THE IMPORTANCE OF EMOTIONAL INTELLIGENCE AND ACHIEVEMENT MOTIVATION IN ENHANCING ACADEMIC ACHIEVEMENT AT SDN 315 GRESIK

Abu Amar[1]**, Didit Darmawan**[2]

Universitas Sunan Giri Surabaya

Email: satrialoa@gmail.com[1], dr.diditdarmawan@gmail.com[2]

Abstract

This study aims to determine the effect of emotional intelligence and achievement motivation on student learning achievement at Public Elementary School 315 Gresik. With a total of 92 randomly selected respondents, data was collected to analyse the impact of both factors on students' academic achievement. The study sample was targeted at grade V and grade VI students totalling 38 students. The study utilized two independent variables against one dependent variable. The study data will be tested using multiple linear regression which was previously tested using validity test, reliability test, and classical assumption test. The results of the two study variables showed significant results on the learning achievement of Public Elementary School 315 Gresik students. Firstly, emotional intelligence, which includes self-understanding, emotion management, self-motivation, empathy and social skills, was tested to see how these factors can affect students' learning achievement. Second, achievement motivation was evaluated to determine the extent to which it can be an important predictor of academic achievement.

Keywords: *Students; Education; Learning Achievement; Emotional Intelligence; Learning Motivation.*

A. INTRODUCTION

Education has a very important role in shaping and directing individual development and determining the progress of a nation. Hermanto (2020) believes that in families, communities and nations, education is not just a process of transferring knowledge, but is also a conscious effort to develop the potential of human resources (HR). An educational orientation that focuses on improving quality provides an illustration that efforts to improve the quality of education must be a top priority (Warlizasusi, 2017). Good quality education does not only include aspects of academic knowledge, but also involves the formation of strong character. The aim of education is to develop the potential of students to become individuals who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens (Asmoroini, 2016). Wahid et al. (2018) stated that successful education is education that is able to create a conducive learning environment, provide motivation to students, and develop various aspects of personality. Saraswati et al. (2014) stated that strategy and innovation in primary level education are the keys to increasing learning effectiveness and overcoming educational challenges. Successful education is able to create people who are not only intellectually intelligent, but also have the social sensitivity, ethics and life skills needed to contribute positively to society and the nation (Hutomo et al., 2012; Mahsun, 2013).

The benchmark for a student's success in learning activities is often measured through learning achievement, which can be seen from the grades or numbers achieved by students in the learning process at school (Arifin & Rahmadi, 2017). This student learning achievement is the result of the teacher's assessment of the students' understanding and mastery of the learning material. The main focus of this learning achievement lies in the cognitive aspect, which includes mastery of knowledge and understanding of concepts (Sari, 2016). Mardikaningsih (2014a) stated that value assessment as a measure of success includes various types of exams and assignments, such as daily exams, mid-semester exams, final semester exams, and national exams or end-of-year exams. Although grades are an important aspect of learning achievement, it is important to remember that a student's success cannot only be measured from a cognitive perspective. Non-cognitive aspects, such as interpersonal skills, creativity, and critical thinking abilities, also play an important role in assessing student learning achievement (Olatoye et al., 2011; Mardikaningsih, 2014b; Farah et al., 2019). Therefore, an evaluation approach needs to be applied to provide a more comprehensive picture of students' progress and success in learning activities (Wicaksono et al., 2023). Apart from that, grades can also be an evaluation tool for schools in evaluating the effectiveness of the teaching methods and curriculum implemented (Setiawan, 2019). Thus, student learning achievement, which is reflected in grades, is an important benchmark in evaluating and improving the quality of education in a school institution (Muslim et al., 2020).

Emotional intelligence, as a supporting factor for the success of the learning process, places students in a more comprehensive role (Wuwung, 2020). Students' attitudes and mentality which include emotional intelligence are an important basis in forming individuals who are able to manage themselves and achieve success in various aspects of life (Zeidner et al., 2002; MacCann et al., 2020). This intelligence also includes the ability to control impulses and delay momentary gratification, which has a positive impact on students' willingness to learn and persistence (Sambiring & Sari, 2017). Apart from that, aspects of empathy and cooperation obtained through emotional intelligence also play an important role in building healthy and productive interpersonal relationships (Fiftyana & Sawitri, 2020). Unfortunately, the educational approach in many programs in Indonesia is still focused on developing intellectual intelligence (IQ) only, which tends to be academic in nature (Farida & Khair,

2019). Lack of understanding and development of emotional intelligence can result in a lack of motivation to learn and students' difficulties in understanding lesson material. Mataputun (2018) states that education that pays attention to emotional intelligence will help create a positive learning environment, where students feel valued, supported, and able to overcome challenges wisely. Thus, emotional intelligence has a positive impact on student learning achievement (Kurnia & Wahono, 2021).

Motivation plays a role in determining student learning achievement, and one of the motivation concepts that has a significant impact is achievement motivation (Basuki, 2015). Achievement motivation can be interpreted as the drive or desire within a person to complete certain tasks or activities in order to achieve standards of success (Sujarwo, 2016). Achievement motivation theory emphasizes that individuals tend to have the drive to achieve good results and achieve success in various aspects of life, including in education (Susanti, 2016). Students who have high achievement motivation tend to show better learning performance. Students who are achievement motivated also tend to like work situations that involve personal responsibility and risk at the intermediate level (Ula, 2019). They see every task as an opportunity to measure themselves, achieve greater heights, and continue to grow. In the study of Kadir et al. (2023) stated that the learning process, achievement motivation can encourage students to be more focused, persistent, and have an intrinsic drive to achieve academic excellence. Thus, achievement motivation has a significant impact on student learning achievement (Noho & Arvyaty, 2016).

Education forms quality individuals, and for this reason, understanding the factors that influence student achievement is very important. Two factors that play a role in this are emotional intelligence and achievement motivation. Thus, researchers are interested in taking the title of the influence of emotional intelligence and achievement motivation on learning achievement.

B. RESEARCH METHODS

This study is quantitative in nature, with the main objective being to measure the extent of the influence of emotional intelligence and achievement motivation on learning achievement. The population of this study was 92 students at UPT SD Negeri 315 Gresik. The study sample was aimed at class V and class VI students, totaling 38 students. Through a random data collection process, it is hoped that the results of this study will provide an accurate picture of the extent to which the study variables contribute to student learning achievement at Public Elementary School 315 Gresik.

The research tool used was a questionnaire to collect data regarding students' perceptions of the influence of emotional intelligence and achievement motivation on learning achievement. This questionnaire includes structured questions related to the study variables. The study variables are divided into two groups, namely the independent variable, which consists of emotional intelligence (X.1) and achievement motivation (X.2) as well as the dependent variable, namely learning achievement (Y). Operational definitions and research indicators can be explained as follows:

1. Emotional intelligence (X.1) is the ability to manage oneself well and build healthy relationships with other people (Riyanto & Mudian, 2019). According to Goleman (2003), emotional intelligence has 5 indicators, namely self-awareness, emotional regulation, empathy, motivation, social skills.
2. Achievement motivation (X.2) is the driving force to achieve the highest possible level of learning achievement for the sake of one's own expectations (Damanik, 2020). According to Sujarwo (2011), indicators of achievement motivation consist of working hard, hope for success, worry about failure, and competition.

3. Learning achievement (Y) can be interpreted as the result of an assessment that describes student learning progress during a period, expressed in the form of numbers or symbols. This statement shows that learning achievement includes various aspects of assessing students' understanding, skills and attitudes (Harahap et al., 2021). Indicators of learning achievement are cognitive, psychomotor and affective (Muhhibin, 2010).

Based on the operational definitions and study indicators that have been determined, the data collection method chosen was by distributing questionnaires via Google Form with a 1-5 Likert scale. Google Form was chosen as the questionnaire distribution platform because it provides flexibility in the process of filling in and collecting data, in addition, the 1-5 Likert scale provides a sufficient rating range to measure respondent responses.

The data collected in this study will undergo analysis using statistical methods, especially regression analysis. The main aim of this analysis is to identify and understand the extent of the influence of emotional intelligence and achievement motivation on learning achievement. Regression analysis will provide a more detailed and measurable picture of the relationship between the variables studied.

C. RESULTS AND DISCUSSION

The distribution of questionnaires for data collection has been carried out and the results show that the number of samples collected was 38 students from UPT SD Negeri 315 Gresik. The students voluntarily participated in the study by completing the questionnaire provided.

The validity test has been implemented on two independent variables, namely emotional intelligence and achievement motivation, as well as one dependent variable, namely student learning achievement. The resulting validity testing results show that not a single statement item was removed from this study instrument. This is because all corrected total item correlation values have numbers above 0.3.

In the reliability test, it was found that all variables in this study showed a good level of reliability with a Cronbach's Alpha value of more than 0.6. The emotional intelligence variable has a reliability of 0.781, achievement motivation reaches 0.898, and student learning achievement has a reliability value of 0.913. These results indicate that the data is reliable.

Table 1

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	14.374	4.057		3.543	.001
	X1	2.484	.776	.386	3.202	.003
	X2	3.055	.706	.521	4.328	.000

From the findings of this study, a regression model was formed which can be represented as follows: Y = 14.437 + 2.484X1 + 3.055X2. The interpretation of this model implies that if all variables, namely emotional intelligence (X1) and achievement motivation (X2), have a value of zero, then the predicted student achievement score (Y) will be around 14.347.

Referring to Table 1, the results of the significance test for emotional intelligence show a value of 0.003. Meanwhile, the achievement motivation variable at UPT SD Negeri 315 Gresik has a significant value of 0.000. The success of achieving significance of this magnitude indicates that emotional intelligence and achievement motivation have a significant influence on student achievement at UPT SD Negeri 315 Gresik. Thus, it can be concluded that these two factors play an important role in shaping student learning achievement partially,

considering the significance value is lower than the limit of 0.05.

Table 2

ANOVAᵃ					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1208.029	2	604.015	29.820	.000ᵇ
Residual	708.944	35	20.256		
Total	1916.974	37			

Based on Table 2, the F test results show that the F-calculated value reaches 29.820, with a significance level of 0.000. With a probability value smaller than 0.05, it can be concluded that the regression equation shows strong significance. Further analysis indicates that the variables emotional intelligence and achievement motivation, when combined, have a significant influence on the learning achievement of students at UPT SD Negeri 315 Gresik. For this reason, these findings imply the important role of factors such as emotional intelligence and achievement motivation in jointly influencing the learning achievement of UPT SD Negeri 315 Gresik students.

Table 3

Model Summaryᵇ				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794ᵃ	.630	.609	4.50062

The next step in the analysis involves the use of the coefficient of determination. The findings of this study reveal that there is a close relationship between the variables studied, namely emotional intelligence and achievement motivation on student learning achievement. The R value obtained is 0.794. Furthermore, the R Square value was recorded at 0.630. These results indicate that around 63% of the variation in student learning achievement can be explained by variables such as emotional intelligence and achievement motivation at UPT SD Negeri 315 Gresik. The remainder, around 37%, is influenced by other factors not included in the scope of this study.

The results of the study state that there is a significant influence between emotional intelligence and student achievement at Public Elementary School 315 Gresik, which shows that emotional aspects play an important role in academic achievement. This is in accordance with the results of the study from Götz et al. (2015); Kurnia and Wahono (2021); Yusnan et al. (2022) stated something similar. Students who have good emotional intelligence tend to be more motivated to achieve their academic goals, because they are able to overcome challenges, failures and frustrations in a more constructive way. Aspects of emotional intelligence also have an impact on students' ability to establish positive social relationships. The ability to communicate, collaborate and empathize can improve the quality of students' social interactions, which in turn can create a more supportive learning environment and provide opportunities for academic growth (Lembong et al., 2014). Managing stress and emotional pressure is also a key factor expressed by emotional intelligence (Aufa & Komarudin, 2019). According to Darmawan and Mardikaningsih (2022), students who are able to control negative emotions and respond well to pressure tend to have higher focus and concentration in the learning process, resulting in better academic performance. The ability to deal with pressure effectively can reduce psychological pressure (Houghton et al., 2012; Yanti et al., 2013; Darmawan, 2015). With this study, learning approaches that consider and develop students' emotional intelligence become increasingly important. Implementing teaching strategies that stimulate the development of emotional intelligence can make a positive contribution to learning achievement, help students to reach their maximum potential, and create a more balanced learning environment.

The results of the analysis show that achievement motivation has a significant effect on

student learning achievement at Public Elementary School 315 Gresik. This is in line with previous studies conducted by Bakhtiarvand et al. (2011); Singh (2011); Busro (2015) which provides an in-depth understanding of the important role of encouragement to achieve success in education. Achievement motivation is the driving force that encourages students to achieve their academic goals with enthusiasm and dedication. Students who have strong achievement motivation tend to have the ambition to achieve higher academic achievements which leads to more intensive and directed learning efforts. They see challenges as opportunities to grow and develop their abilities (Darmawan, 2013). Furthermore, achievement motivation can influence students' level of perseverance in facing learning obstacles or difficulties. Students who have an intrinsic drive to achieve achievement tend to be more persistent in overcoming obstacles that arise during the learning process. This encouragement helps them maintain focus and enthusiasm even when faced with difficult tasks. Apart from that, achievement motivation can have a positive impact on the quality of learning outcomes. According to Slavin (1996), students who are motivated to achieve high achievement tend to be more active and participate in learning, thereby increasing their understanding of the subject matter. The drive to achieve success can also create a positive learning environment, triggering interest in further knowledge exploration and skill development (Mardikaningsih, 2019). Thus, the results of the analysis which state that achievement motivation has a significant influence on learning achievement indicate the importance of understanding and stimulating student motivation in the educational environment.

D. CONCLUSIONS

Based on studies on the influence of emotional intelligence and achievement motivation on student learning achievement, several relevant conclusions can be drawn. First, emotional intelligence plays an important role in forming psychological conditions that support effective learning. Students with high emotional intelligence tend to have the ability to manage stress, motivate themselves, and maintain healthy social relationships, which in turn can contribute to better learning achievement. Second, achievement motivation provides a significant boost to students' efforts to achieve success in learning. Students who have high achievement motivation tend to set ambitious goals, work hard, and maintain persistence in facing learning challenges. This has a positive impact on learning achievement. As a suggestion, educators and policy makers need to consider the integration of emotional intelligence and achievement motivation in curriculum planning and learning strategies. Learning programs that combine the development of emotional intelligence and providing achievement motivation can help create a more supportive learning environment, motivate students and improve the quality of learning achievement. In addition, efforts are needed to increase the understanding of educators, parents and students themselves about the importance of developing emotional intelligence and achievement motivation. Active involvement of all parties in helping students manage emotions, set realistic goals, and maintain achievement motivation can make a major contribution to improving learning achievement.

REFERENCES

Arifin, L. A., & F. A. Rahmadi. (2017). Hubungan Tingkat Kecanduan Gadget dengan Prestasi Belajar Siswa Usia 10–11 Tahun. Doctoral dissertation, Faculty of Medicine.

Asmaroini, A. P. (2016). Implementasi Nilai-Nilai Pancasila Bagi Siswa di Era Globalisasi. Citizenship Jurnal Pancasila dan Kewarganegaraan, 4(2), 440-450.

Aufa, I. & K. Komarudin. (2019). Hubungan Antara Kecerdasan Emosi dengan Kecemasan pada Pemain Futsal UNY Saat Menghadapi Pertandingan. Pendidikan Jasmani Kesehatan dan Rekreasi, 8(7), 1-9.

Bakhtiarvand, F., S. Ahmadian., K. Delrooz., & H. A. Farahani. (2011). The Moderating Effect of

Achievement Motivation on Relationship of Learning Approaches and Academic Achievement. Procedia-Social and Behavioral Sciences, 28, 486-488.

Damanik, R. (2020). Faktor-Faktor yang Mempengaruhi Motivasi Berprestasi Mahasiswa. Serunai: Jurnal Ilmiah Ilmu Pendidikan, 6(1), 29-34.

Darmawan, D. (2013). Pengaruh Konsep Diri dan Kecerdasan Adversitas terhadap Motivasi Berprestasi dan Intensi Berwirausaha. Metromedia, Surabaya.

Darmawan, D. (2015). Keterkaitan Antara Modal Psikologi, Modal Sosial dan Motivasi Berprestasi. Jurnal Ekonomi dan Bisnis, 5(1), 35-40.

Darmawan, D. & R. Mardikaningsih. (2022). Hubungan Kecerdasan Emosional dan Hasil Belajar Dengan Kualitas Komunikasi Mahasiswa Fakultas Ekonomi. ARBITRASE: Journal of Economics and Accounting, 3(1), 45-49.

Farah, M., Y. Suharsono., & S. Prasetyaningrum. (2019). Konsep Diri Dengan Regulasi Diri dalam Belajar Pada Siswa SMA. Jurnal Ilmiah Psikologi Terapan, 7(2), 171-183.

Farida, S. I., & O. I. Khair. (2019). Leadership sebagai Dasar Kecerdasan Intelektual Mahasiswa Program Studi Manajemen di Universitas Pamulang. JIMF (Jurnal Ilmiah Manajemen Forkamma), 3(1), 46-60.

Fiftyana, B. S., & Sawitri, D. R. (2020). Hubungan Antara Kecerdasan Emosional dengan Organizational Citizenship Behavior (OCB) Pada Guru Sekolah Dasar (SD) Negeri di Kecamatan Banyumanik Kota Semarang. Jurnal Empati, 7(1), 397-405.

Goleman, D. (2003). Emotional Intelligence (terjemahan T hermaya). Jakarta. PT. Gramedia Pustaka Utama.

Götz, T., A. C. Frenzel., R. Pekrun., & N. Hall. (2005). Emotional Intelligence in the Context of Learning and Achievement. Emotional Intelligence: An International Handbook, 233-253.

Harahap, F., N. E. A. Nasution, & B. Manurung. (2019). The Effect of Blended Learning on Students Learning Achievement and Science Process Skills in Plant Tissue Culture Course. International Journal of Instruction, 12(1), 521-538.

Hermanto, B. (2020). Perekayasaan Sistem Pendidikan Nasional untuk Mencerdaskan Kehidupan Bangsa. Foundasia, 11(2), 52-59.

Houghton, J. D., J. Wu., J. L. Godwin., C. P. Neck., & C. C. Manz. (2012). Effective Stress Management: A Model of Emotional Intelligence, Self-Leadership, and Student Stress Coping. Journal of Management Education, 36(2), 220-238.

Hutomo, S., D. Akhmal., D. Darmawan., & Y. Yuliana. (2012). Dasar-Dasar Evaluasi Pendidikan. Addar Press, Jakarta.

Kadir, K., A. S. Rahmatullah., & M. N. Yamin. (2023). Motivasi Belajar Santri Kalong pada Pelajaran Bahasa Arab di Madrasah Tsanawiyah Daarul Ulum Muhammadiyah Galur. Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan, 17(5), 3682-3696.

Kurnia, H., & J. Wahono. (2021). Pengaruh Kecerdasan Emosional terhadap Prestasi Belajar Pendidikan Pancasila dan Kewarganegaraan Siswa SMA Negeri 5 Yogyakarta. Academy of Education Journal, 12(1), 82-97.

Lembong, D., S. Hutomo., & D. Darmawan. (2015). Komunikasi Pendidikan. IntiPresindo Pustaka, Bandung.

MacCann, C., Y. Jiang., L. E. Brown., K. S. Double., M. Bucich., & A. Minbashian. (2020). Emotional Intelligence Predicts Academic Performance: A Meta-Analysis. Psychological Bulletin, 146(2), 150.

Mahsun, A. (2013). Pendidikan Islam dalam Arus Globalisasi: Sebuah Kajian Deskriptif Analitis. Epistemé: Jurnal Pengembangan Ilmu Keislaman, 8(2), 259-278.

Mardikaningsih, R. (2014a). Faktor-Faktor yang memengaruhi Prestasi Belajar Siswa. Jurnal Ilmu Pendidikan, 8(1), 13-24.

Mardikaningsih, R. (2014b). Metode Pembelajaran dan Variasi Penerapannya. Jurnal Ilmiah Manajemen Pendidikan Indonesia, 1(1), 43-54.

Mardikaningsih, R. (2019). Hubungan Motivasi Berprestasi dan Lingkungan Sosial dengan Intensi Mahasiswa Berwirausaha. Jurnal Ekonomi dan Bisnis, 9(2), 7-13.

Mataputun, Y. (2018). Kepemimpinan Kepala Sekolah: Berbasis Kecerdasan Intelektual, Emosional,

dan Spiritual Terhadap Iklim Sekolah. Uwais Inspirasi Indonesia.

Muhibbin, S. (2010). Psikologi Pendidikan dengan Pendekatan Baru. Bandung: PT Remaja Rosdakarya.

Muslim, B., E. Harapan., & N. Kesumawati. (2020). Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di SMA Negeri 1 Indralaya Selatan. Jurnal Intelektualita: Keislaman, Sosial dan Sains, 9(1), 149-158.

Noho, N. & F. M. Arvyaty. (2016). Pengaruh Motivasi Berprestasi terhadap Prestasi Belajar Matematika Siswa SMA Negeri dan SMA Swasta di Kota Kendari. Jurnal Pendidikan Matematika, 7(1), 26-42.

Olatoye, R. A., S. O. Akintunde., & M. I. Yakasi. (2010). Emotional Intelligence, Creativity and Academic Achievement of Business Administration Students. Electronic Journal of Research in Educational Psychology, 8(2), 763-786.

Riyanto, P. & D. Mudian. (2019). Pengaruh Aktivitas Fisik Terhadap Peningkatan Kecerdasan Emosi Siswa. Journal Sport Area, 4(2), 339-347.

Saraswati, S., R. Mardikaningsih., & T. Baskoro. (2014). Strategi dan Inovasi Pendidikan Tingkat Dasar. Bumi Aksara. Jakarta.

Sari, P. I., G. Gunawan., & A. Harjono. (2016). Penggunaan Discovery Learning Berbantuan Laboratorium Virtual Pada Penguasaan Konsep Fisika Siswa. Jurnal Pendidikan Fisika dan Teknologi, 2(4), 176-182.

Sembiring, B., & P. I. Sari. (2017). Pengaruh Ekonomi Orang Tua dan Kecerdasan Emosional Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Ekonomi di SMA Negeri 7 Kabupaten Tebo. SJEE (Scientific Journals of Economic Education), 1(1), 113-128.

Setiawan, A. R. (2019). Efektivitas Pembelajaran Biologi Berorientasi Literasi Saintifik. Thabiea: Journal of Natural Science Teaching, 2(2), 83-94.

Singh, K. (2011). Study of Achievement Motivation in Relation to Academic Achievement of Students. International Journal of Educational Planning & Administration, 1(2), 161-171.

Slavin, R. E. (1996). Research on Cooperative Learning and Achievement: What we Know, What We Need to Know. Contemporary Educational Psychology, 21(1), 43-69.

Sujarwo, S. (2011). Motivasi Berprestasi Sebagai Salah Satu Perhatian dalam Memilih Strategi Pembelajaran. Majalah Ilmiah Pembelajaran, 7(2), 1-12.

Sujarwo, S. (2011). Motivasi Berprestasi Sebagai Salah Satu Perhatian dalam Memilih Strategi Pembelajaran. Majalah Ilmiah Pembelajaran, 7(2), 1-10.

Susanti, R. (2016). Gambaran Orientasi Masa Depan Remaja dalam Bidang Pekerjaan Ditinjau dari Religiusitas dan Motivasi Berprestasi Pada Remaja Desa Sei Banyak Ikan Kelayang. Jurnal Psikologi, 12(2), 109-116.

Ula, N. (2019). Motivasi Berprestasi Siswa Sekolah Menengah dalam Pendidikan Agama Islam di Kecamatan Nisam, Aceh Utara. DAYAH: Journal of Islamic Education, 2(2), 151-167.

Wahid, A. H., C. Muali., & M. Mutmainnah. (2018). Manajemen Kelas dalam Menciptakan Suasana Belajar yang Kondusif; Upaya Peningkatan Prestasi Belajar Siswa. Al-Fikrah: Jurnal Manajemen Pendidikan, 5(2), 179-194.

Warlizasusi, J. (2017). Reformasi Pendidikan Dalam Rangka Peningkatan Mutu Pendidikan di Kabupaten Rejang Lebong. TADBIR: Jurnal Studi Manajemen Pendidikan, 1(2), 125-162.

Wicaksono, P. N., I. J. Kusuma., R. Festiawan., N. Widanita., & D. Anggraeni. (2020). Evaluasi Penerapan Pendekatan Saintifik Pada Pembelajaran Pendidikan Jasmani Materi Teknik Dasar Passing Sepak Bola. Jurnal Pendidikan Jasmani Indonesia, 16(1), 41-54.

Wuwung, O. C. (2020). Strategi Pembelajaran & Kecerdasan Emosional. Scopindo Media Pustaka.

Yanti, Y., Yuliana, Y., D. Darmawan., & E. A. Sinambela. (2013). Psikologi Pendidikan. Spektrum Nusa Press, Jakarta.

Yusnan, M., S. Omar., & S. Berngacha. (2022). Effects of Emotional Intelligence to Learning Achievement in Elementary School. Buletin Edukasi Indonesia, 1(2), 53-57.

Zeidner, M., R. D. Roberts., & G. Matthews. (2002). Can Emotional Intelligence be Schooled? A Critical Review. Educational Psychologist, 37(4), 215-231.