

The Influence of Emotional Intelligence on the Academic Achievement of Grade IX Students at SMP Negeri 1 Maiwa

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ABSTRACT

This study aims to determine whether there is a significant relationship between emotional intelligence and students' academic achievement. The focus of the research is on ninth-grade students at SMP Negeri 1 Maiwa in the subject of Indonesian Language. The research method used is quantitative with an ex post facto approach and a correlational design. The instrument used was an emotional intelligence questionnaire based on a Likert scale and documentation of academic scores. The analysis results indicate that there is no significant correlation between emotional intelligence and students' academic performance. With a significance value of 0.796 and a determination coefficient of only 0.1%, it can be concluded that emotional intelligence is not a dominant factor influencing academic achievement in this context. However, clustering analysis suggests that emotional intelligence may contribute to stability in the learning process. Therefore, educational approaches should consider students' emotional aspects.

Keywords: Emotional Intelligence; Academic Achievement

INTRODUCTION

The success of education is not only measured by academic achievement alone, but also by psychological aspects such as emotional intelligence. In the field of education, students who are able to understand and manage their emotions have been proven to be more capable of effectively facing academic challenges. Goleman (1995) states that emotional intelligence encompasses self-awareness, self-regulation, motivation, empathy, and

social skills. Field facts indicate a discrepancy between students' intellectual potential and their academic performance. At SMP Negeri 1 Maiwa, it was found that some students with high academic potential experienced academic difficulties due to low emotional management skills. Conversely, students with good emotional intelligence tend to demonstrate stable academic performance, even though their intellectual abilities are not outstanding.

In the context of learning at the junior secondary level, academic achievement is often regarded as the primary benchmark of student success. However, field observations reveal that learning outcomes are not solely determined by intellectual ability. Affective factors such as self-regulation, empathy, and emotional awareness also influence how students absorb information and respond to learning challenges. Thus, emotional intelligence plays a crucial role in shaping a healthy learning mindset and behavior. Emotional intelligence enables students to recognize and manage their emotions adaptively, allowing them to better cope with academic and social pressures within the school environment. A student with strong emotional intelligence is not only able to calm themselves in the face of failure but also capable of motivating themselves to keep striving. This makes emotional intelligence one of the non-cognitive components that deserves consideration in efforts to improve the quality of education.

Several previous studies have shown that students with high levels of emotional intelligence tend to have more harmonious social relationships and are able to complete school tasks more consistently. Therefore, strengthening students' emotional aspects should not be overlooked by schools and educators. This study is also expected to provide empirical contributions regarding the extent to which emotional intelligence influences learning outcomes, particularly in the subject of Indonesian Language, which requires critical thinking skills and effective self-regulation in comprehending language meaning in depth.

LITERATURE REVIEW

The Emotional intelligence is the individual's ability to recognize, understand, and manage both their own emotions and those of others. This concept was popularized by Daniel Goleman in 1995, who explained that emotional intelligence encompasses five key aspects: self-awareness, self-regulation, personal motivation, empathy, and social skills. These five components are believed to play a crucial role in shaping healthy and adaptive behavior in daily life. According to Goleman, emotional intelligence has a significant impact on a person's success, even

surpassing the role of intellectual intelligence (IQ). He argued that only a small portion of life success is influenced by IQ, while a much larger part is closely related to the individual's ability to manage emotional and social aspects of their life.

Academic achievement refers to the level of a student's attainment after undergoing a learning process. This achievement reflects the mastery of subject matter and can be observed through changes in cognitive, affective, and psychomotor aspects. According to experts, academic achievement is influenced by various factors, both internal—such as motivation, interest in learning, and thinking ability—and external, such as teaching methods used by teachers, the school environment, and parental support. Thus, learning success is the result of an interaction among multiple interrelated factors. It is therefore important to understand that academic performance is not solely determined by intellectual ability, but also by emotional and social factors.

Several previous studies have shown a positive relationship between emotional intelligence and students' academic performance. Individuals who are able to regulate their emotions, demonstrate strong motivation, and interact positively with their surroundings generally possess more stable and effective learning abilities. Research by various scholars, such as Titing Sulastri (2021), Khaerunnisa Aqillamaba (2022), and Sitti Arafah (2022), reveals that emotional intelligence contributes significantly to academic achievement, particularly at the elementary school level. However, in different contexts—including in this study—such a relationship does not always show a statistically significant effect. This suggests that academic success is also influenced by various other factors beyond emotional intelligence, which together shape students' overall learning outcomes.

METHOD

Design and Sample

This study employs a quantitative approach using an ex post facto design combined with a correlational method to investigate the relationship between students' emotional intelligence and their academic achievement. The research was conducted at SMP Negeri 1 Maiwa during the odd semester of the 2024/2025 academic year. The population comprised 77 ninth-grade students, and a sample of 65 students was selected using a random sampling technique. The sample size was determined using the Slovin formula with a 5% margin of error.

Instruments and Procedures

The primary instrument used in this study was a questionnaire designed to measure students' emotional intelligence, developed based on Daniel Goleman's five core dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. Each item in the questionnaire was presented using a Likert scale, allowing respondents to express their level of agreement on a continuum from "Strongly Disagree" to "Strongly Agree." To assess academic achievement, the study utilized documentation in the form of students' report card scores in the Indonesian Language subject, specifically focusing on their performance in writing report texts. Additionally, preliminary informal interviews were conducted with subject teachers and homeroom teachers to obtain contextual insights into students' emotional states, learning behavior, and academic challenges. This qualitative information was used to enrich and support the interpretation of the quantitative data. The research procedures began with the design and validation of the emotional intelligence instrument based on Goleman's framework. Participants were then randomly selected from the population using a sampling technique. Data collection was carried out over a three-month period, during which the researchers distributed and collected the questionnaires, retrieved students' academic scores from teacher documentation, and conducted interviews with relevant school personnel. The final stage involved organizing and coding the collected data in preparation for statistical analysis.

Data Analysis

The data in this study were analyzed using several statistical techniques to ensure comprehensive and accurate interpretation. Descriptive statistics were first employed to summarize the data on students' emotional intelligence and academic achievement, providing an overview of the central tendencies and variability within the dataset. Following this, a normality test was conducted to determine whether the data met the assumptions required for parametric testing. To examine the relationship between emotional intelligence and academic achievement, the Pearson product-moment correlation was utilized, allowing the researcher to assess the strength and direction of the correlation between the two variables. Lastly, a simple linear regression analysis was performed to determine the extent to which emotional intelligence could predict or influence students' academic performance.

RESULT AND DISUSSION

The findings of this study reveal that the average emotional intelligence score of the ninth-grade students at SMP Negeri 1 Maiwa was 115.2, indicating a moderate to high level. This means that most students were capable of understanding and managing their own emotions as well as recognizing the emotions of others. In terms of academic achievement, the average score in the Indonesian language subject was 89.57, showing that the students generally performed well academically. To examine the relationship between emotional intelligence and academic achievement, the researcher conducted a simple linear regression analysis. The results showed a regression coefficient of -0.008 with a significance value of 0.796 and a determination coefficient (R^2) of only 0.001. This suggests that emotional intelligence has no significant influence on academic achievement in this sample, contributing only 0.1% to the variation in students' academic scores.

Despite the lack of statistical significance, further cluster analysis showed a pattern in the data. Students were grouped into three categories based on their emotional intelligence and academic performance. Those with high emotional intelligence tended to achieve consistently strong academic results. Meanwhile, students with lower emotional intelligence displayed more varied performance, indicating possible instability in learning outcomes. These findings imply that emotional intelligence may not directly impact academic performance, but it could contribute to maintaining learning consistency. The results suggest that other factors such as teaching methods, learning environments, parental involvement, and personal motivation may play more dominant roles in influencing student success. Thus, academic achievement is likely shaped by a combination of internal and external variables. While emotional intelligence is not a statistically significant predictor of academic achievement in this context, it still holds value in supporting students' learning processes. Educators and schools should consider emotional development as part of their overall approach to student growth, fostering both cognitive and emotional competencies to promote long-term academic success. Descriptively, the average emotional intelligence score of the students was 115.2, which falls within the moderate to high category. Meanwhile, the average academic achievement score was 89.57, indicating a fairly good level of performance. The results of the simple linear regression analysis revealed the following:

Regression coefficient: -0.008

Significance (p-value): 0.796

R^2 : 0.001

These findings indicate that the relationship between emotional intelligence and academic achievement is not statistically significant.

This study aimed to examine the extent to which emotional intelligence influences academic achievement among ninth-grade students at SMP Negeri 1 Maiwa, particularly in the Indonesian language subject. The analysis revealed that students' emotional intelligence levels generally ranged from moderate to high, indicating that most students demonstrated an ability to understand and regulate both their own emotions and those of others. The average academic performance, based on their grades, was also relatively strong at 89.57, reflecting stable academic outcomes regardless of varying emotional intelligence levels.

However, statistical tests using Pearson correlation and simple linear regression showed no significant relationship between emotional intelligence and academic achievement. The correlation coefficient was -0.033 with a significance level of 0.796, suggesting a negligible and statistically insignificant association. Furthermore, the regression analysis indicated that emotional intelligence contributed only 0.1% to the variation in student achievement, implying that it is not a dominant factor in determining academic success. Despite the lack of statistical significance, the cluster analysis provided additional insight. Students were grouped into three clusters based on their emotional intelligence and academic performance levels. The first cluster included students with high emotional intelligence and consistently strong academic results. The second cluster comprised students with moderate levels on both variables, while the third cluster represented students with lower emotional intelligence and more varied academic outcomes. These findings suggest that emotional intelligence, although not statistically impactful, may help maintain consistent learning performance.

This outcome supports the understanding that academic success is not driven by emotional intelligence alone but rather results from a combination of multiple influencing factors. External factors such as teaching strategies, parental involvement, and the learning environment appear to exert a greater influence on academic achievement. Therefore, a holistic and collaborative approach between school and family is essential to foster students' overall development. The findings also offer practical implications for educators. Teachers are encouraged to focus not only on delivering academic content but also on attending to students' emotional well-being during instruction. Teaching strategies that promote emotional development—such as building empathy, enhancing self-confidence, and fostering intrinsic motivation—can help create a supportive and emotionally balanced learning environment. As a result, students may

become more engaged in learning and perform better academically

CONCLUSION

Based on the findings and data analysis of this study, it can be concluded that emotional intelligence does not have a statistically significant influence on the academic achievement of ninth-grade students at SMP Negeri 1 Maiwa in the Indonesian language subject. Although most students exhibited moderate to high levels of emotional intelligence and maintained relatively stable academic performance, the results of the Pearson correlation and simple linear regression analyses revealed that emotional intelligence contributed minimally to variations in academic scores. With a correlation coefficient of -0.033 and a significance level of 0.796, the study confirmed the absence of a meaningful linear relationship between emotional intelligence and academic achievement.

These results suggest that emotional intelligence, while valuable for students' overall development, is not a dominant factor in determining academic success in this context. However, students with higher emotional intelligence levels tended to demonstrate more consistent academic outcomes, indicating that emotional stability may still serve as a supporting element in the learning process. This reinforces the understanding that academic achievement is influenced by a complex interplay of both internal and external factors. Other elements—such as teaching quality, student motivation, parental involvement, and the broader learning environment likely play a more significant role in shaping student performance. Therefore, efforts to enhance academic achievement should adopt a more holistic approach that nurtures both emotional and cognitive aspects of student development. Integrating these dimensions can help create a more balanced educational experience that supports students in learning effectively and performing better academically.

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