



The Relationship Between Emotional Intelligence and Academic Achievement Among Junior High School Students

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Abstract: The purpose of this study is to determine the relationship between emotional intelligence and academic achievement among eighth-grade students at SMPN 11 in Kupang City during the 2025/2026 school year. This is a quantitative study using a correlational method. The population consisted of 309 students, and the sample consisted of 77 students. Simple random sampling was used as the sampling technique. The data analysis technique in this study used Spearman's Rho correlation test. The results of the Spearman's Rho correlation analysis showed a calculated r value of 0.025, while the table r value at a 5% significance level with N = 77 was 0.224. Since the calculated r-value is less than the table r-value ($0.025 < 0.224$) and the significance value (Sig., 2-tailed) of 0.830 is greater than 0.05, the null hypothesis (H0) is accepted. A correlation coefficient of 0.025 indicates that the relationship between emotional intelligence and student academic achievement is very weak and positive in direction; that is, an increase in emotional intelligence tends to be accompanied by an increase in academic achievement, though without a significant contribution. Based on the research results, it can be concluded that there is no significant relationship between emotional intelligence and the academic achievement of eighth-grade students at SMPN 11 Kupang for the 2025/2026 school year.

Keywords: *Emotional intelligence; academic achievement; students*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kecerdasan emosional dengan prestasi belajar siswa kelas VIII SMPN 11 Kota Kupang 2025/2026. Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasional. Populasi berjumlah 309 siswa. Sampel berjumlah 77 siswa. Teknik pengambilan sampel yang digunakan ialah simple random sampling. Teknis analisis data dalam penelitian ini menggunakan uji korelasi Spearman's Rho. Hasil analisis korelasi Spearman's Rho yang menunjukkan nilai r hitung sebesar 0,025, sedangkan nilai r tabel pada taraf signifikansi 5% dengan N=77 adalah sebesar 0,224. Karena nilai r hitung < r tabel ($0,025 < 0,224$) dan nilai signifikansi (Sig. 2-tailed) sebesar $0,830 > 0,05$, maka hipotesis nol (H0) diterima. Nilai koefisien korelasi sebesar 0,025 menunjukkan bahwa hubungan antara kecerdasan emosional dengan prestasi belajar siswa berada pada tingkat hubungan yang sangat lemah dengan arah positif, artinya peningkatan kecerdasan emosional hanya cenderung diikuti dengan peningkatan prestasi belajar tanpa kontribusi yang signifikan. Berdasarkan hasil penelitian, dapat disimpulkan bahwa tidak ada hubungan yang signifikan antara kecerdasan emosional dengan prestasi belajar siswa kelas VIII SMPN 11 Kupang Tahun Pelajaran 2025/2026.

Kata kunci: *Kecerdasan emosional; prestasi belajar; siswa*

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Introduction

Education, particularly formal education in schools, is one of the means aimed at improving the quality of human resources among students. As stated in Article 1, paragraph (1) of Law No. 20 of 2003, education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to possess religious and spiritual strength, self-control, character, intelligence, noble moral values, and the skills required by themselves, society, the nation, and the state. The success of the educational process in schools can enhance students' human capital (Ministry of National Education, 2003). One measure of the success of the educational process in schools is student academic achievement (Gysberthus et al., 2023).

Agustina and Hamdu (in Mawarsih et al., 2013) state that academic achievement reflects the level of students' learning outcomes based on their learning efforts. Formally, academic achievement in school is reflected in report card grades issued at the end of a semester or at the conclusion of a learning program. As a key indicator for assessing student success in the educational process, academic achievement can only be attained through students' active engagement and effort in the learning process (Zeng et al., 2023).

Students with high academic achievement generally understand the material well, are highly motivated to learn, and are more active in learning activities, which has a positive impact on their learning outcomes (Sardiman, 2018). Low academic achievement can cause students to have difficulty understanding the material, be less active in learning, and have low motivation to learn, which can ultimately affect the learning outcomes they achieve (Djamarah, 2011). These findings indicate that the decline in student academic achievement is a real problem that requires attention.

Students' academic achievement is influenced by various interacting factors. Sunadi (2010) categorizes the factors affecting academic achievement into two groups: internal factors and external factors. Internal factors include students' physiological and psychological conditions, such as intelligence, talent, interests, attitudes, motivation, and emotional state. Meanwhile, external factors encompass the social environment such as family, teachers, and peers as well as the non-social environment, such as learning facilities, technology, culture, and the school environment. Thus, academic achievement is the result of the interaction between a student's internal conditions and their surrounding environment.

One internal factor that plays a crucial role in supporting students' learning success is emotional

intelligence. Goleman (2016) states that emotional intelligence is a person's ability to recognize their own emotions and those of others, to motivate themselves, and to manage emotions effectively—both within themselves and in social relationships. Emotional intelligence relates to an individual's ability to understand, manage, and express emotions appropriately in various situations, including in the context of learning.

Furthermore, Kurnia & Wahono (2021) explain that emotional intelligence requires students to be able to control their emotions, value themselves, recognize their potential, think before acting, and adapt to their moods and the learning environment. With strong emotional intelligence, students are expected to be able to manage academic stress, exercise self-control, demonstrate empathy, and foster healthy social interactions within the school environment.

Baskin & Chatterjee (2013) demonstrated in their study that strong emotional intelligence can reduce the levels of stress experienced by adolescents as they face developmental challenges, as well as enhance their emotional well-being. With the ability to manage their emotions, students not only adapt more easily to changes but are also more open to new experiences, improve their social skills, and develop a more stable sense of self.

The phenomenon of students' emotional intelligence remains a concern in the Indonesian education system. Research by Rahmadhani et al. (2025) indicates that low emotional intelligence can lead to students' limited ability to manage their learning processes independently. Furthermore, a study by Nuruhi (2022) also found that emotional intelligence contributes significantly to students' academic achievement as much as 84.64% meaning that students with low emotional intelligence tend to struggle to achieve optimal academic performance.

Based on an interview with one of the Guidance and Counseling (BK) teachers at Kupang Public Junior High School No. 11, it was found that the students' emotional intelligence has not yet fully emerged. This is evident in the students' behavior, as they struggle to manage their emotions when facing academic pressure, such as a heavy workload and performance expectations from parents and their social environment.

The impact on the learning process is that it becomes less effective because students have difficulty concentrating, are prone to anxiety, and lack the ability to motivate themselves to complete academic tasks. This situation leads to a decline in learning outcomes, as evidenced by suboptimal academic performance, low participation in classroom activities, and a lack of consistency in completing assignments. Thus, it can be concluded

that students' poor emotional regulation skills have a significant impact on their academic achievement.

Based on the above discussion, the research question for this study is: Is there a relationship between emotional intelligence and the academic achievement of eighth-grade students at SMPN 11 in Kupang City during the 2025/2026 school year? The objective of this study is to determine the relationship between emotional intelligence and the academic achievement of eighth-grade students at SMPN 11 in Kupang City during the 2025/2026 school year.

Method

Research Design and Setting

This study employed a quantitative approach with a correlational design to examine the relationship between emotional intelligence and learning achievement among eighth-grade students at SMP Negeri 11 Kupang. The study was conducted at SMP Negeri 11 Kupang, located on Jl. Taebenu, Naimata, Maulafa District, Kupang City, East Nusa Tenggara, Indonesia, from January to June 2026.

Participants, Sample, or Data Sources

The study population consisted of 309 eighth-grade students at SMP Negeri 11 Kupang during the 2025/2026 academic year. The sample was selected using simple random sampling by taking 25% of the total population, resulting in 77 students.

Instruments and Measures

Data were collected using an emotional intelligence questionnaire and documentation. The emotional intelligence questionnaire used a four-point Likert scale covering self-awareness, self-regulation, motivation, empathy, and social skills. The instrument consisted of 46 items and had been tested by Nanga (2024) on 85 students. All items were declared valid with $r_{\text{calculated}} > r_{\text{table}}$ (0.266), while the reliability test produced a Cronbach's Alpha coefficient of 0.831, indicating that the instrument was reliable.

Learning achievement data were obtained from students' first-semester report-card scores for the 2025/2026 academic year. The scores, originally ranging from 0–100, were converted to a four-point scale according to the research scoring guidelines.

Procedure and Research Ethics

Data collection was conducted by administering the emotional intelligence questionnaire to the 77 selected students. After completion, the questionnaires were collected, checked, and prepared for analysis. Learning achievement data were obtained from students' first-semester report-card documentation. The available research document does not provide information

regarding ethical approval or informed consent procedures.

Data Analysis

The data were analyzed using SPSS Statistics version 26 for Windows. The analysis began with the Kolmogorov–Smirnov normality test and a linearity test. Because one of the variables was not normally distributed, the hypothesis was tested using Spearman's rank correlation (Spearman's rho) to determine the direction and strength of the relationship between emotional intelligence and learning achievement.

Results and Discussion

Results

The research data were analyzed using Spearman's rho correlation analysis. The results of the Spearman's rho correlation test between emotional intelligence and academic achievement are presented in Table 1.

Table 1. Results of the Spearman's Rho Correlation Test

Correlations				
			emotional intelligence	academic achievement
Spearman's rho	emotional intelligence	Correlation Coefficient	1.000	.025
		Sig. (2-tailed)	.	.830
		N	77	77
	academic achievement	Correlation Coefficient	.025	1.000
		Sig. (2-tailed)	.830	.
		N	77	77

Based on the results of the Spearman's rho correlation test in Table 1, it is found that the correlation coefficient between emotional intelligence and academic achievement is 0.025, with a significance value (two-tailed) of 0.830. To determine whether or not there is a relationship between the two variables, the calculated r value is compared with the table r value. The calculated r value of 0.025 is less than the table r value of 0.224.

The comparison shows that the calculated r value is less than the table r value ($0.025 < 0.224$). Thus, it can be concluded that there is no relationship between emotional intelligence and the academic

achievement of eighth-grade students at SMP Negeri 11 in Kupang City for the 2025/2026 school year.

Furthermore, the correlation coefficient value of 0.025 indicates that the direction of the relationship between emotional intelligence and academic achievement is positive. This means that an increase in emotional intelligence tends to be followed by an increase in academic achievement. A correlation coefficient of 0.025 falls within the range of 0.00–0.199; therefore, based on Guilford's criteria, the strength of the relationship between emotional intelligence and academic achievement falls into the very low category. However, since the p -value of 0.830 is greater than 0.05, there is no statistically significant relationship between emotional intelligence and academic achievement.

Based on the results of this analysis, the null hypothesis (H_0) is accepted, namely that there is no relationship between emotional intelligence and the academic achievement of eighth-grade students at SMP Negeri 11 in Kupang City for the 2025/2026 school year. Meanwhile, the alternative hypothesis (H_a) is rejected.

Discussion

The results of this study indicate that there is no relationship between emotional intelligence and the academic achievement of eighth-grade students at SMP Negeri 11 in Kupang City for the 2025/2026 school year. Based on the results of the Spearman's rho correlation test, a correlation coefficient of 0.025 was obtained with a significance level (Sig., 2-tailed) of 0.830. These values indicate that the relationship between emotional intelligence and academic achievement falls into the "very weak" category with a positive direction. Based on these results, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

This finding is consistent with the study conducted by Kirana et al. (2023) which found that there was no significant relationship between emotional intelligence and students' academic achievement. The study indicated that emotional intelligence was not a significant determinant of students' learning achievement, as academic achievement may be affected by various other factors that interact with one another. This similarity is reflected in the finding that students' academic achievement cannot be attributed solely to their level of emotional intelligence. In line with the concept of emotional intelligence proposed by Goleman (2016), emotional intelligence comprises five major aspects, namely self-awareness, self-management, motivation, empathy, and social skills.

However, the results of this study differ from those of Halawa et al. (2024), who found a relationship between emotional intelligence and student academic achievement. A difference in

findings is also evident in the study by Ronny et al. (2023), which used the Spearman rank correlation test and obtained a correlation coefficient of 0.599 with a significance level of 0.000 ($p < 0.05$). These findings indicate a positive relationship between emotional intelligence and academic achievement, meaning that the higher a student's emotional intelligence, the higher their academic achievement.

Differences between the results of this study and previous research may arise due to variations in respondent characteristics, research location, sample size, school environment conditions, and the instruments used to measure emotional intelligence and academic achievement. Furthermore, students' academic achievement is influenced not only by emotional intelligence but also by various other factors originating from within the students themselves as well as their surrounding environment.

According to Slameto (2015), the factors that influence academic achievement can be grouped into two categories: internal factors and external factors. Internal factors originate from within the student and include physiological and psychological conditions such as health, intelligence, attention, interests, talents, motivation, readiness to learn, and emotional state. Meanwhile, external factors originate from outside the student, such as the family, school, and community environments, which encompass the roles of parents, teachers, and peers, as well as teaching methods, the curriculum, facilities and infrastructure, and the learning environment.

Based on Slameto's view, student academic achievement is influenced by two interrelated factors: internal and external factors. Internal factors include physiological and psychological conditions, one of which is the student's emotional state or emotional intelligence. Students with good emotional intelligence tend to be able to recognize and manage their own emotions, maintain motivation, and build positive social relationships. External factors include the family, school, and community environments. Examples include support from teachers and peers, teaching methods, and school facilities and infrastructure. Thus, although emotional intelligence is an important internal factor, academic achievement is also influenced by other external factors.

Conclusion

Based on the results of the data analysis, it can be concluded that there is no relationship between emotional intelligence and the academic achievement of eighth-grade students at SMP Negeri 11 in Kupang City for the 2025/2026 school year. This is evidenced by the results of the Spearman's rho correlation test, which yielded a calculated

correlation coefficient (r_{calc}) of 0.025, which is less than the critical value (r_{table}) of 0.224.

A correlation coefficient of 0.025 falls within the range of 0.00–0.199, indicating that the relationship between the variables is very weak. Thus, this very small and insignificant correlation value suggests that the level of students' emotional intelligence does not contribute to their academic achievement.

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Conflict of Interest

The author declares no conflict of interest.

Author Contributions (Optional)

The author was responsible for conceptualization, methodology, investigation, data curation, formal analysis, writing original draft, writing review and editing, and supervision.

Generative AI Disclosure

The author declares that generative AI tools were used to assist in the preparation and language editing of this manuscript. The author remains fully responsible for the accuracy, originality, integrity, and final content of the article.

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