
THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND LEARNING PARTICIPATION IN LEARNING ENGLISH IN THE ELEVEN- GRADE OF SMA ISLAM AL-AZHAR NW KAYANGAN

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Abstract

This research aims to find out the levels of students' emotional intelligence in English, find out the levels of students' learning participation, and know whether there is a correlation between the student's emotional intelligence and their learning participation or not in English classes SMA ISLAM AL-AZHAR Kayangan. The subjects of this research were 40 students taken from eleven-grade students of SMA ISLAM AL-AZHAR Kayangan. The design used in this research was quantitative research with a correlation design. In collecting the data, the researcher distributed questionnaires to the respondents and collected the answer of it. In analyzing the data, the questionnaires were calculated by using SPSS. The result of the research shows that the levels of student's emotional intelligence and their learning participation are high. Then, a significant correlation exists between the student's emotional intelligence and learning participation in learning English. It is proved by the r_{xy} (0.611) is bigger than the r table in the significant 5% (0.312). It is considered that the null hypothesis (H_0) of the research is rejected, and the alternative hypothesis (H_a) is accepted. In conclusion, the students with higher emotional intelligence will get better learning participation than others. In other words, students with good control of emotional intelligence will participate actively during the learning process.

Keywords: Correlation, Emotional Intelligence, Learning Participation

INTRODUCTION

English is a globally recognized language in various fields, including culture, education, and commerce. It is a widely used communication medium and is a crucial aspect of daily life, with various forms of

information being disseminated. In the pedagogical framework, English is an obligatory discipline requiring inclusion in students' curricula and a proficient command of the language.

Good English makes it easier for students to communicate with foreigners and gain information based on English. However, English in academic activity is not enough to encourage students to develop good competence. Several factors influence the results of teaching and learning activities. The emotional quotient, or emotional intelligence, is one of the factors. In this era, academic success does not guarantee someone a bright future. Someone is required to build success in leadership through reliability, being able to communicate openly and honestly, and loyalty and creativity. Hence, the emotional quotient should be sharpened.

According to Uno and Umar (2009:8), students with high emotional control will be able their able to improve their talent well. They will be more confident to show their ability or share their thoughts. So, students with high emotional intelligence have great potential to participate in teaching and learning activities actively.

Besides the emotional quotient or emotional intelligence, students' participation can also influence the results of the teaching and learning process. If students actively participate and get involved, their competence in English will develop well. They can master both receptive and productive skills properly.

According to Davis (as cited in Surya Subroto, 2009:294), participation is a person's mental and emotional involvement in a group situation that encourages them to contribute to a group goal and share responsibility. Participation is someone's contribution and engagement in doing some activities.

Based on those two previous studies, the correlation between the students' emotional quotient and their learning participation is important to support their ability in teaching and learning. Therefore, the researcher is interested in conducting a study entitled "The Correlation between Students' Emotional Intelligence and Learning Participation in Learning English in the Eleventh Grade of SMA Islam Al-Azhar NW Kayangan."

LITERATURE REVIEWS

Learning Participation

Learning is interactions between students and the environment, especially in classroom activity. Students need high involvement or participation in teaching and learning activities to achieve optimal learning outcomes (Mulyasa, 2006: 241). "Therefore, to obtain involvement in teaching and learning activity, students should have a goal and understand what they wanted to achieve during the lesson".

To make students actively participate in the class teacher should facilitate them. To encourage students' participation, the teacher provides attractive instruments and methods to involve students' activity, provides questions, asks for opinions and rejections, and provides a structured task.

Mulyasa's work (2006: 242) explores the concept of learning participation as a means to create a conducive and engaging learning environment for students. It emphasizes the importance of creating a welcoming atmosphere, facilitating collaborative learning, setting clear goals, empowering students to design their learning experiences, providing diverse learning activities, and encouraging self-evaluation. These strategies help cultivate active and engaged learners, leading to enriched educational experiences and long-term academic success.

Mulyasa emphasizes the importance of setting clear learning goals, guiding students in group arrangements for collaborative learning, and helping them set clear learning goals. This personalized approach empowers students to take ownership of their learning journey, making the learning process more meaningful and enjoyable.

Educators must support students in conducting various learning activities, such as hands-on tasks, group discussions, problem-solving exercises, and interactive projects, to cater to different learning styles and preferences. Encouraging self-evaluation among students fosters responsibility and metacognitive awareness, enhancing their understanding of strengths and weaknesses and instilling a lifelong learning mindset.

In summary, Mulyasa's insights on learning participation emphasize the importance of creating a supportive atmosphere, facilitating collaborative learning, setting clear goals, empowering students to design their learning experiences, providing diverse learning activities, and encouraging self-evaluation. By implementing these strategies, educators can cultivate active and engaged learners, paving the way for enriched educational experiences and long-term academic success.

It has many benefits for the students and the teacher, including helping the process of teaching and learning to be more active. So, in this study, learning participation actively contributes to teaching and learning, a process by which they can produce good behaviour for themselves.

Basic Skills in the Theory of Emotional Intelligence

Emotional Intelligence, as identified in Goleman (2003: 56-57), encompasses five basic skills that play a crucial role in understanding and managing emotions effectively. The first skill is Self-Awareness, which involves the ability to recognize and understand one's own emotions. This fundamental aspect of emotional intelligence allows individuals to be more attuned to their moods and thoughts, preventing them from being easily overwhelmed or controlled by their emotions.

The second skill is Managing Emotions, which pertains to an individual's capacity to handle and express their feelings in a way that is appropriate and balanced. By effectively managing troubling emotions, individuals can maintain emotional well-being and respond constructively to various situations. This skill includes the ability to self-amuse, reduce anxiety and moodiness, and cope with the consequences of emotional experiences, enabling individuals to rise above pressure and stress.

Motivation is the third basic skill. It involves the willingness to strive for achievement, resisting complacency and controlling impulsive behaviors. Positive

motivational feelings such as enthusiasm, passion, optimism, and self-confidence contribute to an individual's drive and determination to pursue their goals.

Recognizing Other People's Emotions, also known as empathy, is the fourth skill. Empathy allows individuals to understand and acknowledge the emotions of others. This ability to pick up on subtle social cues and grasp the needs and perspectives of others fosters better interpersonal relationships. Empathetic individuals are sensitive to the feelings of those around them and demonstrate active listening skills.

The fifth and final basic skill is Managing Relationships. This skill is instrumental in supporting popularity, leadership, and overall interpersonal success. Effective communication is at the core of successful relationships, but it can be challenging to navigate human desires and wishes. Individuals with strong emotional intelligence can build meaningful connections and foster positive interactions with others.

In conclusion, emotional intelligence is measured by an individual's ability to control their emotions and tolerate emotional experiences. Those with high emotional intelligence are persistent problem-solvers, adaptable individuals who continually strive to

develop their potential. They exhibit a capacity to study hard, overcome challenges, and effectively manage their emotions, leading to greater success in both personal and professional endeavors. Developing emotional intelligence can enhance various aspects of life, fostering stronger relationships and greater self-awareness.

The Components of Emotional Intelligence

Goleman (2003: 43) summarizes the emotional intelligence by dividing into five competent namely, Self-Awareness, Self-Management, Motivation, Empathy, and Social Skill, and each of component is elaborated as follows.

1. Self-Awareness

Self-awareness involves accurately recognizing and assessing emotions, recognizing their impact, identifying strengths and weaknesses, and being self-confident, fostering self-esteem and competence. It involves self-assessment, self-assessment, and belief in one's own self-esteem and competence.

2. Self-Management

Self management involves utilizing emotional awareness to stay

flexible and positively direct behavior. It involves self control, trustworthiness, and virtue, which involve managing emotions, maintaining honesty and integrity, and taking responsibility for personal performance.

3. Motivation

Motivation involves interest in learning and internal rewards to fulfill inner needs and goals. It includes boosting achievement, being proactive, and persevering through obstacles and failures to achieve goals. Optimism is persistence in achieving goals.

4. Empathy

Empathy enables understanding the dynamic impact of social relationships, particularly in group work, by recognizing others' feelings and perspectives. Overcoming diversity involves growing opportunities through interaction with diverse individuals.

5. Social Skill

Social skills involve understanding others' mood, behavior, and motives to improve relationships. Emotional intelligence

encompasses various aspects of interaction, including influence, communication, leadership, collaboration, and team ability. Influence involves persuading others, communication conveys clear messages, leadership inspires and guides groups, and collaboration and cooperation fosters a common goal. Team ability creates synergy within groups, enhancing overall effectiveness.

Emotional Intelligence in Teaching and Learning Process

Emotional intelligence cannot be separated from human life. According to Goleman (2003: 36), people cannot use their cognitive skills maximally without emotional intelligence. Students with good emotional conditions will learn actively and effectively during the lesson. Emotional intelligence began to recognize in education. Students not only use their intelligence to analyze things dealing with the subject but also need to use their emotional intelligence to get the meaning of the lesson besides only knowing the lesson. According to Uno & Umar (2009: 8), students with high emotional control can improve their talent well. They will be more confident to

show their talent and share their ideas. Students with good emotional control have an awareness of their weaknesses and strengths. There are also to motivate themselves to participate during the lesson actively.

Emotional Intelligence in Language Teaching and Learning

Emotional Intelligence has recently come to the forefront of language learning and teaching and is recognized as an important predictor of success in academic achievement in general. An important factor in learning a language is being emotionally intelligent by showing the capacity to recognize, employ, comprehend, and manage emotions. However, students learning a language need emotional Intelligence between the teacher and themselves (Sucaromana, 2012, p. 55). Emotional Intelligence will increase effective classroom and work communication to create a more effective learning atmosphere. Emotional Intelligence enables students to experience life actively so that language learning abilities and talents can be developed.

RESEARCH METHODS

This study utilizes quantitative research to measure the relationship between available variables, focusing on numerical data collected using mathematically based

methods. It aims to explain phenomena by collecting numerical data to explain a particular phenomenon. The correlation design, as described by Yamin (2009:63), is used to measure the degree of relationship between two or more variables using statistical procedures of correlation analysis. The researcher uses the correlation formula to study the correlation between two variables: emotional intelligence (X) and student participation (Y). The independent variable is emotional intelligence, while the dependent variable is student participation. This research approach allows for a more comprehensive understanding of the relationship between variables and their relationships.

The study focuses on eleven-grade students at SMA ISLAM Al-Azhar Kayangan in the academic year 2022-2023. The study comprises 48 students in two classes: XI MIA and XI IPS. Most students struggle with learning activities and expressing ideas. The researcher uses purposive sampling to obtain a sample, selecting subjects based on specific purposes rather than level or area. The study aims to investigate eleventh-grade students by distributing questionnaires to ensure data validity. The researcher aims to validate the data by examining their participation in

learning activities and difficulties expressing ideas.

The study collects data through questionnaires and interviews to examine students' emotional intelligence and learning participation. A closed questionnaire with five alternative answers was used to gather data. Partially structured interviews were conducted with teachers to gather information about students' difficulties, attitudes, and achievements in learning English. The researcher may expand the questions based on the teacher's answers. Both methods aim to understand students' experiences and perspectives on learning English.

The researcher collected data by distributing questionnaires on emotional intelligence and learning participation. The emotional intelligence questionnaire had 24 statements, while the learning participation questionnaire had 27 statements. Students were asked to choose the most appropriate option. Data was collected, and a partially-structured interview was conducted with an English teacher. The researcher followed these steps to gather the necessary information.

The researcher analyzed the data collected through four types of validity: content validity, criterion-related validity,

construct validity, and face validity. The construct validity was used to measure the instrument's validity, obtained from a questionnaire and analyzed using SPSS. Reliability was measured using the alpha score, and product-moment correlation analysis was used to analyze the correlation between emotional intelligence and student learning participation. These steps ensure the validity of the instrument and its ability to measure appropriate reality.

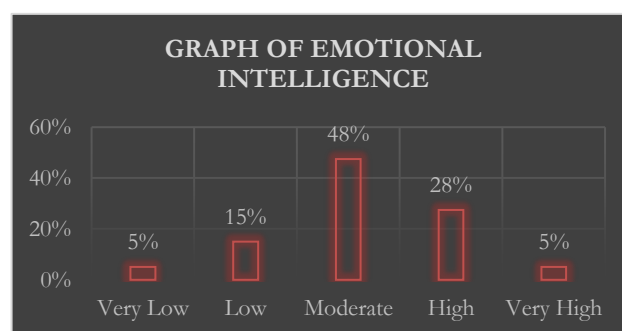
The steps in running this technique are as follow:

1. Determining the hypothesis formulation
 - a. H_a : there is significant correlation between student emotional intelligence and their learning participation.
 - b. H_o : there is no significant correlation between student emotional intelligence and their learning participation.
2. Determining r count by using SPSS.
3. Compare the r count with r table
 - a. If r "count" $\geq r$ table, H_o rejected, H_a accepted. It means that there is significant correlation.
 - b. If r count $\leq r$ table, H_a rejected. It means that there is no significant correlation.
4. Make a conclusion.

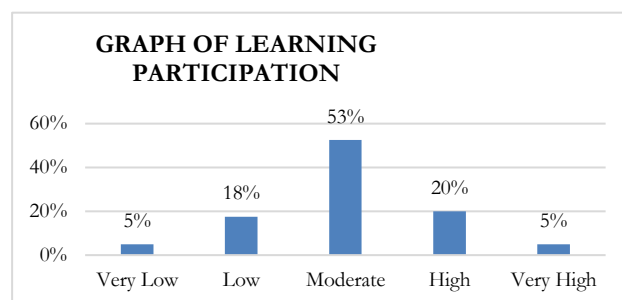
FINDINGS

Levels of Students Emotional Intelligence

The research categorized students' emotional intelligence levels into five levels: very low, low, moderate, high, and very high.



Based on the graph above, five categories and three categories dominate the result. Categories of very low and very high levels getting the presentation 5%, 15% for low level, 48% for moderate level, and 28% for high level. Based on those categories, the researcher can conclude that many students have high emotional intelligence, and the numbers of students are 11 from 40 students.



Levels of Students Learning Participation

The result of students learning participation also showed that three categories dominate over five categories. It is 18% for the low level and 53% for the moderate level. And 20% for high level. Here, the researcher also found that many students have a high level of learning participation. It can be seen from the number of students; of 40 students, there are eight students with high-level learning participation.

The Correlation between Students' Emotional Intelligence and Their Learning Participation

The objective of this research is to know whether is a correlation between the student's emotional intelligence and their learning participation, especially in English, or not. To gain the data, the researcher gave the questionnaire to 40 respondents from two classes and collected their answers.

Validity is a crucial measurement to ensure the validity of a questionnaire for research purposes. A researcher administered 40 questionnaires and tested their validity using SPSS to determine the significant variables in the appendix. The results showed a significant correlation between the questions' scores and the total score, indicating validity as data collection for the

study. Reliability is measured using Alpha-Cronbach's reliability score, with a score above 0.5 indicating reliability.

Variable	Crombach Alpha	Explanat ion
Emotional Intelligence (x)	0,775	Reliable
Students' Learning Participation (y)	0,681	Reliable

The table above shows that the score of Alpha-Cronbach is higher than 0,5. So, the questionnaire is reliable and can be used in this research.

The Result of Data Analysis

After getting the scores of the students' questionnaire, the data were statistically computed to find out the correlation between the two variables by using SPSS.

		Correlations	
		EMOTIONAL INTELLIGENCE	LEARNING PARTICIPATION
EMOTIONAL INTELLIGENCE	Pearson Correlation	1	.611**
	Sig. (2-tailed)		0,000
	N	40	40
LEARNING PARTICIPATION	Pearson Correlation	.611**	1
	Sig. (2-tailed)	0,000	

N	40	40
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Note:

- Pearson Correlation
The score of correlation between variables;
- Sig. (2-tailed)
The significant test of coefficient correlation;
- N
The number of sample;

The correlation coefficient of the two variables was 0,611. To know whether this correlation coefficient (0,611) was significant or not. It was necessary to find out it was significant. In educational research, the 5% alpha of the significance is occasionally used as a standard of acceptance of the null hypothesis (Ho) and as a standard for rejection. Here is the result of the correlation:

Variable	r count	r table	Probability (sig)
Correlation X and Y	0,611	0,31 2	.000

From the result of data analysis, with the sample of 40 students, the score of data r table in significance 5% is 0,312. The result showed that $r \text{ count } (0,611) > r \text{ table } (0,312)$, and this means that the null hypothesis (Ho) of the research is rejected and the alternative (Ha) is accepted.

The result showed that the correlation between variable x and y are significant. It can be concluded that there is a correlation between the student's emotional intelligence and learning participation in the eleven-grade students in SMA Islam Al-Azhar NW Kayangan. Furthermore, from the result above, it is considered that the higher students' emotional intelligence is, the higher their learning participation in English class.

DISCUSSIONS

This research is conducted to determine the correlation between student's emotional intelligence and learning participation. After conducting the research, the researcher found a significant correlation between the student's emotional intelligence and learning participation. The data analysis showed that the data correlation coefficient between the two variables was 0,611, with a significant alpha value of 0,000. While the significant level and the number of subjects 40 is 0,312 in the r-table. The result showed that $r \text{ count } 0,611 > r \text{ table } 0,312$, and it stated that (Ho) of the research is rejected and (Ha) is accepted. This means a significant correlation exists between students' emotional intelligence and learning participation, especially in learning English.

Based on the data, the correlation between the two variables was 0,611, and the level of the relationship above showed that the correlation coefficient is between 0,61 to 0,80 and is considered high. In this case, variable X and variable Y correlate, indicating that both variables have a positive correlation and a positive level of relationship. In other words, the student's emotional intelligence of eleven-grade SMA ISLAM AL-AZHAR Kayangan correlated positively to their learning participation, especially in learning English. It increases students' motivation to learn more actively during the lesson.

The correlation coefficient found (0,611) states that a significant correlation exists between the two variables because the value is not in Null Hypothesis (Ho) area. These factors imply that students' emotional intelligence gives a useful encouragement to increase their participation in the learning process. It is supported by Goleman (2003: 36) that without intelligence, people cannot use their cognitive skills maximally. A student with good emotional intelligence will learn actively and effectively in the learning process. In other words, if the students have good emotional intelligence control, their participation in the learning process will be high.

The research findings from questionnaires showed that the students have good emotional intelligence and learning participation. Emotional intelligence has an important role in increasing the students learning participation. It is in line with Uno & Umar (2009: 8) that students with high emotional control can improve their talent well. They will be more confident to show their talent or share ideas. They are also able to motivate themselves to participate during the lesson actively.

Furthermore, it is considered that the higher students' emotional intelligence is, the higher their learning participation, especially in English. The students with high emotional intelligence will try to follow the lesson actively. Moreover, the students feel relaxed in their learning; it will make them speak up, share, answer and express their ideas easily.

From the results of SPSS testing, students with a high level of emotional intelligence are 11 out of 40, and 8 out of 40 students have a high learning participation rate. Apart from that, students with emotional intelligence and medium-level learning participation are more dominant than other categories. Of the 11 students with high emotional intelligence, some do not show good participation, such as in terms of asking

questions. Meanwhile, students whose level of emotional intelligence and participation in learning are in the intermediate category are more difficult to predict because their emotions can sometimes go up and down, so they can be more active in class. So that in the test results, the correlation between emotional intelligence and learning participation of two variables is 0.611 and is in the category of a very strong correlation.

CONCLUSION AND SUGGESTION

This research aimed to determine students' emotional intelligence level and their learning participation at SMA Islam Al-Azhar Nw Kayangan. The study used an instrument questionnaire to measure students' emotional intelligence and learning participation. The results showed that the emotional intelligence of eleven-grade students was in a moderate category, with a percentage of 48%. The level of learning participation was 53%, and there was a significant correlation between student's emotional intelligence and learning participation, especially in learning English.

The correlation coefficient between emotional intelligence and learning participation was 0.611, with a significance 5% score of 0.312, indicating a significant relationship between the two variables. Observation was conducted at the school to

observe students' activities in learning English. The personality of the English teacher significantly impacted student participation in the teaching and learning process. The teacher's humor and positive attitude helped students stay engaged during lessons.

The findings suggest that students with good emotional intelligence can increase their learning participation. Moderate students' emotional intelligence can moderate their participation, especially in learning English. Teachers should focus on engaging activities and stimulating learning environments to enhance emotional intelligence. Students should also manage their emotions during learning, focusing on their mood and self-encouragement.

Future researchers should conduct further research with different focus areas to further investigate students' emotional intelligence and the effect of emotional intelligence on learning participation. The researcher acknowledges that this study is imperfect and suggests creating questionnaires to better understand students' problems and recoding activities for better observation.

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