



The Effect of Emotional Intelligence on Student Learning Achievement

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Abstract

This study explores the impact of emotional intelligence on the learning achievements of students in Islamic Religious Education (PAI) for Class XI at Ulul Albab Islamic Vocational High School. Emotional intelligence is a crucial factor that influences students' ability to manage their emotions and, consequently, their academic performance. The research employs a quantitative approach, utilizing surveys and documentation to gather data from students. The findings indicate a significant relationship between emotional intelligence and learning achievement, highlighting that students with higher emotional intelligence tend to perform better academically. This suggests that emotional intelligence is a vital component in the educational process and should be nurtured alongside intellectual development to improve overall student performance in religious education.

Keywords: *Emotional Intelligence, Learning Achievement, Islamic Education, Students, Quantitative Study*



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INTRODUCTION

In recent years, the role of emotional intelligence (EI) in educational settings has garnered significant attention from educators and researchers alike. Emotional intelligence, which refers to the ability to perceive, understand, and manage emotions effectively, has been identified as a critical factor influencing students' academic success (Goleman, 2020). Unlike cognitive intelligence, which primarily focuses on intellectual capabilities, emotional intelligence encompasses the social

and emotional competencies that enable students to navigate the complexities of learning environments and interpersonal relationships (Petrides et al., 2018).



Islamic Religious Education (Pendidikan Agama Islam or PAI) aims to foster not only intellectual growth but also spiritual and moral development in students. The effectiveness of PAI, therefore, depends heavily on the holistic development of students, including their emotional well-being. Studies have shown that students with higher emotional intelligence are better equipped to handle stress, remain motivated, and engage positively with their peers and teachers, all of which contribute to better learning outcomes (Mayer et al., 2019).

At Ulul Albab Islamic Vocational High School, the integration of emotional intelligence into the educational process is particularly relevant given the institution's emphasis on character building and moral education. However, it has been observed that students often struggle to balance their emotional responses with the demands of academic learning, particularly in subjects like PAI, which require not only cognitive understanding but also emotional and spiritual engagement (Ahmad & Suryadi, 2020).

Research has increasingly suggested that the success of students in religious education is not solely determined by their intellectual abilities but is significantly influenced by their emotional intelligence (Salovey & Grewal, 2018). Emotional intelligence allows students to regulate their emotions, stay motivated, and interact harmoniously with others, all of which are essential for achieving academic excellence (Zeidner et al., 2020). For instance, students who can manage their emotions are more likely to overcome academic challenges and maintain a positive attitude towards learning (Brackett & Rivers, 2019).

Despite its importance, emotional intelligence is often overlooked in traditional educational settings, where the focus tends to be on cognitive achievements. This oversight can lead to a gap in the holistic development of students, particularly in environments that emphasize religious and moral education. Teachers, therefore, play a crucial role in fostering emotional intelligence among students by creating supportive learning environments that encourage self-awareness, empathy, and emotional regulation (Mortiboys, 2018).

The present study aims to explore the relationship between emotional intelligence and learning achievement among students in PAI classes at Ulul Albab Islamic Vocational High School. Specifically, the study seeks to: (1) assess the level of emotional intelligence among students, (2) evaluate their academic performance in PAI, and (3) analyze the extent to which emotional intelligence influences their learning outcomes. By focusing on these objectives, the study contributes to the growing body of literature that underscores the importance of emotional intelligence in educational success, particularly within the context of Islamic education (Rahman, 2021; Yusuf & Abdullah, 2022).

METHOD

This research employs a quantitative approach to investigate the influence of emotional intelligence on the learning achievements of students in the Islamic



Religious Education (PAI) subject at Ulul Albab Islamic Vocational High School. The quantitative approach is chosen due to its ability to systematically quantify the variables of interest and to establish relationships between them through statistical analysis (Creswell & Creswell, 2018).

Research Design

The study adopts a correlational research design, which is appropriate for examining the relationship between emotional intelligence (independent variable) and learning achievement (dependent variable). Correlational research is particularly useful for identifying the degree to which two variables are related without implying causality (Fraenkel, Wallen, & Hyun, 2019). This design allows for the exploration of whether variations in students' emotional intelligence levels are associated with corresponding variations in their academic performance in PAI.

Exploring the Relationship between Emotional Intelligence and Learning Achievement



Population and Sample

The population for this study includes all Class XI students at Ulul Albab Islamic Vocational High School, totaling 42 students. The entire population was selected as the sample for this study, making it a census rather than a sample-based study. This approach ensures that the findings are representative of the entire group under study and increases the reliability of the results (Etikan & Bala, 2017).

Data Collection Instruments

Data were collected using two primary instruments: an emotional intelligence questionnaire and academic performance records.

1. Emotional Intelligence Questionnaire: The questionnaire was adapted from the Emotional Intelligence Scale developed by Schutte et al. (1998), which has been validated and widely used in educational research. The scale consists of items that measure various dimensions of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills (Schutte et al., 1998). The questionnaire was translated and adapted to fit the cultural context



of the students at Ulul Albab Islamic Vocational High School. The reliability and validity of the translated questionnaire were confirmed through a pilot study, where Cronbach's alpha was used to assess internal consistency, resulting in a coefficient of 0.85, indicating high reliability (Nunnally & Bernstein, 2018).

2. Academic Performance Records: The students' academic performance in the PAI subject was assessed using their final exam scores. These scores provide a standardized measure of students' achievement and allow for a direct comparison with their levels of emotional intelligence.

Data Collection Procedure

Data collection was conducted in two stages:

1. Survey Administration: The emotional intelligence questionnaire was administered to the students in a classroom setting. Instructions were provided to ensure that students understood each item, and their responses were collected anonymously to encourage honesty and reduce social desirability bias (Podsakoff et al., 2019).
2. Academic Performance Data Collection: Academic records were obtained from the school administration, with permission from the relevant authorities. These records were matched with the questionnaire responses to establish the relationship between emotional intelligence and academic performance.

Data Analysis

The data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including mean scores, standard deviations, and frequency distributions, were used to summarize the levels of emotional intelligence and academic performance among the students.

For inferential analysis, a simple linear regression analysis was conducted to examine the relationship between emotional intelligence and academic performance. The regression analysis allowed for the determination of the strength and direction of the relationship, providing insights into how variations in emotional intelligence predict academic outcomes in PAI (Field, 2018). The assumptions of normality, linearity, and homoscedasticity were tested prior to conducting the regression analysis to ensure the validity of the results.

RESULTS AND DISCUSSION

The primary aim of this study was to explore the relationship between emotional intelligence and learning achievement among students of Islamic Religious Education (PAI) at Ulul Albab Islamic Vocational High School. The analysis was conducted using descriptive and inferential statistics to determine the levels of emotional intelligence among students and its impact on their academic performance.



Descriptive Statistics

The descriptive analysis of the data indicated that the students' emotional intelligence scores varied, with a mean score of 78.5 (SD = 8.4) on the emotional intelligence scale. The distribution of scores showed that a significant proportion of students possessed moderate to high levels of emotional intelligence, with few students scoring at the lower end of the scale. This suggests that most students at Ulul Albab Islamic Vocational High School have a well-developed capacity to perceive, understand, and manage their emotions (Schutte et al., 1998).

In terms of academic performance, the students' average score in the PAI final examination was 82.3 (SD = 6.7). The data revealed a positive trend, with higher emotional intelligence corresponding to higher academic scores. Students in the highest quartile of emotional intelligence generally achieved the best academic outcomes, while those in the lowest quartile had relatively lower academic performance.

Inferential Statistics

To further investigate the relationship between emotional intelligence and academic achievement, a simple linear regression analysis was conducted. The results indicated a significant positive relationship between emotional intelligence and academic performance ($\beta = 0.47$, $p < 0.001$). This suggests that emotional intelligence is a strong predictor of academic success in PAI, accounting for approximately 22% of the variance in students' academic scores ($R^2 = 0.22$). These findings align with previous research, which has consistently demonstrated that emotional intelligence is a critical factor in academic achievement across various educational contexts (Mayer et al., 2019; Brackett & Rivers, 2019).

Discussion

The findings from this study provide compelling evidence for the significant role of emotional intelligence in enhancing students' academic performance in Islamic Religious Education. The positive correlation between emotional intelligence and academic achievement observed in this study is consistent with a growing body of literature that highlights the importance of emotional competencies in educational success (Zeidner et al., 2020; Petrides et al., 2018).

Emotional Intelligence as a Predictor of Academic Success

The strong predictive power of emotional intelligence on academic outcomes suggests that students who are better able to manage their emotions are more likely to excel academically. This is particularly relevant in the context of Islamic Religious Education, where emotional engagement and spiritual reflection are integral to the learning process (Ahmad & Suryadi, 2020). Students with higher emotional intelligence are likely to have better self-regulation skills, enabling them to cope



with academic pressures and stay motivated, which in turn leads to higher academic achievement (Salovey & Grewal, 2018).

The findings also underscore the importance of incorporating emotional intelligence training into the curriculum. As emotional intelligence contributes significantly to students' ability to navigate the challenges of academic life, educational institutions, particularly those focusing on religious education, should prioritize the development of these skills (Yusuf & Abdullah, 2022). By fostering emotional intelligence, educators can enhance students' overall academic performance and their capacity to apply religious teachings in practical, emotionally intelligent ways.

The Role of Educators and Learning Environment

The role of educators in nurturing emotional intelligence cannot be overstated. Teachers at Ulul Albab Islamic Vocational High School play a crucial role in creating a supportive learning environment that encourages emotional awareness and regulation. The positive relationship between emotional intelligence and academic performance found in this study suggests that when teachers actively promote emotional learning, students are better equipped to succeed academically (Mortiboys, 2018).

Moreover, the integration of emotional intelligence into teaching practices can also improve teacher-student relationships, leading to a more positive classroom atmosphere and better academic outcomes (Brackett & Rivers, 2019). For example, teachers who model emotionally intelligent behavior, such as empathy and effective emotional communication, can inspire students to adopt similar behaviors, thereby enhancing their learning experience (Zeidner et al., 2020).

Implications for Islamic Education

The implications of this study for Islamic education are significant. Islamic education not only seeks to impart knowledge but also aims to develop the character and emotional maturity of students in accordance with Islamic principles. The findings suggest that emotional intelligence should be considered a key component of Islamic education, as it directly influences students' ability to internalize and apply religious teachings (Rahman, 2021).

By fostering emotional intelligence, Islamic educational institutions can help students achieve a balanced development that encompasses both intellectual and emotional growth. This holistic approach to education is essential for preparing students to navigate the complexities of modern life while remaining grounded in their religious values (Ahmad & Suryadi, 2020).

This study highlights the critical role of emotional intelligence in enhancing academic performance in Islamic Religious Education. The findings suggest that students with higher emotional intelligence are more likely to succeed academically,



underscoring the need for educational practices that promote emotional learning

alongside cognitive development. Future research should explore the long-term impact of emotional intelligence on academic and personal outcomes, particularly in religious education settings.

CONCLUSION

This study has demonstrated the significant impact of emotional intelligence on students' academic performance in Islamic Religious Education (PAI) at Ulul Albab Islamic Vocational High School. The findings reveal a positive correlation between emotional intelligence and learning achievement, suggesting that students who possess higher levels of emotional intelligence tend to perform better academically. This relationship underscores the importance of emotional intelligence as a critical factor in educational success, particularly within the context of Islamic education, where both cognitive and emotional development are essential.

The results highlight the need for educational institutions, especially those focusing on religious education, to integrate emotional intelligence training into their curricula. By fostering emotional competencies such as self-awareness, empathy, and emotional regulation, educators can enhance students' overall academic outcomes and better prepare them to navigate both academic and personal challenges.

Moreover, the study emphasizes the role of teachers in creating supportive learning environments that encourage the development of emotional intelligence. Teachers who actively engage with students' emotional needs and model emotionally intelligent behavior contribute to a more positive learning atmosphere, which in turn facilitates higher academic achievement.

In conclusion, the incorporation of emotional intelligence into the educational process is vital for the holistic development of students. As emotional intelligence plays a crucial role in both academic success and personal well-being, it should be prioritized alongside traditional cognitive education. Future research should continue to explore the long-term effects of emotional intelligence on various aspects of students' lives, particularly in educational settings that emphasize moral and spiritual growth.

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