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The Effect of Emotional Intelligence on High School Students' Academic Achievement

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Abstract: *Student academic achievement is influenced by various factors, including emotional intelligence. This study aims to determine the effect of emotional intelligence on the academic achievement of 10th-grade students at Kupang State High School 4. This study employed a quantitative research method with a causal approach. The data were analyzed using simple linear regression. The results show that emotional intelligence has no effect on student academic achievement (F = 2.427; p > 0.05), with a contribution of 2.2%. Therefore, efforts to improve academic achievement must be comprehensive, taking into account various internal and external factors, rather than focusing solely on emotional intelligence.*

Keywords: *Emotional Intelligence; Academic Achievement; Students*

Abstrak: *Prestasi belajar siswa dipengaruhi oleh berbagai actor, termasuk kecerdasan emosional. Penelitian ini bertujuan untuk mengetahui pengaruh kecerdasan emosional terhadap prestasi belajar siswa kelas X SMA Negeri 4 Kupang. Metode penelitian ini adalah kuantitatif dengan pendekatan kausalitas. Data dianalisis menggunakan regresi linear sederhana. Hasil penelitian menunjukkan bahwa tidak ada pengaruh kecerdasan emosional terhadap prestasi belajar siswa (F = 2,427; p > 0,05) dengan kontribusi sebesar 2,2% . Oleh karna itu, peningkatan prestasi belajar perlu dilakukan secara komprehensif dengan memperhatikan berbagai faktor internal dan eksternal, tidak hanya berfokus pada kecerdasan emosional.*

Kata kunci: *Kecerdasan Emosional; Prestasi Belajar; Siswa*

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Introduction

Learning achievement reflects the ability of students to absorb, understand, and apply learning materials in accordance with the standards that have been set. According to Agustina and Hamdu (in Mawarsih et al., 2013), learning achievement shows the level of achievement of learning outcomes based on the efforts made by students, which is formally manifested in the form of report card scores. In line with that, Syah (in Intani & Ifdil, 2018) stated that learning achievement is the final result of the learning process expressed in the form of numbers or grades in accordance with the minimum completeness criteria that apply in schools.

Learning achievement is influenced by various factors that interact with each other. According to Sunadi (2010), these factors are divided into internal factors and external factors. Internal factors include physical health, psychological conditions, intelligence, talents, interests, creativity, motivation, and stable psychoemotional conditions. Meanwhile, external factors include social environments, such as family, teachers, and peers, as well as non-social environments, such as learning facilities, technology, culture, and school environmental conditions. In addition, research by Arafa et al. (2022) shows that emotional intelligence is one of the factors that affect learning achievement. Students with high emotional intelligence tend to have better academic achievement because they are able to face learning challenges more effectively (Arafa et al., 2022).

One of the factors that has an important role in supporting student learning success is emotional intelligence. Emotional intelligence is related to the ability of individuals to understand, manage, and express emotions appropriately in various situations, including in the context of learning.

Goleman (2024) defines emotional intelligence as a person's ability to recognize one's own emotions and the emotions of others, motivate oneself, and manage emotions effectively both in oneself and in social relationships. With good emotional intelligence, students are expected to be able to manage academic stress, control themselves, show empathy, and establish healthy social interactions in the school environment.

Kurnia and Wahono (2021) explained that emotional intelligence requires students to be able to control emotions, respect themselves, recognize their potential, think before acting, and adjust to their mood and learning environment.

According to Goleman (2024), "Emotional intelligence consists of five main aspects, namely recognizing one's emotions, managing emotions, motivating oneself, knowing the emotions of others, and fostering relationships". These five aspects play an important role in shaping student learning behavior. Students who have self-awareness and the ability to manage emotions well tend to be more focused, motivated, and able to face learning challenges constructively, so they have the potential to achieve more optimal learning achievements.

The results of Imanah's research (2016) show that there is a positive and significant influence of emotional intelligence on the mathematics learning achievement of grade X students of SMA Negeri 1 Sooko Mojokerto. The study emphasizes that the higher the emotional intelligence of students, the higher the learning achievement achieved. Emotional intelligence is an important aspect that needs attention in an effort to improve student learning achievement.

Although previous research has proven that emotional intelligence has an effect on learning achievement, research examining this relationship in high school students in grade X, especially at SMA Negeri 4 Kupang, is still limited. In addition, students in class X are in a transition period that requires the ability to adapt to academic demands and a new learning environment. Therefore, this study is important to obtain empirical evidence regarding the influence of emotional intelligence on the learning achievement of grade X students at SMA Negeri 4 Kupang.

An initial study through interviews with Guidance and Counseling (BK) teachers at SMA Negeri 4 Kupang shows that there are still class X students who are not able to recognize and manage their emotions properly. This can be seen from the behavior of being irritable, irritable, and having difficulty controlling themselves when facing conflicts with friends, which even trigger cases of fights due to making fun of each other. In addition, some students are not able to motivate themselves when facing problems, so they lack concentration, lack enthusiasm, are less active in learning, and still need direction in completing tasks. Some students also do not have the ability to understand the feelings of friends, so they often make fun without considering the impact on others.

The results of an interview with one of the Guidance and Counseling (BK) teachers at SMA Negeri 4 Kupang show that the learning achievement of some class X students is still relatively low. This condition is caused by the process of adjusting students to the school environment and learning materials at the high school level.

Based on this description, this study aims to examine the influence of emotional intelligence on the learning achievement of high school students.

Method

Research Design and Setting

This study uses a quantitative approach with a causality design. This study aims to examine the influence of emotional intelligence on the learning achievement of Grade X students at SMA Negeri 4 Kupang during the 2025/2026 academic year. The

research was conducted at SMA Negeri 4 Kupang, located on Jl. Adisucipto, Kelapa Lima District, Kupang City, East Nusa Tenggara. The study was conducted over seven months, from December 2025 to June 2026.

Participants, Sample, or Data Sources

The population consisted of 432 Grade X students at SMA Negeri 4 Kupang during the 2025/2026 academic year. The sample consisted of 108 students, representing 25% of the total population. The participants were selected using a simple random sampling technique. Students who participated in the instrument trial were excluded from the research sample.

Instruments and Measures

Data were collected using documentation study sheets to obtain data on student report cards and emotional intelligence questionnaires. The emotional intelligence questionnaire used a four-point Likert scale. Validity was tested using Product Moment correlation, while reliability was tested using Cronbach's Alpha. The emotional intelligence questionnaire had 47 items with a reliability coefficient of 0. 788.

Procedure and Research Ethics

Data were collected by administering the questionnaires to selected participants. Respondents' information was kept confidential and used only for research purposes.

Data Analysis

Data were analyzed using Simple Linear Regression with SPSS version 22 for Windows. A significance level of 0.05 was used to ***determine the influence of emotional intelligence on learning achievement.***

Results and Discussion

Results

Normality Test

Before conducting further analysis, the data were first tested for normality using the Kolmogorov-Smirnov test. The test was conducted using SPSS for Windows version 22. The decision-making criterion was based on the significance value: the data were considered normally distributed if the significance value was > 0.05 and not normally distributed if the significance value was < 0.05 (Sugiyono, 2019). The results of the normality test are presented in Table 1 below.

Table 1. Results of the Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			*Shapiro-Wilk*		
	Statistic	*df*	*Sig.*	*Statistic*	*df*	*Sig.*
Emotional Intelligence	.066	108	.200*	.985	108	.288
Learning Achievement	.307	108	.000	.795	108	.000
**. This is a lower bound of the true significance.*						
a. Lilliefors Significance Correction						

Based on the table above, the Asymp. Sig. (2-tailed) value was 0.200 > 0.05. Therefore, it can be concluded that the research data were normally distributed.

Linearity Test

The linearity test was used to determine whether the independent and dependent variables had a linear relationship. The linearity test was conducted using SPSS version 22 for Windows through the Test for Linearity at a significance level of 0.05. The results were assessed based on the Deviation from Linearity row. If the significance value was < 0.05, the relationship was considered non-linear, whereas if the significance value was > 0.05, the relationship was considered linear (Suyono, 2015). The results of the linearity test between Emotional Intelligence and Learning Achievement are presented in Table 2 below.

Table 2. Results of the Linearity Test

ANOVA Table							
			Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Learning Achievement * Emotional Intelligence	*Between Groups*	*(Combined)*	27.683	46	.602	.793	.794
		Linearity	1.657	1	1.657	2.182	.145
		Deviation from Linearity	26.027	45	.578	.762	.830
	Within Groups		46.317	61	.759		
	Total		74.000	107			

Based on Table 2 above, the Deviation from Linearity value was 0.830 > 0.05. Therefore, it can be concluded that there was a linear relationship between Emotional Intelligence and Learning Achievement.

Hypothesis Testing

The results of simple linear regression analysis showed that emotional intelligence had no significant effect on student learning achievement. A determination coefficient value (R^2) of 0.022 showed that emotional intelligence contributed 2.2% to learning achievement, while 97.8% was influenced by other factors outside of this study.

Tabel 3. Model Summary

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	.150[a]	.022	.013	.826

a. *Predictors: (Constant)*, Emotional Intelligence

The table above shows the magnitude of the influence of the emotional intelligence variable on learning achievement. The magnitude of this influence is shown by the value of R Square (R2) in the Model Summary table. The R2 value in the table

above is 0.022. This shows that the influence of emotional intelligence on learning achievement is 2.2%, while 97.8% is influenced by other factors.

Tabel 4. Regression Test Results

Model		*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
1	Regression	1.657	1	1.657	2.427	.122 [b]
	Residual	72.343	106	.682		
	Total	74.000	107			

a. *Dependent Variable*: Learning Achievement

b. *Predictors: (Constant)*, Emotional Intelligence

The results of the regression test showed a value of F = 2.427 with a significance of p > 0.05, which means that emotional intelligence did not have a significant effect on learning achievement.

Tabel 5. Coefficient of Determination

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	31.859	.770		41.396	.000
	Emotional Intelligence	-.009	.006	-.150	-1.558	.122

a. *Dependent Variable*: Learning Achievement

From the equation in table 5 above, it can be explained that the constant is 31.859 which means that the consistency value of the emotional intelligence variable is 31.859 and the regression coefficient of X is -0.009 which states that every addition of 0.9% of the emotional intelligence value will increase the learning achievement by 0.009. The regression coefficient is negative, so it can be said that there is no influence of emotional intelligence on learning achievement. Thus, emotional intelligence does not have a significant influence on learning achievement in this study sample.

Discussion

The results of this study show that emotional intelligence does not have a significant effect on student learning achievement. This is proven through the results of statistical analysis which shows that the F value is calculated as 2.427 with a significance level of 0.122, where the significance value is greater than 0.05. Thus, the working hypothesis (Ha) which states the influence of emotional intelligence on learning achievement is rejected and the null hypothesis (Ho) which states that there is no influence of emotional intelligence on learning achievement is accepted. In addition, the determination coefficient value (R Square) of 0.022 showed that emotional intelligence only contributed 2.2% to student learning achievement, while the remaining 97.8% was influenced by other factors outside the study variables. These findings show that emotional intelligence is not the dominant factor that determines the high and low learning achievement of students.

The results of this study are in line with the research conducted by Prianto (2017) which showed that there was no significant influence of emotional intelligence on social studies learning achievement of students. The study obtained a significance value of 0.325 > 0.05 and a calculated t-value of 0.990 < t table 1.66 so that the work hypothesis was rejected. The study explained that students who have good emotional intelligence tend to be more careful in answering questions so that it takes longer to complete assignments or tests. This condition causes students to be less efficient in answering questions so that it does not always have an impact on improving learning achievement. These findings show that good emotional intelligence does not automatically result in high academic achievement, because learning success is also influenced by students' ability to manage time, learning strategies, and academic demands faced.

However, the results of this study are different from the research conducted by Kurnia & Wahono (2021) which found the influence of emotional intelligence on student learning achievement. In the study, emotional intelligence contributed 5.9% to learning achievement, while the other 94.1% was influenced by other factors. The difference in the results of this study can be caused by differences in the characteristics of the research subject, learning environment, level of education, research instruments, and social and cultural conditions behind the students. In addition, the influence of emotional intelligence on learning achievement can vary depending on the research context, because each individual has different emotional management skills, learning motivation, and environmental support.

The insignificance of the influence of emotional intelligence on learning achievement in this study shows that emotional intelligence is not the most dominant factor in determining student learning success. This condition is suspected to be because learning achievement is influenced by various internal and external factors. Simamora et al. (2020) stated that internal factors include physical health, intelligence, talent, interests, creativity, motivation, and stable psychoemotional conditions, while external factors include the physical environment of the school, the social environment of the classroom, and the social environment of the family. Thus, even though students have good emotional intelligence, the learning achievement obtained is not necessarily high if these factors have not developed optimally. These findings show that emotional intelligence is related to learning achievement through the ability to manage emotions, control oneself, foster social relationships, and deal

with academic pressure, but it is not the only factor that determines students' academic success.

Thus, the results of this study provide an idea that efforts to improve student learning achievement are not enough to focus only on the development of emotional intelligence, but also need to pay attention to other factors that also affect student learning achievement. Therefore, schools, teachers, and parents need to work together to support factors that affect student learning achievement. This support can be done by optimizing students' intelligence abilities, developing talents, interests, and creativity, increasing learning motivation, maintaining stable psychoemotional conditions, and providing adequate learning facilities and infrastructure. With support from the school, class, and family environment, students are expected to be able to develop their potential so that learning achievement can be achieved optimally.

Conclusion

Based on the results of simple linear regression analysis, a determination coefficient (R^2) of 0.022 was obtained which showed that emotional intelligence only contributed 2.2% to student learning achievement, while 97.8% was influenced by other factors outside this study. Thus, it can be concluded that emotional intelligence does not have a significant effect on the learning achievement of class X students of SMA Negeri 4 Kupang. These findings show that emotional intelligence is not the dominant factor that determines the high or low learning achievement of students. Therefore, efforts to improve learning achievement need to be carried out comprehensively by paying attention to various internal and external factors, not only focusing on emotional intelligence. The next study is suggested to examine other factors that have the potential to affect student learning achievement in order to obtain a more comprehensive understanding

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F.1 Title	2	Concise, specific, informative, and aligned with the article content; where possible, signals the central finding/focus. Include the research location only when analytically relevant. For an English-language article, use the English title consistently.
F.2 Abstract	3	Clear and compact; contains objective, method, key results, and conclusion/implication in one paragraph.
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