

The Relationship Between Emotional Quotient (Eq) and Academic Achievement of Biology Education Students During The Pandemic Time of Covid-19

Sisilia Puspitaningrum¹, Ruth Megawati^{2*}, Maik Akobiarek³

Program Studi Pendidikan Biologi, Universitas Cenderawasih

Corresponding Author: Ruth Megawati ruthmegawati@yahoo.com

ARTICLE INFO

Keywords: Emotional Intelligence, Academic Achievement

Received : 8 April

Revised : 22 April

Accepted: 22 May

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ABSTRACT

This research was motivated by the presence of online learning in the era of the Covid-19 pandemic, which left various kinds of problems, one of which was the academic achievements obtained by students during online learning. Academic achievement is a measure of success in learning for students. Many factors influence academic achievement, one of which is Emotional Quotient (EQ). The purpose of this study was to find out 1) The level of emotional intelligence of Biology Education students during the Covid-19 pandemic. 2) The level of academic achievement of Biology Education students during the Covid-19 pandemic. 3) The relationship between emotional intelligence and academic achievement of Biology Education students during the Covid-19 pandemic. This type of research is descriptive quantitative. The population in this study were Active Biology Education Students, totaling 273 students, with a sample of 68 students taken by purposive sampling technique

INTRODUCTION

The Covid-19 pandemic has had an impact on human life on Earth. Every country in various ways tries to overcome this problem, including the State of Indonesia. The Indonesian government is trying to overcome the Covid-19 pandemic by issuing various policies. One of the policies is to limit social activities including closing schools and other places of learning. Learning activities are then transferred to distance learning (online) by relying on Internet technology (Martorejo, 2020).

Distance learning activities (online) have several obstacles including that not all students have the facilities and infrastructure to attend lectures online. In addition, studying from home makes students bored faster because they cannot interact directly with their friends. This has an impact on academic achievement (Khanifah, 2021).

Based on initial observations made by researchers, at the Cenderawasih University Biology Education Study Program during the pandemic, it was found that students had problems related to emotional intelligence which turned out to have an impact on their academic achievement. Some students do not take online lectures and do not submit assignments on time because of a lack of motivation within them. Some students tend to get bored faster because during online lectures they cannot interact with friends or lecturers directly, which makes it difficult for them to focus when paying attention to the lecturers teaching. This has an impact on student academic achievement, students who do not attend lectures online and also do not submit assignments on time experience a decrease in their academic achievement. Many people think that if you want to achieve high achievement in learning, a person must also have a high Intelligence Quotient (IQ) because intelligence is a potential provision that will facilitate a person in learning and turn will produce optimal academic achievement (Thaib, 2013).). However, according to Goleman (1995) Intelligence Quotient (IQ) only contributes 20% to success, while 80% is a contribution from other strength factors, including emotional intelligence or Emotional Quotient (EQ), namely the ability to recognize one's own emotions, manage one's emotions, motivate yourself, recognize the emotions of others, and build relationships.

Emotional intelligence comes from two words, namely intelligence and emotional. Intelligence is a person's action that is carried out effectively to achieve the goal of the action (Siregar, 2015). In other words, intelligence is an action that someone takes to solve a problem or to create something to achieve a certain goal. Emotional intelligence is a person's ability to recognize, and understand the feelings that exist in himself and also in others, control his feelings, establish relationships, and be able to motivate himself to be better (Setyowati, 2010). Emotional intelligence can also be interpreted as a type of intelligence possessed by a person to refer to focus on recognizing,

understanding, feeling, managing, being able to motivate oneself and also others, and being able to apply these abilities in personal and social life (Fitriyani, 2015).

Emotional intelligence is strongly influenced by the environment, is not permanent, and can change at any time. For this reason, the role of parents in childhood greatly influences the formation of a child's emotional intelligence. Emotional Quotient (EQ) is not the opposite of Intelligence Quotient (IQ), but the two interact dynamically, both at a conceptual level and in the real world. In addition, EQ is not so influenced by heredity (Dartija, 2014).

According to Goleman (2020), emotional intelligence is divided into 5 aspects, namely: 1). Recognize self-emotions; 2). Manage emotions; 3). Motivate yourself; 4). Recognize the emotions of others; and 5). Build relationships. This is also said by Hanifah (2021), the emotional intelligence that a person has will influence his actions toward what he is facing. If a person has good emotional intelligence, it will influence his actions in matters such as solving problems, controlling himself, motivating himself, overcoming frustration, and managing moods. In addition, emotions affect when receiving material provided by the lecturer. When students are happy and happy, it will be easier for students to accept the material presented. Vice versa, if students are annoyed or angry, the material presented will be difficult to accept and understand. Not only that, emotions also affect when doing assignments, this affects when making decisions, whether to play or do the assignments given by the lecturer first. This statement shows that emotional intelligence has an impact on student academic achievement.

Based on the explanation above, the researcher wants to research how emotional intelligence is related to student academic achievement in the Biology Education Study Program during the Covid-19 pandemic.

1) Problem Formulation

Based on the background description above, the researcher takes the following problem formulation:

- (a). What is the level of emotional intelligence of Biology Education students during the Covid-19 pandemic?
- (b). What is the level of academic achievement of Biology Education students during the Covid-19 pandemic?
- (c). Is there a relationship between emotional intelligence and Biology Education students' academic achievement during the Covid-19 pandemic?

2). Research purposes

Based on the formulation of this research problem, the objectives of this study are:

- (a). Knowing the level of emotional intelligence of Biology Education students during the Covid-19 pandemic.

- (b). Knowing the level of academic achievement of Biology Education students during the Covid-19 pandemic.
- (c). Knowing the relationship between emotional intelligence and academic achievement of Biology Education students during the Covid-19 pandemic.

LITERATURE REVIEW

1). Emotional Intelligence

Emotion is a psychological state that encourages a person to do something after being stimulated or stimulated from within or outside of himself. Emotions have complex reactions containing a high degree of activity resulting in changes in behavior that will cause tension in the environment (HM, 2016). In other words, emotion is an affective state which is based on the existence of an urge to do something after a stimulus or stimulus from outside or within oneself so that there is a change in behavior or feelings in that person.

The term emotional intelligence was first introduced by Pater Salovey and John D. Mayer in 1990, as a challenge to the belief that intelligence is not based on information that comes from emotional processes (Prawitasari, 2006). According to Goleman (2020), there are 5 aspects of emotional intelligence, namely: a). Recognize your own emotions. This ability is the basis of emotional intelligence, psychologists call self-awareness a meta mood, namely one's awareness of one's own emotions. Self-awareness is being alert to moods, if you are less alert then the individual becomes easily absorbed in the flow of emotions and is controlled by emotions. Self-awareness does not guarantee emotional mastery, but it is one of the important prerequisites for controlling emotions so that individuals can easily control their emotions; b). Managing Emotions, this ability is the ability to handle feelings so that they can be expressed properly or in harmony so that a balance is achieved within the individual. Keeping troubling emotions under control is the key to emotional well-being. Excessive emotions, which increase with intensity for too long will tear our self-stability. This ability includes the ability to entertain oneself, let go of anxiety, depression, or offense and the consequences it causes, and the ability to rise above self-depressing feelings; c) self-motivated. Achievement must be passed by having motivation within the individual, which means having the persistence to refrain from satisfaction and controlling impulses, and having positive motivational feelings, namely enthusiasm, passion, optimism, and self-confidence; d). Recognize other people's emotions. A person's ability to recognize other people or care shows the ability to empathize, is more able to catch hidden social signals that indicate what other people need so that he is more able to accept other people's points of view, is sensitive to other people's feelings and is more able to listen to others; e). build relationships. The ability to build relationships is a skill that can support popularity, leadership, and interpersonal success. Communication skills are the

basic ability to successfully build relationships. People who are great at these relationship skills will be successful in any field. People succeed in socializing because they can communicate fluently with other people. These people are popular in their environment and make great friends because of their ability to communicate. Friendly, kind, respectful, and liked by others can be used as a positive indicator of how people can build relationships with other people. The extent to which a person's personality develops is seen from the number of interpersonal relationships he does.

Furthermore, 2 factors influence emotional intelligence, namely: internal factors (originating from oneself which are sourced from a physical and psychological perspective), and external factors (stimuli from the environment such as stimuli from oneself and the environmental situation) Tarmizi, et al (2012).

2. Academic Achievement

An academic achievement consists of 2 words, namely achievement and academic. According to the Big Indonesian Dictionary (KBBI), achievement means a result that has been achieved, done, or done. Achievements are achieved from the results of the tenacity of work, where everyone pursues achievements according to their respective fields and abilities. Achievement can be said as a result that has been achieved by someone as evidence of the effort that has been made (Retnowati et al, 2016). Meanwhile according to the Big Indonesian Dictionary (KBBI) academic is related to academics which means it is scientific and theoretical. Academic achievement or often referred to as learning achievement is a learning process experienced by students and produces changes in the fields of knowledge, understanding, application, analytical power, synthesis, and evaluation (Retnowati et al, 2016). In addition, academic achievement can be interpreted as all the results that have been obtained by students through what is called the academic learning process which can be used as a benchmark to determine the achievement of student competence in mastering lecture material that is taught and studied (Arifin et al, 2016).

Based on some of the opinions above, it can be concluded that academic achievement is the learning outcomes achieved by students for their efforts in the learning process. Furthermore, Suryabrata (2004) outlines that two factors affect academic achievement. Namely internal factors such as physiological aspects (body health, five senses) and psychological aspects (intelligence, attitude, motivation, and emotional intelligence). The next factor is external factors such as: 1). family environment which includes family social, parental attention, inter-family relationships, and parental education; 2). The learning environment at the university includes facilities and infrastructure, teaching and student

competencies, and curriculum; 3) and community environmental factors which include: social culture, and community participation in education.

METHODOLOGY

1). Types of Research

This type of research is quantitative descriptive research.

2). Time and Place of Research

This research was conducted in January-May for the 2021/2022 academic year, at the Biology Education Study Program, Faculty of Teaching and Education, Cenderawasih University.

3). Population and Sample

The population in this study were all active students of the Biology Education Study Program, Teaching and Education Faculty, Cenderawasih University, totaling 273 students consisting of 4 batches (2018, 2019, 2020, 2021). While the research sample consisted of 68 students taken by purposive sampling, with one of the criteria being active students from the existing population.

4). Research Variable

- (a). Independent variable: Emotional intelligence.
- (b). Dependent variable: Academic achievement.

5). Data Source

- (a). primary data

Primary data is obtained directly in research by collecting data through questionnaires and academic achievement through the Academic Information System (SIKAD). Questionnaires or questionnaires are data collection techniques that are carried out by providing a set of questions or written statements to respondents to be answered by respondents (Sugiyono, 2012). In this study, researchers used data collection techniques in the form of questionnaires or questionnaires to determine the emotional intelligence possessed by students of the Biology Education Study Program at Cenderawasih University.

- (b). Secondary data

Secondary data in this study were obtained indirectly through books, research journals, and reports of scientific papers related to this research.

6). Research Instruments

Measuring the level of emotional intelligence of Cenderawasih University Biology Education Study Program students on academic achievement during the Covid-19 pandemic using a questionnaire. The questionnaire created by the researcher has been adapted and developed from Khanifah's research questionnaire (2021). The questionnaire was filled in by respondents by providing a checklist (√) in the column provided for 20 statements with a score of answers using a Likert scale. Furthermore, the questionnaire will be tested for

validity using the product moment correlation formula and also its reliability with the Cronbach alpha formula before being used in the research sample.

7). Data Analysis

(1). Descriptive Statistical Analysis

In this study, descriptive statistical analysis was used to describe each variable in research with

steps as follows:

- a. Make a distribution table for questionnaire answers
- b. Determine the score on the respondent's answer
- c. Perform data tabulation
- d. Determine the frequency distribution table by:
 - 1) Determine the score range = maximum score - minimum score
 - 2) Calculating the number of classes (K) = $1 + 3.3 \log N$
 - 3) Calculating the length of class intervals = range of scores: number of classes
- e. According to Saifuddin (2015) in Khanifah (2021) the next step is to consult the categorization criteria table as follows:

Table 1. Categorization Table Where μ is Mean and σ is The Standard Deviation

High	$X \geq (\mu + \sigma)$
Medium	$(\mu - \sigma) \leq X < (\mu + \sigma)$
Low	$X < (\mu - \sigma)$

(2). Prerequisite Test

This test was conducted to find out if the data met the requirements of the technique used or not. In this study, a normality test was carried out, namely to find out whether the data were normally distributed or not, and a homogeneity test to investigate whether or not the homogeneity of the variable was fulfilled.

(3). Hypothesis Testing

To test this hypothesis, the Rank Spearman correlation technique formula is used using SPSS version 26.0 with the following testing criteria:

- a) If significance > 0.05 , then H0 is accepted
- b) If the significance is < 0.05 , then H0 is rejected

RESULTS AND DISCUSSION

1). Descriptive Statistical Analysis

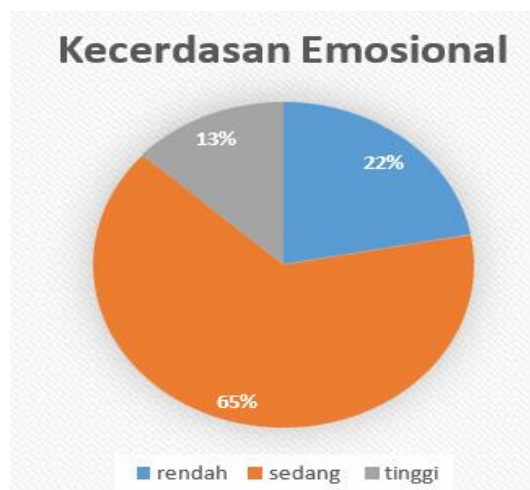
This section will describe descriptively the research results obtained by researchers for each variable. This discussion is carried out using quantitative data, namely data that is processed in the form of scores or numbers which are then interpreted descriptively. The variable data described in this study are emotional intelligence and academic achievement.

(a). Criteria for Categorizing Student Emotional Intelligence

Table 2. Emotional Intelligence Categories

Category	Formula	Boundary
High	$X \geq (\mu + \sigma)$	$X \geq 53,6061$
Medium	$(\mu - \sigma) \leq X < (\mu + \sigma)$	$45,0339 \leq X < 53,6061$
Low	$X < (\mu - \sigma)$	$X < 45,0339$

The table above provides information that students in the low category if the score obtained is less than 45.0339 while students in the high emotional category if the score obtained is more than the same 53.6061 and students who obtain scores between 45.0339 - 53.6061 then can be categorized as having moderate emotional intelligence. Furthermore, the results of this categorization can be seen more clearly in the diagram below.



Picture 1. Category of Emotional Intelligence

Based on the diagram above, there are 15 students (22%) in the low emotional intelligence category, 44 students (65%) in the medium emotional intelligence category, and 9 students (13%) in the high emotional intelligence category. Thus based on the highest percentage, it can be concluded that the emotional intelligence of Cenderawasih University Biology Education students is in the medium category. Of the 68 students in the research sample, 44 students,

or 65% were in the medium category. This shows that the 44 students have moderate emotional intelligence so they are quite capable of recognizing their own emotions, managing their own emotions, motivating themselves, recognizing the emotions of others, and building relationships with others when online learning is carried out.

In the aspect of recognizing self-emotions, the first indicator is recognizing the causes of feelings that arise and in the second indicator, recognizing one's potential, the percentage is 68.75%.

This can be seen from the results of the research questionnaire, that students can sometimes study well while learning is done online and students can sometimes study independently when learning is done online.

In the aspect of self-motivation, the first indicator, namely the ability to always be optimistic, obtained a percentage of 86.40%. This can be seen from the results of the research questionnaire, that students can always complete assignments on time when learning online. In the second indicator, namely, the ability to always excel, the percentage is 80.51%. This can be seen in the results of the research questionnaire, that students often contact their friends to ask questions about material they have not understood. In the third indicator, namely self-confidence, a percentage of 77.57 was obtained. This can be seen in the results of the research questionnaire, that there are students who are sometimes not confident and there are those who are always confident when doing assignments given by lecturers during online learning. On the fourth indicator, namely, the ability to utilize one's potential, a percentage of 75.37% was obtained. This can be seen in the results of the research questionnaire, that students sometimes cannot study well when studying online.

In the aspect of recognizing other people's emotions, the first indicator, namely the ability to feel other people's feelings, obtained a percentage of 89.19%. This can be seen in the results of the research questionnaire, that students always listen to friends express their complaints, because they think it is not a waste of their time and students always help their friends who are in trouble. In the second indicator, namely, the ability to accept other people's points of view, a percentage of 90.44 was obtained. This can be seen in the research questionnaire, that students never force others to follow their opinion when there is a difference of opinion. In the third indicator, namely, the ability to align differences, a percentage of 85.66 was obtained. This can be seen in the results of the research questionnaire, that students always accept other people's opinions when discussing.

In the aspect of building relationships, the first indicator is working with other people, the percentage is 89.71%. This can be seen in the results of the research questionnaire, that students can always work together with their groups

when there are group assignments. In the second indicator, namely communicating with other people, a percentage of 89.71 was obtained. This can be seen in the results of the research questionnaire, that students always maintain communication with their friends even though learning is carried out online. On the third indicator, namely the ability to align social issues, a percentage of 89.71 was obtained. This can be seen in the results of the research questionnaire, that students can always take part in group discussions even though they are conducted online.

Based on the results of this study, it can be seen that the emotional intelligence of each individual is different, this is due to the emotional instability of each individual, as when doing online learning, some students are generally confident and can learn well when participating in online learning. This opinion is supported by Goleman (2020), factors that influence a person's emotional intelligence, there are internal and external factors. Internal factors, one of which is the psychological aspect which includes feelings, thinking skills, and motivation.

In external factors, for example, the environment, the environment that each individual has in participating in online learning is different, if the environment owned by the individual when online learning is supportive then the emotional intelligence of students will not be disturbed so that students will be easy to focus on attending lectures, and can follow study online well. Vice versa, if the environment owned by an individual does not support when studying online, students' emotional intelligence will be disrupted so that students will find it difficult to focus when participating in online learning and it is difficult to follow online learning properly. This is supported by the theory from Sartono & Romli (2019), which said that a conducive learning environment will help students absorb study material and provide encouragement (motivation) for students to concentrate.

(b). Academic Achievement Categorization Criteria

Table 3. Academic Achievement Categories

Category	Formula	Boundary
Hight	$X \geq (\mu + \sigma)$	$X \geq 3,46$
Medium	$(\mu - \sigma) \leq X < (\mu + \sigma)$	$2,56 \leq X < 3,46$
Low	$X < (\mu - \sigma)$	$X < 2,56$

The table above provides information that students in the low category if the score obtained is less than 2.56 while students in the high academic achievement category if the score obtained is more than the same as 3.46 and students who obtain scores between 2.56 - 3.46 then it can be categorized as

having moderate academic achievement. Furthermore, the results of this categorization can be seen more clearly in the diagram below.



Picture 2. Categories of Academic Achievement

Based on the diagram above, there are 11 students (16%) in the low category, 42 students (62%) in the medium academic achievement category, and 15 students (22%) in the high academic achievement category. Thus it can be concluded that the academic achievement of Biology Education Students is in the moderate category.

Following the results of the analysis above, it can be concluded that most Biology Education Students at Cenderawasih University can take part in the learning process well such as being able to study independently, focus on learning, and be able to complete assignments on time and understand courses well during online learning. According to Suryabrata (2004), 2 factors can influence the achievement of good academic achievement, namely internal and external factors. Internal factors include physiological and psychological aspects. The physiological aspect is divided into 2, namely, the first is health, if students are in an unwell condition, students will have difficulty accepting the material being taught. The second is the five senses, with the functioning of all sensory organs owned by students it will be easier to carry out learning. The psychological aspect is divided into three, the first is intelligence, if students have high intelligence then the learning process will experience fluency and success. The second is attitude, the positive attitude of students towards the material being taught is a good first step in the teaching and learning process. The third is motivation, motivation in learning will encourage students in their desire to learn. This is supported by Khanifah's research (2021), which states that student

academic achievement will be optimal if students have good learning motivation because learning motivation can provide stimulation, passion, fun, and enthusiasm. This is also in line with the opinion of Irwanto (1997) in Thaib (2013), who stated that motivation is the driver of behavior. Learning motivation is a driving force for someone to learn. Motivation arises because of the desire or needs of a person. Someone succeeds in learning because he wants to learn. The external factors consist of, the first is family environmental factors, the family plays a role in facilitating students in learning in the form of stationery, motivation, praise, and advice so that students can be encouraged to study enthusiastically.

The second is the university's environmental factors, such as the completeness of the facilities, the quality of the lecturers, and also the curriculum and methods used by lecturers to teach students will increase student achievement. The third is the community environmental factor, adequate community environmental conditions as a place for students to study will affect student learning activities. This is supported by Saputro, Ardiawan & Fitriawan (2015) who concluded in their research that the learning environment in the family has a significant effect on the results of student academic achievement. The family environment is where a student grows and develops toward maturity. In the family, students first learn and shape their personalities.

2). Prerequisite Test

Table 4. Normality Test Results

Significance Value K-S	Level Significance. (5%)	Information
0,051	0,05	Normal

Based on the table above, the significant price is $0.051 > 0.05$, so the data is normally distributed.

Table 5. Fischer Homogeneity Test Results

Fischer test (homogeneity)	
S ² (Emotional Intelligence) 1	18,37
S ² (Academic 2 achievement)	0,2025
Fcount	90,7160494
Ftable	1.498955
Conclusion	Not homogen

Based on the table above, a Fcount of 90.7160494 is obtained with a significance level of 95% ($\alpha = 0.05\%$) with a Ftable of 1.498955. So it can be

concluded that the two variances are not homogeneous for the value of emotional intelligence and academic achievement.

3). Hypothesis Testing

After the analysis requirements test is met, the data can be used to test the hypothesis. This hypothesis testing is done to know the relationship between emotional intelligence and academic achievement. In this research, hypothesis testing uses Spearman Rank Correlation analysis. The calculations are carried out with the help of SPSS version 26.0.

Table 6. The Results of Calculating the Correlation Between Emotional Intelligence and Academic Achievement.

Significance Value of Spearman Rank	Level Significance (5%)	Information
0,110	0,05	H0 Accepted

The test steps are as follows:

a) Determine the formulation of the hypothesis

H0: there is no relationship between emotional intelligence and academic achievement

H1: there is a relationship between emotional intelligence and academic achievement.

b). Test criteria

1. If significance > 0.05 , then H0 is accepted.

2. If the significance is < 0.05 , then H0 is rejected

c). Draw conclusions

Table 6 data from Spearman Rank calculation results in a significance value of 0.110. Because the significance is > 0.05 , H0 is accepted. So it can be concluded that there is no relationship between emotional intelligence and academic achievement. This can be interpreted that if a student has high emotional intelligence, it is not certain that he will get a high GPA. Vice versa, if a student has low emotional intelligence, it is not certain that he will also have a low GPA. This research is supported by Siregar's research (2015), in his research results it was found that there was no significant relationship between Emotional Quotient and academic achievement.

This is in line with Maraeni's research (2017), which found that emotional intelligence has no significant relationship to the learning outcomes of Akhlak Aqidah, and this relationship is included in the low category. This means that emotional intelligence cannot be used as a measure of one's academic achievement. Daniel Goleman (1995) states that Intelligence Quotient (IQ) only contributes 20% to success, while 80% is a contribution from other strength

factors, including emotional intelligence. However, in reality in the field, the theory sparked by Daniel Goleman has not been proven by researchers of Biology Education Students at Cenderawasih University.

The first factor that influences this is intelligence. This can be seen from the results of academic achievement and emotional intelligence, where students who have academic achievement in the high category do not necessarily have high emotional intelligence, and vice versa. This opinion is supported by Kadir's theory (2009) in Khanifah (2021) which states that student intelligence can influence student academic achievement. If students have high intelligence then the learning process will experience fluency and success. So even though these students have low emotional intelligence If the intellectual is high, the learning achievement will be high too. This is in line with Firmansyah's research (2010), where the results of his research found that Emotional Intelligence has no significant effect on academic achievement, it is suspected that other factors influence it more such as attention, interest, talent, maturity, readiness, and intelligence, especially logical- Mathematical, which is one form of intelligence possessed by humans in reasoning.

The second factor is that during online learning the lecturer cannot fully control students when taking exams online. In addition, students still have low emotional intelligence which can be seen in aspects of managing their own emotions. This can be seen in the research questionnaire, where students who have moderate and high academic achievement in the research questionnaire stated that they sometimes cheat when exams are conducted online. This is supported by the research results of Handayani & Septhiani (2021) which found a weak relationship between the emotional intelligence aspect of self-awareness and learning achievement which is thought to be the influencing factor, namely that in online learning the teacher cannot fully control students when working on daily test questions. With advances in technology, students will easily access the answers to these questions on the internet. So that this will affect student learning outcomes during the online learning process.

CONCLUSIONS AND RECOMMENDATIONS

1). Conclusion

Based on the results and discussion, it can be concluded:

- (a). The emotional intelligence of Cenderawasih University Biology Education Students belongs to the medium category with a percentage of 68%.
- (b). The academic achievement of Cenderawasih University Biology Education Students is in the medium category with a percentage of 62%.
- (c). There is no relationship between emotional intelligence and academic achievement of Cenderawasih University Biology Education students.

2). Suggestion

- (a). for students: It is hoped that all students will improve their academic achievement and further develop their emotional intelligence.
- (b). For lecturers: Lecturers are expected to be able to contribute more to developing students' emotional intelligence and assist students in improving their academic achievement so that national education goals can run well.

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