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The Influence of Emotional Intelligence and Motivation on the Learning Outcomes of Islamic Religious Education (PAI) for Students at SMKS Mitra Bhakti, Bandar Sribhawono District, East Lampung Regency

Elsya Febriani[1], Endang Sukesih[1], Nur Hayati[1]
[1]*Institut Agama Islam Maarif NU (IAIMNU) Metro Lampung, Indonesia*

nnurhayatinuha927@gmail.com

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ABSTRACT

One indicator of success in achieving educational goals can be seen from student learning outcomes while participating in learning and learning activities at school. Student achievement in their learning outcomes cannot be separated from the various factors that influence learning itself. Factors that affect student learning outcomes include internal factors and external factors. 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 a quantitative study with the type of ex-post facto research that aims to determine whether there is an effect of emotional intelligence and learning motivation on learning outcomes in Islamic religious education. Data were obtained by observation, questionnaire and documentation. The findings are: First; from the results of hypothesis testing it is known that the regression coefficient of emotional intelligence and learning outcomes obtained the regression equation Y = 34.174+ 0.520 X. Second, learning motivation has a significant effect on PAI learning outcomes. From the results of hypothesis testing, the equation Y = 38.067 + 0.493X is obtained. Third emotional intelligence and learning motivation together have a significant effect on learning outcomes PAI students of SMKS Mitra Bhakti Bandar Sribhawono. From the results of multiple linear regression calculations (double) obtained equation ȳ= =25.306+ 0.406X1+ 0.250 X2 . The constant 25,306 describes the amount of learning outcomes if influenced by emotional intelligence and learning motivation. The regression coefficient b1 of 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 Motivation, PAI Learning Outcomes*

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INTRODUCTION

Education is a very important need for humans, because with education humans can achieve their welfare. It cannot be denied that education plays an important role in the intellectual life and progress of the nation. Because the progress or failure of a country depends on the progress or failure of the organization of the education process in that country. That is why every country, including Indonesia, organizes various levels of its people to be able to enjoy the educational process organized by State education

ranging 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 No.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, p. 163).

The subject of Islamic Religious Education is 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 Law above. As expressed by Syahidin, Islamic Religious Education is a subject to produce students who have a religious spirit and obey the commands of their religion, not only to produce students who have in-depth religious knowledge (Syahidin, 2009). 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 appreciate the goals, which in the end can practice and make Islam a way of life (Jakaria Umro, 2018).

One indicator of success in achieving educational goals can be seen from the learning outcomes of students while participating in learning and learning activities at school, especially in Islamic Religious Education subjects. These learning outcomes are part of the success of the educational process in this case making students grow and maximize their potential to become complete human beings. Learning outcomes are evidence of the success that students have achieved where each learning activity can cause a distinctive change. In this case learning includes process skills, activeness, motivation as well as learning achievement. According to Nana Syaodih, learning outcomes or achievement are the realization or expansion of potential skills or capacities that a person has. 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). According to Mulyasa, learning outcomes are the overall learning achievements of students, which are indicators of basic competencies and the degree of change in the behavior concerned (Muh Yusuf M, 2009).

But so far many people think that to achieve high learning achievement requires high intellectual intelligence or *Intelligence Quotient (IQ)*. Meanwhile, according to the results of previous research proves 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 reality that occurs today, in the teaching and learning process at school is often found students who cannot achieve learning achievements that are equivalent to their intelligence abilities. There are students who have high intelligence abilities but obtain relatively low learning achievements, but there are students who, despite their relatively low intelligence abilities, can achieve relatively high learning achievements. That is why the level of intelligence is not the only factor that determines a person's success, because there are other factors that can affect it.

According to Claude Steiner and Paul Perry emphasize the importance of emotional intelligence, that a high *IQ* will not solely make someone smart. Without emotional intelligence, the ability to understand and manage our feelings and the feelings of others, our chances of living a happy life become very 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 on our own in relationships with others. Such as self-awareness, self-regulation, motivation, empathy, social skills (Firdaus 2012). Hamzah B Uno explains that emotional intelligence is the ability to explore feelings, reach and evoke feelings to help the mind, understand feelings and their meaning and control feelings deeply so as to help emotional and intellectual development (Hamzah B U, 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, whether the motivation comes from outside (extrinsic) or from within a person (intrinsic), then he will not get satisfactory learning results / 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 stated by Sardiman A.M in his book Interaction and Motivation for Learning to Teach that: "In learning activities, motivation gives rise to learning activities, ensures the continuity of learning activities, so that the goals desired by the learning subject can be achieved. According to Mc. Donald, motivation is a change in energy in a person characterized by the emergence of "*feeling*" and preceded by a response to a goal (Purwa, 2012). It is 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). (Motivation in an individual is an impetus to drive an action in realizing the desire to learn. Learning motivation is the driving force to conduct learning activities and maintain them without being asked by others).

Someone whose motivation is great will show interest, attention, full concentration, high perseverance and orientation to results without knowing feelings of boredom, boredom, let alone giving up. Conversely, students with low motivation will look indifferent, get bored quickly, despair easily 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, channels, and directs the attitudes and behavior of individual learners (Dimyati, 2013). One of the functions of motivation in students is to realize the initial position of learning, the process, and the final results in learning. Thus, how important the function of learning motivation is in the process of learning and learning activities in order to achieve good learning outcomes (Dimyati, 2013). Winkel explains that learning motivation is the overall psychic driving force within students that gives rise to learning activities, ensures the continuity of learning and gives direction to learning activities in order to achieve a goal. Learning motivation plays an important role in providing passion or enthusiasm for learning, so that students who are strongly motivated have a lot of energy to carry out learning activities (Maryam, 2017).

Factors that influence learning motivation both from within and from outside that are related to learning outcomes need to be researched because by knowing the factors that are positively related, related parties such as schools, families, and students

themselves can improve these factors which cause student learning outcomes to also increase. 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 learning process and results. For example, in a study conducted by Fyans and Maerh, that among three factors, namely family background factors, school conditions or context and motivation, the latter factor is the best predictor of learning achievement. Walberg et al. concluded that motivation contributes between 11 and 20% to learning achievement. Suciati's study concluded that the contribution of motivation was 36% while Mc Clelland showed that achievement motivation contributed 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, it is not uncommon to find many students who are low in terms of motivating themselves in learning activities, especially in Islamic Religious Education subjects. Some of them think that the subject is only a general subject that will not be tested nationally so that it is enough to study casually without any seriousness or high motivation in learning it. In addition, it was also seen that students lacked empathy. This is shown by a sense of not caring for friends who are experiencing difficulties. Students are still not responsible for every task given both in groups and individually.

Based on the background above, research with the title "The Effect of Emotional Intelligence and Motivation on Islamic Religious Education (PAI) Learning Outcomes of SMKS Mitra Bhakti Students in Bandar Sribhawono District, East Lampung Regency", is considered important to do because in the student learning process, emotional intelligence and learning motivation are 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 successful student learning at school.

METHOD

This study uses quantitative methods with the type of *ex-postfacto* research, *ex-postfacto* research is research in which the independent variables have occurred when the researcher begins with the observation of 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 the researcher with the setting wants to trace back if possible what is the causal factor (Sukardi 2005). Data collection was carried out through observation, questionnaires and documentation at SMKS 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 research is all class X SMKS Mitra Bhakti Bandar Sribhawono students 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 population research. 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 population (Suharsimi 2002). Data collection techniques for emotional intelligence variables (X_{1}) and Learning Motivation (X_{2}) 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 is the instrument test, which consists of the instrument validity test and the instrument reliability test. While the analysis prerequisite test used is the

normality test, and the regression prerequisite test used is the linearity test, multicollinearity test, heteroscedasticity test, and hypothesis testing using multiple linear regression tests.

RESULT AND DISCUSSION

Emotional Intelligence

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

Table 1.1

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	Ever	480	30%	1440
2	Almost Never	149	9,31%	298
1	Never	11	0,69%	11
	Total	1600	100%	5817

Source: Processed from the results of respondents' answers to the Emotional Intelligence questionnaire

Based on the data in the table above, it is known that the frequency of respondents' answers in the always (very good) category is 228 (14.25%), in the often (good) category is 732 (45.75%), in the ever (enough) category is 480 (30%), in the almost never (less) category is 149 (9.31%) and in the never (very less) category is 11 (0.69%).

Learning Motivation

Data on learning motivation intelligence in this study were obtained from the results of questionnaires addressed to students at SMK Mitra Bhakti Bandar Sribawono East Lampung. The results of the respondents' answers are as attached. The decryption of respondents' answers to learning motivation variables was carried out to obtain an overview of the tendency of respondents' answers to statements used to find out learning motivation is explained in the table below:

Table 1.2

Description of Respondents' Answers to the Learning Motivation Variable

Score	Answer	Frequency	Percentage	Total Score
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

Source: Processed from Learning Motivation Questionnaire

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

Learning Outcomes

Data on learning outcomes in this study were obtained from the results of the PAI subject value legger of students SMK Mitra Bhakti Bandar Sribawono East Lampung. The results of the respondents' answers are as attached. Decryption of respondents' answers to the variable learning outcomes was carried out to obtain an overview of the level of achievement of student learning outcomes as follows:

Table 1.3

Description of Outcome Variables

No.	Score Range	Category	Frequency	Percentage
1	80-100	Very good	14	17,5%
2	70-79	Good	36	45%
3	60-69	Simply	28	35%
4	50-59	Less	2	2,5%
5	>50	Failed	-	
Total			100	

Source: Processed from Outcome Documentation

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) is 36 (45 %), in the moderate category (60-69) as many as 28 (35%) and the category is less (50-59) as many as 2 people (2.5%).

PREREQUISITE TEST ANALYSIS

Normality Test

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

Table 1.4

Kolmogorf Smirnof Normality Test Results

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

Source: Processed from the results of respondents' answers to the questionnaire on emotional intelligence, learning motivation and learning outcomes.

Based on the results of the above calculations, 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 normality test results of the three variables above is greater than 0.05, then Ho is accepted, which means that the population is normally distributed, and can be used to test the research hypothesis.

Linearity Test

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

Table 1.5

Table Anova 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			

Source: Processed from Emotional Intelligence and Learning Outcomes data

Based on the Anova table above, the probability of 0.053 is greater than 0.05 (0, 053> 0.05). Thus Ho is accepted, which means that between the variables of emotional intelligence and learning outcomes there is a linear relationship, so it can be used as a reference for hypothesis testing.

Table 1.6

Anova Linearity Test of Learning Motivation Variables
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			

Source: Processed from Intelligence data Learning motivation and outcomes

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

Multicollinearity Test

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

Table 1.7
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. Emotional	0,227	0,062	0,420	3,632	0,001	0,546	1,830
2	K. Learning motivation	0,152	0,058	0,303	2,619	0,011	0,546	1,830

Source: Processed from the results of respondents' answers to the questionnaire emotional intelligence Learning Motivation and Learning Outcomes

Based on the table above, the "coefficients" output in the *collinearity statistics* section, it is known that the *tolerance* value for variables $X^{(1)}$ (emotional intelligence) and $X^{(2)}$ (learning motivation) is 0.546, greater than 0.10. While the VIF for the two variables is 1.830 smaller than 10.00. Based on the decision making in the multicollinearity test, it can be concluded that there are no symptoms of multicollinearity in the regression model.

Heteroscedasticity Test

The 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 variants and residuals of one observation to another are different, it is called heteroscedasticity.

Table 1.8
Heteroscedasticity Test Results Emotional Intelligence Variable and Intelligence Learning motivation Spearman's rho

AbsRes		Abs-RES	Emotional Intelligence	Learning motivation
	Correlation Coefficient	1,000	-0,139	-0,176
	Sig. (2-tailed)		0,220	0,119
	N	80	80	80
Emotional	Correlation Coefficient	-0,139	1,000	0,514
	Sig. (2-tailed)	0,220		0,000
	N	80	80	80
Learning motivation	Correlation Coefficient	-0,176	0,514	1,000
	Sig. (2-tailed)	0,119	0,000	
	N	80	80	80

Source: Processed from Emotional Intelligence and Motivation Questionnaires

Based on the output above, it is known that the significance value of the emotional intelligence variable $(X_l)_{of}$ 0.220 is greater than 0.05, meaning that there is no heteroscedasticity in the emotional intelligence variable. Similarly, it is known that the significance value of the learning motivation intelligence variable $(X_{2)}$of 0.119 is greater than 0.05, which means that there is no heteroscedasticity in the learning motivation intelligence variable. Thus, the estimation of regression coefficients is not disturbed by the presence of heteroscedasticity .

Table 1.9

Heteroscedasticity Test Results Emotional Intelligence Variable and Intelligence Learning motivation Spearman's rho

		Abs-RES	Emotional Intelligence	Learning motivation
AbsRes	Correlation Coefficient	1,000	-0,139	-0,176
	Sig. (2-tailed)		0,220	0,119
	N	80	80	80
Emotional	Correlation Coefficient	-0,139	1,000	0,514
	Sig. (2-tailed)	0,220		0,000
	N	80	80	80
Learning motivation	Correlation Coefficient	-0,176	0,514	1,000
	Sig. (2-tailed)	0,119	0,000	
	N	80	80	80

Source: Processed from Emotional Intelligence and Motivation Questionnaires

Based on the output above, it is known that the significance value of the emotional intelligence variable $(X_l)_{of}$ 0.220 is greater than 0.05, meaning that there is no heteroscedasticity in the emotional intelligence variable. Similarly, it is known that the significance value of the learning motivation intelligence variable $(X_{2)}$of 0.119 is greater than 0.05, which means that there is no heteroscedasticity in the learning motivation intelligence variable. Thus, the estimation of regression coefficients 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 the 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 results is carried out using a simple linear regression formula. From the results obtained the following results:

Table 1.12

Coefficientsa Regression of Emotional Intelligence and Outcomes

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

From the *coefficient* table above, it is known that the constant value (*a*) is 34.174 and the regression coefficient $x_1.y$ = 0.520 . Based on the constant value and the regression coefficient, the regression equation can be written as follows:

Y = 34.174+ 0.520 X

Y = Learning outcome

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 the regression significance test is carried out using SPSS 24 for window with the following results:

Table 1.13

Anova List of Regression Significance Test for Emotional Intelligence and Learning outcomes (Y = 34,174+ 0,520)

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

Source: Processed from Emotional Intelligence and Learning Outcomes Data

Based on the data above, it is known that the price of F_{count} is 58.137. These results are then compared with the price of F_{table}, at dk numerator = 1, and dk denominator = n - 2, or 80-2 = 78. The price of F_{table} for a magnitude of 1.78 is 3.96 for a significance level of 5%. Thus the price of $F_{calculated}$ for the linear regression equation of emotional intelligence and learning outcomes (Y = 34.174+ 0.520X) is greater than the price of F_{table}, so Ho is rejected, and Ha is accepted, which means that the linear regression of emotional intelligence variables and learning outcomes in the equation Y = 34.174+ 0.520 X, meets the requirements of 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 much emotional intelligence contributes to

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

Table 1.14

Model Summary of Correlation coefficient and Coefficient of Determination Emotional Intelligence 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				

Source: Emotional Intelligence and Learning Outcomes Questionnaire

Based on the table above, it is known that the level of closeness between emotional intelligence and learning outcomes is indicated by the correlation coefficient ($rx_1.y$) in the R column, amounting to 0, 653 . This means that the level of correlation is in the coefficient interval 0.60-1.00, which means that there is a positive correlation between emotional intelligence and learning outcomes. The coefficient of determination is shown in the R Square column, amounting to 0.427 . This shows that emotional intelligence accounts for 42.7% of the increase in learning outcomes.

The Effect of Learning Motivation on Learning Outcomes

Hypothesis testing to determine the effect of learning motivation on learning outcomes was carried out using simple linear regression techniques.

Table 1.15

Coefficients [a]Regression of Learning Motivation and Outcomes

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

Source: Processed from Questionnaire of Learning Motivation and Learning Outcomes

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

Y = 38.067 + 0.493

Y = Learning outcome

X = Learning motivation

The regression equation above can be used to predict the value of the dependent variable (learning outcomes), if the value of the independent variable (learning motivation) is fixed, as in the learning outcome value 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 outcome for this individual has increased by 79.97.

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

Table 1.16
ANOVA Regression Significance Test of Learning Motivation and Learning Outcomes
(Y = 38.067 + 0.493 X)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1214,266	1	1214,266	32,361	0,000
	Residuals	2926,722	78	37,522		
	Total	4140,988	79			
Source: Processed from Learning Motivation and Learning Outcomes						

Based on the data above, it is known that the price of F_{count} is 32.361. These results are then compared with the price of F_{table}, at dk numerator = 1, and dk denominator = n - 2, or 80-2 = 78. The price of F_{table} for a magnitude of 1.78 is 3.96 for a significance level of 5%. Thus the price of $F_{calculated}$ for the linear regression equation of learning motivation and learning outcomes (38.067 + 0.493 X) is greater than the price of F_{table}, so Ho is rejected, and Ha is accepted, which means that the linear regression of intelligence variables of learning motivation and learning outcomes in the equation 38.067 + 0.493 X, meets the requirements of regression significance and can be used as a basis for drawing conclusions.

To find out how strong the level of learning motivation intelligence is with learning outcomes, and how much the contribution of learning motivation intelligence in improving learning outcomes can be seen from the correlation coefficient and the coefficient of determination (R Square) in the *model summary out put* table below:

Table 1.17
Model Summary of correlation coefficient and coefficient of determination Learning motivation and learning outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,542	0,293	0,284	6,126
a. Predictors: (Constant), Intelligence Learning motivation Source: Processed from Data on Learning Motivation and Learning Outcomes				

Based on the table above, it is known that the correlation coefficient ($r_{x\ 2.}y$) in the R column is 0.542 . This means that there is a positive correlation between learning motivation intelligence and learning outcomes. The coefficient of determination is shown in the R Square column, amounting to 0.293 . This shows that the intelligence of learning motivation in contributing 29.3% of the increase in learning outcomes .

The Effect of Emotional Intelligence and Learning Motivation Simultaneously 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. From the results of calculations using SPSS 24 for windows, the following results were obtained:

Table 1.18
Coefficientsa Regression Multiple Emotional Intelligence
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 outcome Source: Processed from Data on Emotional Intelligence, Learning Motivation and Learning Outcomes						

From the *coefficient* table 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 constant value and regression coefficients b1, and b2, the multiple regression equation can be written as follows:

$Y = \alpha + b_{(1)\,X(1)} + b_{(2)\,X2}$

$Y = 25.306 + 0.406X_1 + 0.250_{X(2)}$

Y = Learning outcome

X_2= Emotional intelligence

X_2= Learning motivation

Based on the multiple regression equation above, it can be predicted that learning outcomes will increase if emotional intelligence positively and unidirectionally also increases. The regression coefficient of learning motivation (0.250) is smaller than the regression coefficient of emotional intelligence (0.406). The constant 25.306 describes the amount of learning outcomes if 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 on the regression equation $Y = 25.306 + 0.406X_1 + 0.250_{X(2)}$can be used to draw conclusions, first conduct a multiple regression significance test as follows:

Table 1.19
Anova Multiple Regression Significance Test of Emotional Intelligence,
Learning motivation and learning outcomes
($Y= 25.306 + 0.406X_1 + 0.250_{X(2)}$)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1994,349	2	997,175	35,769	0,000
	Residuals	2146,638	77	27,878		
	Total	4140,988	79			
Source: Processed from data on Emotional Intelligence, Learning Motivation and Learning Outcomes						

Based on the data above, it is known that the price of $F_{count}$is 35.769 . These results are then compared with the price of F_{table}, at dk numerator = 2, and dk denominator = n - 2, or 80-2 = 78. The price of $F_{table}$for a magnitude of 1.78 for a significance level of 5% is 3.96. Thus the $F_{calculated}$price for the *multiple* regression equation Y= 25.306+ $0.406X_{(1)}$+ $0.250X_{(2)}$is greater than the F_{table}price, (35.769 > 4.02)so Ho is rejected, and the regression equation is not significant. 4.02) so Ho is rejected, and Ha is accepted, which means that multiple regression of emotional intelligence, learning motivation intelligence and learning outcomes in the equation Y = 25.306+ $0.406X_1$+ $0.250X_{(2)}$meets the regression significance requirements 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 much the two independent variables contribute to improving learning outcomes, it can be seen from the correlation coefficient and coefficient of determination (R Square) in the *model summary out put* below:

Table 1.20

Model Summary Correlation Coefficient and Coefficient of Determination Variables Emotional intelligence, learning motivation and learning outcomes

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

Based on the table above, it is known that the correlation coefficient ($ry_{1.2)}$in column R, is 0.694 . This means that the level of correlation is in the coefficient interval of 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 R Square column, amounting to 0.482 . This shows that emotional intelligence, and learning motivation together contribute 48.2% to the 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 a basis for drawing conclusions, the significance of the correlation coefficient is tested with the F test.

The test was carried out using SPSS 24 for windows, the results of which are as shown in the table above, in the F column, where $F_{count}$was obtained of 35.769. The result is then compared with the price of F_{table}, at dk numerator = 2, and dk denominator = n - 2, or 80-2 = 78. The price of $F_{table}$for a magnitude of 1.78 is 3.96 for a significance level of 5%. Thus $F_{calculated} \geq F_{(table)}$(35.769> 3.96) so Ho is rejected, and Ha is accepted, which means 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, the significance test of the coefficient of determination is carried out as follows:

Hypothesis testing was carried out using SPSS 24 for windows, the results of which are as shown in the table above, in the f column, where the $F_{calculated}$price was obtained 35.769 . The price is then confirmed with the price of F_{table}at the 5% significance level. with dk numerator = 1, and and dk denominator = n - 2, or 80-2 = 78. The price of F

$_{table}$for a magnitude of 1.78 is 3.96 for a significance level of 5%. Thus Ho is rejected and Ha 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 in general to all populations.

CONCLUTION

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:

1. Emotional intelligence has a significant effect on the learning outcomes of 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 obtained the regression equation Y = 34.174+ 0.520 X. 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 value of emotional intelligence increases by 10, then the average value of learning outcomes will increase by 52 .
2. Learning motivation has a significant effect on the PAI learning outcomes of SMKS Mitra Bhakti Bandar Agung, Bandar Sribhawono District. From the results of hypothesis testing, the equation Y = 38.067 + 0.493X is obtained. 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 .
3. Emotional intelligence and learning motivation together have a significant effect on the learning outcomes of PAI students of SMKS Mitra Bhakti Bandar Agung, Bandar Sribhawono District. From the results of *multiple* linear regression calculations obtained equation $\bar{y}$= =25.306+ 0.406X_1+ 0.250$_{X(2)}$. The constant 25.306 describes the amount of learning outcomes if not influenced by emotional intelligence and learning motivation. 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.

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