72%, then based on the results of the Kolmogorov Normality Test normally distributed and then doing the Pearson Product Moment Test, has a p-value = 0.01 or  $p < 0.05$ .

**Conclusion:** There is a relationship between emotional intelligence and student achievement in Nursing Study Program in Magelang.

**Keyword :** Emotional Intelligence; Learning Achievement; Covid-19 Pandemic.

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### **Introduction.**

Learning achievement is the result of learning, where the parameters of learning outcomes are obtained from evaluations that have been given by the relevant institutions. Learning achievement is expressed in the form of symbols, numbers, letters, and sentences that can reflect the results that have been achieved by each student in a certain period, and it can be stated that learning achievement is the result of a learning activity, which is accompanied by changes achieved by students (Rosyid Moh. . Zaiful, 2019).

Learning achievement is a responsibility borne by a student in the learning process, especially during the Covid 19 pandemic like today. Learning online is one of the efforts that must be taken in the learning process, but it does not become a barrier for students to carve good learning achievements. The increase in the category of nursing student learning achievement increases before and after online learning, and in online conditions, it becomes an opportunity for students to develop themselves independently, even in conditions of online learning (Purnawinardi, 2021).

Emotional intelligence is a person's ability to regulate emotions in himself appropriately. Accuracy in regulating emotions is also interconnected, with the intelligence that a person has. Emotional intelligence is a person's ability to manage his or her emotional life with intelligence (to manage our emotional life with intelligence); maintain emotional harmony and its expression (the appropriateness of emotion and its expression) through the skills of self-awareness, self-control, self-motivation, empathy and social skills (Goleman, 2018).

Emotional, intelligent, and spiritual intelligence is the intelligence that everyone has as a tool to proceed in life and achieve a goal, namely success. "At best, IQ accounts for about 20% of the factors that determine success in life, so that 80% is occupied by other forces." Another strength is emotional intelligence or Emotional Quotient (EQ) and spiritual intelligence or Spiritual Quotient (SQ), on the other hand, emotional intelligence is a higher factor than spiritual intelligence (Goleman, 2018).

Emotional intelligence is a high factor in influencing one's life, one of which is in the aspect of education during the pandemic.

When this is not paid attention to it can lead to negative. Out of 190 students, 63.6% experienced disturbances in managing their emotional impact from learning during a pandemic which affected student learning achievement (Uswatun, 2020).

Emotional intelligence is related to learning achievement because in the learning process it is required to regulate emotions. This is in line with the results of research by Herlia and Ratna (2019) with 43 female respondents and the results are female students who have emotional intelligence while their learning achievements tend to be very satisfying, namely 41 respondents (95.3%) or can be said to be very influential. However, it is different from research conducted by Helmi (2020) which states that the sig p-value is  $0.860 > \alpha (0.05)$  which means there is no relationship between emotional intelligence and learning achievement.

From the above review, researchers are interested in researching because of differences in research results and interested in researching students of the Magelang nursing study program, due to the observed phenomena and the results of preliminary studies showing a relatively high GPA value of 3.32. On the other hand, the study program further deepens the science of mental nursing which is very closely related to psychology and emotional intelligence, so it is expected to have a different emotional intelligence than students in general, and whether there is a relationship between emotional intelligence and learning achievement.

The purpose of this study was to determine the relationship between emotional intelligence as a factor that affects learning achievement. In particular, this study also aims to determine: Characteristics of respondents according to gender, level of emotional intelligence in respondents, level of learning achievement in respondents, and the relationship between emotional intelligence and learning achievement in 4th-semester students of the Magelang Nursing Study Program.

### **Methods**

The population in this study were students in the 4th semester of the Magelang Nursing Study Program, amounting to 150 students. Sampling in this study is using Total Sampling or the entire population as the object of research.

The type or method used in this study is a correlational non-experimental quantitative research method, where this method is intended to determine the relationship between a variable and

another variable. In a Cross-Sectional approach where the two variables are the independent variable and the variable bound that occurs in the object of research is measured at the same time.

### **Result and Discussion.**

This research was conducted at the Health Polytechnic of the Ministry of Health of Semarang, the Magelang Nursing Study Program, which is located at Jalan Perintis Kemerdekaan No.99 Kramat Selatan, North Magelang District, Magelang City, Central Java Province. Magelang Nursing Study Program students consist of DIII and Applied Undergraduate Study Programs.

The research focused on level 2 or semester 4 students, both from the Magelang DIII Nursing Study Program and the Magelang Applied Nursing Undergraduate Study Program, totaling 150 students. Of these, 143 students filled out the questionnaire.

#### **Characteristics of Respondents.**

In this study, the respondents were students of the Magelang Nursing Study Program who were male and female and came from the DIII Nursing Program in Magelang and the Bachelor of Applied Nursing in Magelang.

Table 1. Characteristics of Respondents

No	Classification		Frequency (n=143)	%
1	Gender	Man	13	9,1
		Woman	130	90,9
2	Study Program	DIII	95	66,4
		Applied Bachelor	48	33,6

The table shows respondent data by gender and study program, with the results of the majority of respondents being female as many as 130 students or 90.9%, and coming from the Magelang Nursing DIII Study Program with a total of 95 students or 66.4%.

#### **Description of the respondent's learning achievement and emotional intelligence.**

In this study there are two variables where the dependent variable is learning achievement and the independent variable is emotional intelligence.

Table 2. Description of the respondent's learning achievement and emotional intelligence.

No	Variable	Mean	Median	Min	Max	n
1	Learning	3,31	3,32	2,83	3,72	143

Achievement						
2	Emotional Intelligence	169	168	126	207	143

The table shows that the learning achievement variable has an average of 3.31, a median of 3.32, a minimum value of 2.83, and a maximum value of 3.72. While the emotional intelligence variable has an average of 169, a median of 168, a minimum value of 126, and a maximum value of 207.

### Category of learning achievement and emotional intelligence of respondents

In this research, the researcher categorizes learning achievement and emotional intelligence into 4 categories using the Q123 formula, which results in poor, moderate, good, and very good categories.

Table 3. Category of learning achievement and emotional intelligence of respondents

No	Variable	Category	Frequency (n=143)	%
1	Learning Achievement	Good	53	37
		Very Good	90	72
2	Emotional Intelligence	Medium	1	0,6
		Good	137	95,8
		Very Good	5	3,6

The table shows that the learning achievement variable in the less and moderate categories does not exist, there are 53 or 37% high categories and 90 or 73% very good categories. While in the emotional intelligence variable, the category of less does not exist, the medium category is 1 or 0.6%, the good category is as much as 137 or 95.8%, and very good as much as 5 or 3.6%.

### Average learning achievement and emotional intelligence by gender

In this study, researchers described the average learning achievement and emotional intelligence of respondents by gender.

Table 4. Average learning achievement and emotional intelligence by gender

No	Variable	Average	
		Man	Woman
1	Learning Achievement	3,16	3,33
2	Emotional Intelligence	177,6	165,9

The table shows that the average learning achievement for males is 3.16 and for females is 3.33. While the average emotional intelligence in men is 177.6 and in women.

### Normality test

In this study, data from both the independent and dependent variables were first tested for normality to determine whether the data were normally distributed or not. The normality test in this study uses the Kolmogorov Smirnov Normality Test because the respondent's data is 143, and the conditions for using the Kolmogorov Smirnov Normality Test are when the data is more than 50.

Table 5. Normality Test

No	Variable	Kolmogorov		
		Statistic	Df	Significance
1	Learning Achievement	0,057	143	0,200
2	Emotional Intelligence	0,105	143	0,200

The table shows that learning achievement has a p-value = 0.200 or  $p > 0.05$  which means the data is normally distributed, and emotional intelligence shows p-value = 0.200 or  $p > 0.05$  which means the data is normally distributed.

### Hypothesis Test

In this research, to determine whether there is a relationship or not, the researchers tested the correlation hypothesis using the Pearson Product Moment Test because the results of the normality test showed that one of the data was normally distributed.

Table 6. Hypothesis Test

No	Variable	Pearson		
		Correlation	Sig.2	n
1	Learning Achievement & Emotional Intelligence	0,584	0,01	143

The table shows the results of the Pearson Product Moment Test, having p-value = 0.01 or  $p < 0.05$ , which means  $H_a$  is accepted or there is a relationship between emotional intelligence and learning achievement.

### Characteristics of Respondents by Gender

In this study, respondents were categorized according to 2 characteristics, namely based on the origin of the study program and gender. The results of the distribution of characteristics based on study programs obtained the results of respondents from the Applied Undergraduate Study Program



totaling 48 respondents and from the DIII Study Program totaling 95 respondents. Meanwhile, based on gender, there were 13 respondents male and 130 female respondents.

The purpose of being categorized based on the study program, the researcher only wanted to know how the results of the Applied Undergraduate Study Program and DIII, although the researcher was not interested in further investigating the differences in the results of the two. While the goals are categorized by gender because gender is a factor that influences both learning achievement and emotional intelligence. Emotional intelligence is influenced by several factors such as age, experience, and gender (Goleman, 2018).

### **Respondent's Level of Emotional Intelligence**

This study shows that the emotional intelligence of respondents, in general, is in a good category and some even fall into very good, but there is also 1 which is included in the medium category. Of the 143 respondents, 1 respondent was in the moderate category, 137 were in a good category, and 5 were in the very good category. This means that students have recognized and managed their own emotions, can motivate themselves, recognize the emotions of others (empathy), and are proficient in fostering good relationships with others. Although in the good category in general, students still need to improve their emotional intelligence to become a better category. To avoid negative things that can harm themselves and others, students should understand the importance of emotional intelligence. This intelligence can be seen in several things such as how students can give a good impression about themselves, can express their own emotions well, can control feelings, and can express emotional reactions according to existing conditions so that interactions with other people can be well and effectively established.

Emotional intelligence is influenced by several factors such as family environment, experience, brain, age, and gender (Goleman, 2018). In terms of gender, in general, women have a better emotional level. Women are more sensitive to the surrounding environment and recognize and can manage emotions than men (Meyers-Levy, & Loken, 2015). However, in this study the level of emotional intelligence of men is higher than women, this is influenced by the experience factor because students who have very good intelligence follow the organization, where the organization is a place to get experience outside of lecture learning, and the number of respondents who are very far apart.

Based on the results of research conducted, both male and female adolescents have a good average value of emotional intelligence, namely, 90.27 for male adolescents and an average value of 89.27 for female adolescents (Etika AN & Yunalia EM, 2020). In addition, the results obtained are the emotional intelligence of male and female students

majoring in education are in the medium category with an average score of 76.04 and 73.98, respectively (Irmawati, 2016).

From the results of research conducted and 2 previous studies, it can be concluded that women do not always have more emotional intelligence because several other factors affect a person's level of emotional intelligence.

### **Respondents' Learning Achievement**

This study shows that there is no learning achievement in the poor and moderate categories, there are 53 students in the high category or 37%, and in the very good category with 90 students or 73%. Learning achievement which can be said to be generally very good is influenced by several factors, both internal and external factors.

Internal factors are factors that come from within a person, and greatly affect a person's learning achievement. Factors that enter into internal factors are biological factors and psychological factors (Darmadi, 2017). Meanwhile, what is meant by external factors are factors that come from outside one's self, but also affect learning achievement including social and non-social environments. The social environment is an environment in which there is social interaction, such as; community, neighbors, even the school environment, classmates, teachers, and educational administrative staff. A more intimate social environment, namely the family which includes parents and siblings, affects the level of learning achievement. Parenting patterns and norms that exist in a family have a good or bad impact on a student's learning achievement. The non-social environment is a supporting factor such as school buildings, houses, learning tools, weather, and time spent studying. This factor is considered to be able to affect the level of learning achievement.

This study shows that female learning achievement is better than males. This is because In general, women have a better level of emotional intelligence so women can be more diligent and motivated to learn (Goleman 2018).

### **Relationship of Emotional Intelligence to Learning Achievement**

The results of the hypothesis test show that  $H_a$  or  $H_1$  is accepted, which means there is a relationship between emotional intelligence and learning achievement. Based on the results of the correlation test using the Pearson Correlation Test, the results obtained a p-value  $<0.05$ . These results are obtained because, in reality, emotional intelligence affects students in the learning process, where students can be creative, innovative, honest, able to recognize themselves, and able to establish good relationships with other students. On the other hand, emotional intelligence affects enthusiasm and perseverance in learning which affects learning achievement. One of the intelligence that can be associated with



increasing one's learning achievement is emotional intelligence (Goleman, 2018).

This study is in line with research conducted by Herlia and Ratna (2019), which states that there is a relationship between Emotional Intelligence and Learning Achievement for Semester II Students of the Medan Healthy Midwifery Academy in 2017.

This study is also in line with Nikmatul's research (2017), based on data analysis and calculations, it was found that testing data obtained  $H_0$  was rejected and  $H_1$  was accepted, namely with an  $r$  count of 0.92 in the interval 0.80-0.599 so that shows the relationship between emotional intelligence and learning achievement is a strong correlation or relationship.

In addition, this study is also in line with research from Rahayu and Tri (2019), which states that the results of statistical analysis show the  $p$ -value is 0.00, because ( $p < 0.05$ ) so  $H_a$  is accepted. So it can be concluded that there is a significant relationship between emotional intelligence and student achievement in midwifery levels I and II at Batam University in 2017.

Not only that, research from Dita et al (2021), states that the results of the study prove (1) emotional intelligence significantly affects student academic achievement, (2) spiritual intelligence significantly affects student academic achievement, and (3) there is a significant relationship between emotional intelligence, spiritual, and academic achievement of students. The results of this study have implications for the importance of good emotional and spiritual intelligence values in obtaining good academic achievements.

This result means that the higher the emotional intelligence of students, the better the results of their learning achievements, on the contrary, the lower the emotional intelligence of students, the less the results of their learning achievements. Students who manage their feelings (emotions) well and can relate to others effectively tend to remember information and learn more effectively as well. People with low EQ can have a high IQ, showing behavior that is detrimental to others (Jayati, Mira, 2015).

Emotional intelligence is different from intellectual intelligence, but the two are very closely related and influence each other. People will not be able to use their cognitive abilities, according to their maximum potential without having emotional intelligence. Emotional intelligence that is not good is one of the causes of the low learning achievement of a student, so if students want to get good learning achievements in addition to understanding their intellectual intelligence, they must also increase their emotional intelligence (Rahayu, Tri, 2019).

Students who have good emotional intelligence will be able to motivate themselves when facing a problem that makes them fall. Students

who are classified as having high emotional intelligence can make themselves excited when they find many tasks or activities that make them tired. These students do not depend on other students to regain their enthusiasm, so they can organize themselves to achieve what they want (Goleman, 2018).

In addition, the way students motivate themselves to excel can be a form of emotional intelligence that can affect student learning achievement. The motivation for achievement possessed by students strengthens the role of emotional intelligence on student achievement. Students who have high achievement motivation will improve their learning achievement. The increase in achievement is much higher than individuals who have low achievement motivation in the sense of having poor emotional intelligence.

This research gives the result that respondents who have emotional intelligence will be directly proportional to the learning achievement they get. This means that the better the emotional intelligence possessed by students, the better the level of student achievement will be. This is because emotional intelligence has a relationship with the level of emotion possessed by each individual, when carrying out learning activities each individual will be influenced or supported by his emotional state. If the individual can control his emotions in a positive direction, he can overcome various obstacles to learning activities. So the quality of good learning activities can improve academic achievement. Thus, the emotional intelligence factor measured through self-knowledge, self-control, motivation, empathy, and social skills is a factor that will affect student learning achievement (Dita, 2021).

The results of this study are also supported by previous studies, including Sari RA (2018), Sulastri (2021), and Herlina (2019) which state that emotional intelligence significantly affects academic achievement. Emotional intelligence and academic achievement have a significant relationship with each other. Students who have low levels of emotional intelligence due to low self-motivation, anxiety, and low self-confidence make students have low academic achievement. The results of research on emotional intelligence have implications that can help students to demand themselves in learning to recognize and appreciate the feelings of themselves and others and to respond to them appropriately, effectively applying emotional energy in daily life and work.

## **Conclusion and Suggestions**

### **Conclusion**

Based on the results of the research and from the description of the discussion, it can be concluded that the relationship between emotional intelligence and learning achievement of Magelang Nursing Study Program students is as follows:

- Characteristics of respondents are differentiated based on gender and study program origin, with 13 male respondents and 130 female respondents. The origin of the study program is from DIII with 95 respondents and 48 respondents from Applied Bachelor.
- The emotional intelligence of the respondents, namely the second-level students of the Magelang Nursing Study Program, had an average score of 169 which was included in the good category.
- The learning achievement of the respondents, namely level 2 students of the Magelang Nursing Study Program, had an average score of 3.31 which was included in the very good category.
- The results of data analysis showed that there was a significant relationship between emotional intelligence and learning achievement, with the results of the Pearson correlation test of  $P < 0.01$ .

### **Suggestion**

Besides being able to provide conclusions, this research can also provide suggestions for parties who assist in improving human resources. These suggestions include:

- For Educational Institutions: Institutions are expected to assist in the process of optimizing and improving students' emotional intelligence, where emotional intelligence can have a positive impact on the campus, community, and work environment in the future. Therefore, teachers are expected to include elements that can improve emotional intelligence in the learning process.
- For Readers : Students as readers are expected to improve and maintain their emotional intelligence because it can provide positive aspects for students which can improve their learning achievement.
- For Writers : For the author to believe that there are still many errors in both writing and content, the author also suggests expanding the population that is the object of research so that the research is more comprehensive and obtains better results, and represents the population at large.

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