



THE EFFECT OF EMOTIONAL INTELLIGENCE, SELF EFFICACY, AND LEARNING MOTIVATION ON STUDENT'S LEARNING ACHIEVEMENT IN FINANCIAL ACCOUNTING SUBJECT GRADE XI ACCOUNTING AT STATE VOCATIONAL HIGH SCHOOLS IN EAST JAKARTA

Shufaira Nur Faradillah^{1*}, Ati Sumiati², & Achmad Fauzi³

^{1,2,3}Jakarta State University, Indonesia

Email: shufairanf@gmail.com

ABSTRACT

This study aims to determine and explain the influence of emotional intelligence, self-efficacy, and learning motivation on student achievement in financial accounting subjects in class XI Accounting at SMK Negeri in East Jakarta. This research is a quantitative research with survey method. The population in this study were students of class XI Accounting at State Vocational Schools in East Jakarta with an affordable population of 178 students and a total sample of 119 respondents. The sampling technique in this study was proportional random sampling through the isac and michale tables with a significance level of 5% . The results of partial hypothesis testing indicate that the emotional intelligence variable (X1) has an influence on learning achievement (Y). This is evidenced by the value of $t_{count} > t_{table}$ $2,930 > 1,98081$, the self efficacy variable (X2) has an influence on learning achievement (Y) as evidenced by the value of $t_{count} > t_{table}$ $(2,061 > 1,99081)$, learning motivation (X3) has an influence on achievement learning (Y) as evidenced by the value of $t_{count} > t_{table}$ $(4,410 > 1,99081)$ and simultaneous hypothesis testing shows that emotional intelligence (X1), self efficacy (X2), and learning motivation (X3) affect learning achievement (Y) as evidenced by the value of $F_{count} > F_{table}$ $(49.062 > 2.68)$. Based on the results of this study indicate that there is a positive and significant influence between emotional intelligence and learning achievement. There is a positive and significant influence between self-efficacy and learning achievement. There is a positive and significant influence between learning motivation and learning achievement. And there is a simultaneous influence between emotional intelligence, self-efficacy, and learning motivation on student achievement.

Keywords: Emotional Intelligence; Self-Efficacy; Learning Motivation; Learning Achievement

INTRODUCTION

One indicator that indicates a nation is said to be advanced or not is the state of its education. Because education will give birth to the next generation of people who are insightful and intellectual. A nation that has a future generation of people who are insightful and intellectual will lead to the progress of a nation. However, unfortunately, Indonesian education is still in the low category. This can be seen from the ranking carried out by the 2018 Program for International Student Assessment (PISA), which was published in 2019 every three years. In this ranking, the numerization, literacy, and science abilities of Indonesian students are ranked 74th out of 79

countries. In addition, the Human Development Index ranking with indicators of life expectancy at birth, expected average length of schooling, and gross national product of Indonesia is ranked 27th out of 45 countries in Asia with a score of 0.718.

Based on the 2013 Curriculum regulations, grades are an important factor used as a benchmark for student learning achievement. Learning achievement is the result obtained by students that can be measured by tests and exams (Manzano Sanchez et al., 2018). However, the facts show that the learning outcomes obtained by students are still low. This can be proven from a number of state vocational schools located in East Jakarta. In the financial accounting subject for class XI Accounting, four schools have scores far below the KKM. For example, SMK Negeri 46 Jakarta shows that the average grades of class XI AKL 1 and XI AKL 2 are 66.81 and 58.68 with a KKM of 84. SMK Negeri 48 Jakarta has an average score of 64.47 with a KKM of 87 SMK Negeri 50 Jakarta has an average score of 74 and 68 for class XI AKL 1 and XI AKL 2 with a KKM of 78. And SMK Negeri 51 Jakarta has an average score of 58 with a KKM score of 80.

There are several internal factors that can affect student achievement. Internal factors that can affect student learning achievement are learning motivation, emotional intelligence, logical intelligence, self-efficacy, self-regulated learning, and other factors that can affect student learning achievement (Handayani & Sholikhah, 2021). Based on the existing data and the background mentioned, the researcher is interested in conducting a study entitled "The Influence of Emotional Intelligence, Self Efficacy, and Learning Motivation on Student Achievement in Financial Accounting Subjects Class XI Accounting at State Vocational Schools in East Jakarta".

LITERATURE REVIEW

Education is a place that is used to give birth to the next generation of people who are insightful and intellectual. Because, education is a place of learning and teaching activities. The purpose of learning for students is to obtain maximum learning outcomes which is called learning achievement.

Ahmed et al. (2019) states that learning achievement is an indicator of the success of students in completing their education. In addition, Manzano-Sanchez et al. (2018) learning achievement is the result obtained by students that can be measured by tests and exams. Armo et al. (2019) also explains that learning achievement is the ability of students to acquire knowledge, attitudes, and skills through effort as measured by tests and non-tests.

Bloom (1964) explains that measuring learning achievement variables can be done with three aspects, namely; cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects Susanti (2020). Internal factors that can affect student learning achievement are learning motivation, emotional intelligence, logical intelligence, self-efficacy, self-regulated learning, and other factors that can affect learning achievement (Handayani & Sholikhah, 2021).

Emotional Intelligence

According to Ahmed et al. (2019) Emotional intelligence is a core competency within individuals that can be used as a benchmark to predict a person's future success and personal relationships between individuals. Furthermore, Yulika (2019) explains that emotional intelligence is the ability of students to know, manage, control, and control their own emotions. In addition, emotional intelligence is also related to motivating oneself in the face of difficulties, having feelings of empathy with others, and being able to work together and build relationships with

others. In addition, Waluyo (2020) explains that emotional intelligence is part of social intelligence which involves the ability to pay attention to feelings and emotions both in oneself and in others.

Aisah Indiati (2006) in Purwa Atmaja Prawira (2012) said that there are several components that can be used to measure emotional intelligence, namely recognizing one's own emotions, managing emotions, motivating oneself, managing other people's emotions (empathy), and building relationships with others. Kurnia & Wahono (2021) explain that emotional intelligence has the following indicators; self-awareness, self-regulation, motivation, empathy, and social skills.

Self-Efficacy

According to Ugwuanyi (2020) self-efficacy is a skill that everyone will believe in himself that he can do every activity. In addition, according to Basith et al. (2020) self-efficacy is an attitude of belief that is owned by each individual in their abilities and self-efficacy is also a very important aspect for students to master learning materials. In addition, Setiawan (2018) also explains that self-efficacy is an assessment of an individual's belief about his ability to organize and implement the plans and actions needed to achieve his goals.

Furthermore, Anggraeni et al. (2020) explains that the self-efficacy scale can be compiled based on several aspects including the following: level (magnitude), strength (strength), and generalization (generality). Merdekawati & Fatmawati (2019) explained that self-efficacy has three dimensions that are used to measure self-efficacy, namely:

1. Magnitude
Magnitude is a belief in something that will happen or a person's belief to complete a task that he thinks is difficult.
2. Generality
Generality is a person's belief in being able to complete various types of tasks or jobs.
3. Strength
Strength is the belief that a person can complete a job.

Learning Motivation

Learning motivation according to Alafgani & Purwandari (2019) is a condition that initiates and guides students to have a deeper interest in learning. Meanwhile, according to Mumuh Abdul Gani (2018), explaining learning motivation can be defined as the encouragement or effort of students to learn better. This is in line with the opinion of Hakim & Mulyapradana (2020) that student learning motivation is an encouragement or ability possessed by students in carrying out a learning activity in order to achieve optimal learning achievement.

Sunarti (2018) explains that there are several indicators that can be used as a measuring tool for learning motivation, which are as follows:

1. There is a desire and desire to succeed,
2. There is encouragement and need in learning,
3. There are hopes and aspirations for the future,
4. There is an appreciation in learning,
5. There are interesting activities in learning, and
6. A conducive learning environment.

Furthermore, Giawa et al. (2020) explains that a person's motivation can be measured by interest in learning, sharpness, attention when studying, concentration while studying, and perseverance in learning.

RESEARCH METHODS

The type of research used is quantitative with a survey method. Quantitative research is a structured research method and by quantifying the data obtained and in the end conclusions can be drawn (Ansori, 2020). The survey method is a method used to solve problems using questions posed to respondents according to the problems observed (Duli, 2019). In line with the previous statement, the researcher can choose the tool used by the researcher in the survey method to collect data is a questionnaire distributed via google form, making it easier for researchers when collecting data and can speed up research conducted by researchers.

This study has 178 populations with a sample of 119 which is determined using the isac and michale table with an error rate of 5%. The sampling technique used is proportional random sampling. This study uses primary and secondary data. Variable (Y) learning achievement is calculated using secondary data, namely the average value of report cards in financial accounting subjects in the second semester of Class XI Accounting. While the variables (X1) emotional intelligence, (X2) self-efficacy, and (X3) motivation to learn using primary data in the form of the total value of the distribution of respondents questionnaires.

RESULTS AND DISCUSSION

1. Multiple Regression Analysis

Multiple regression analysis is used to predict the value of the dependent variable if the value of the independent variable is increased or decreased. The results of the calculation of multiple regression analysis using SPSS 22.0 can be seen as follows:

Table 1 Multiple Regression Analysis Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	65.208	1.940		33.619	.000
X1	.103	.035	.258	2.930	.004
X2	.105	.051	.210	2.061	.042
X3	.165	.037	.385	4.410	.000

a. Dependent Variable: Y

Sumber: Output SPSS 22

Berdasarkan hasil uji regresi berganda di atas, maka dapat diperoleh persamaan regresi sebagai berikut:

$$\hat{Y} = \alpha + b_1X_1 + b_2X_2 + b_3X_3$$

$$\hat{Y} = 65,208 + 0,103X_1 + 0,105X_2 + 0,165X_3$$

From the multiple regression equation above, the constant value (α) is 65.208, meaning that if the score on emotional intelligence, self-efficacy, and learning motivation is 0, then learning achievement is 65.208.

The coefficient value (b1) is 0.103, the coefficient value (b2) is 0.105, and the coefficient value (b3) is 0.165, meaning that if each independent variable is increased by 1 point, learning achievement will increase by the coefficient value. The coefficient is positive, meaning that there is a positive influence between the independent variable and the dependent variable.

2. Test Data Analysis Requirements

The analysis of data requirements test is carried out in two ways, namely normality test and linearity test.

Normality test was conducted to determine whether the data used in the study were normally distributed or not. The normality test in this study used the One-Sample Kolmogrov-Smirnov test with a significance of 5% or 0.05. The data is said to be normally distributed if the significance value (sig.) > 0.05. The result of the One-Sample Kolmogrov-Smirnov test is 0.124. That is, data on learning achievement, emotional intelligence, self-efficacy, and learning motivation are normally distributed.

The linearity test was carried out to determine whether each of the variables studied had a linear relationship or not. A linear relationship can be seen through the ANOVA table by looking at the value of Sig. on Linearity. If the value of sig on Linearity < 0.05 then there is a linear relationship between the independent variable and the dependent variable. The results of the linearity test for the variables of emotional intelligence, self-efficacy, and learning motivation are 0.000; 0.000; 0.000. That is, there is a linear relationship between emotional intelligence, self-efficacy, and learning motivation on learning achievement.

3. Hypothesis Test

a. F Test

The F test is used to see the effect of the independent variables together on the dependent variable, whether the effect is significant or not. The following is the result of the F test calculation using SPSS ver 22.0:

Table 2 F Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1013.769	3	337.923	49.062	.000 ^b
1 Residual	792.079	115	6.888		
Total	1805.849	118			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Source: Output SPSS 22

Based on the table above, it can be seen that Fcount is 49,062. While Ftable can be seen in the statistical table with a significance level of 5% or 0.05 of 2.68. If Fcount > Ftable then H0 is accepted. It can be seen that Fcount 49,062 > Ftable 2,68, then the hypothesis is accepted. It can be concluded that all independent variables (emotional intelligence, self-efficacy, and learning motivation) have a significant influence on the dependent variable (learning achievement).

b. Uji T

T test is used to see whether the independent variables partially have a significant effect on the dependent variable.

Table 3 T Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	65.208	1.940		33.619	.000
X1	.103	.035	.258	2.930	.004
X2	.105	.051	.210	2.061	.042
X3	.165	.037	.385	4.410	.000

a. Dependent Variable: Y

Source: Output SPSS 22

Based on the table above, obtained a significant value on the emotional intelligence variable (X1) of $0.004 < 0.05$ with a tcount of 2,930, a significant value on the self-efficacy variable (X2) of $0.042 < 0.05$ with a tcount of 2.061, and a significant value on the variable of learning motivation (X3) of $0.000 < 0.05$ with a tcount of 4.410. The t table of the statistical t distribution table is 1.98081.

The $t_{count} > t_{table}$ and the significance value < 0.05 , so it can be concluded that there is a significant positive effect of each independent variable on the dependent variable.

4. Koefisien Determinasi (R^2)

The coefficient of determination (R^2) is used to measure the extent to which the success rate of the regression model can explain the variation of the independent variables. The output results of the calculation of the coefficient of determination using SPSS ver 22.0 can be seen as follows:

Table 4 The Coefficient of Determination Test Results (R^2)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749 ^a	.561	.550	2.624

a. Predictors: (Constant), X3, X1, X2

b. Dependent Variable: Y

Source: Output SPSS 22

Based on the table above, it is known that the R Square value between the variables of emotional intelligence, self-efficacy, and learning motivation is 0.561 or 56.1% and the Adjusted R Square is 0.550 or 55%. It can be concluded that there is a simultaneous influence between the variables of emotional intelligence, self-efficacy, and learning motivation on learning achievement by 55% while the remaining 45% is influenced by other factors not examined.

1. The Effect of Emotional Intelligence on Learning Achievement

Based on the t test, the t value of the emotional intelligence variable is 2,930 and the T table is 1,98081. Meanwhile, the significance is 0.004. Thus, Tcount > T table and significance < 0.05, meaning that H1 is accepted (there is an influence of emotional intelligence on learning achievement). Furthermore, the coefficient of emotional intelligence variable is 0.103 and has a positive value, meaning that the better the emotional intelligence of students, the learning achievement will increase. Research conducted by Christian S et al. (2020) shows that emotional intelligence has a positive effect on learning achievement.

2. The Influence of Self Efficacy on Learning Achievement

Based on the t-test, the Tcount value of the vocational competence variable is 2.061 and Ttable is 1.98081. Meanwhile, the significance is 0.042. Thus, Tcount > T table and significance < 0.05, meaning that H2 is accepted (there is an effect of self-efficacy on learning achievement). Furthermore, the coefficient of the self-efficacy variable is 0.105 and has a positive value, meaning that the better the self-efficacy of students, the learning achievement will also increase. Research conducted by Ugwuanyi (2020) shows that self-efficacy has a positive and significant relationship with learning achievement.

3. Learning Motivation on Learning Achievement

Based on the t-test, the value of Tcount for learning motivation is 4.410 and Ttable is 1.98081. Meanwhile, the significance is 0.000. Thus, Tcount > T table and significance < 0.05, meaning that H3 is accepted (There is an influence of learning motivation on learning achievement). Furthermore, the coefficient of learning motivation variable is 0.165 and has a positive value, meaning that the better the learning motivation of students, the learning achievement will also increase. The results of this study are in line with Putu et al. (2019) states that there is a positive and significant influence between learning motivation and learning achievement.

4. The Influence of Emotional Intelligence, Self Efficacy, and Learning Motivation on Learning Achievement

Based on the F test table above, it can be seen that the Fcount is 49,062. While Ftable can be in the statistical table with a significance level of 5% or 0.05. of 2.68. If Fcount > Ftable then H0 is accepted and vice versa. It can be seen that Fcount 49,062 > Ftable 2,68, then the hypothesis is accepted. In addition, it can be seen that the significance value is $0.000 < 0.05$. It can be concluded that all independent variables (emotional intelligence, self-efficacy, and learning motivation) have a significant influence on the dependent variable (learning achievement).

In addition, it can be seen from the coefficient of determination test which shows that the R Square between the variables of emotional intelligence, self-efficacy, and learning motivation is 0.561 or 56.1% and the Adjusted R Square is 0.550 or 55%. It can be concluded that there is a simultaneous influence between the variables of emotional intelligence, self-efficacy, and learning motivation on learning achievement by 55% while the remaining 45% is influenced by other factors not examined.

CONCLUSION

Based on the results of research analysis conducted by researchers related to learning achievement. So the researchers can conclude as follows:

1. There is a positive and significant influence between emotional intelligence on learning achievement.
2. There is a positive and significant influence between self-efficacy on learning achievement.
3. There is a positive and significant influence between learning motivation on learning achievement.
4. There is a joint influence between emotional intelligence, self-efficacy, and learning motivation on learning achievement.

REFERENCE

- Ahmed, Z., Asim, M., & Pellitteri, J. (2019). Emotional intelligence predicts academic achievement in Pakistani management students. *International Journal of Management Education*, 17(2), 286–293. <https://doi.org/10.1016/j.ijme.2019.04.003>
- Anggraeni, A. S. D., Ismail, W., & Damayanti, E. (2020). The Effect of Self-Efficacy through Positive Thinking Ability on Student Achievement. *Jurnal Psibemetika*, 13(2), 105–112. <https://doi.org/10.30813/psibernetika>
- Ansori, M. (2020). Metode Penelitian Kuantitatif Edisi 2. Retrieved from <https://books.google.co.id/books?id=rKbJDwAAQBAJ>
- Armo, A., Jazuli, A., & Tanireja, T. (2019). Hubungan Sikap Sosial Dan Kecerdasan Emosional Terhadap Prestasi Belajar Siswa Sekolah Dasar Di Wilayah Kecamatan Gume lar Di Tinjau Dari Gender. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 11(1), 58. <https://doi.org/10.30595/dinamika.v1i1.5979>
- Basith, A., Syahputra, A., & Aris Ichwanto, M. (2020). Academic Self-Efficacy As Predictor Of Academic Achievement. *JPI (Jurnal Pendidikan Indonesia)*, 9(1), 163. <https://doi.org/10.23887/jpi-undiksha.v9i1.24403>
- Duli, N. (2019). Metodologi Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS. Retrieved from <https://books.google.co.id/books?id=A6fRDwAAQBAJ>
- Giawa, M., Mahulae, S., Abi, A. R., & Silaban, P. J. (2020). PENGARUH MOTIVASI BELAJAR TERHADAP PRESTASI BELAJAR SISWA KELAS V SD NEGERI 067245 MEDAN Pendahuluan. *Educatio FKIP UNMA*, 6(2), 327–332.
- Hakim, M., & Mulyapradana, A. (2020). Pengaruh Penggunaan Media Daring dan Motivasi Belajar Terhadap Kepuasan Mahasiswa Pada Saat Pandemi Covid-19. *Widya Cipta: Jurnal Sekretari Dan Manajemen*, 4(2), 154–160. <https://doi.org/10.31294/widyacipta.v4i2.8853>
- Handayani, D., Septhiani, S., Matematika, P., & Pgri, U. I. (2021). Pengaruh Diri Terhadap Prestasi Belajar Kecerdasan Emosional Aspek Kesadaralajaran Matematika. *Jurnal Cendikia: Jurnal Pendidikan Matematika*, 05(02), 1352–1358.
- Handayani, S., & Sholikhah, N. (2021). Pengaruh Antara Self Efficacy Dan Self Regulated Learning Terhadap Prestasi Belajar Mahasiswa Selama Pembelajaran Daring. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1373–1382. Retrieved from <https://www.edukatif.org/index.php/edukatif/article/view/553>
- Kurnia, H., & Wahono, J. (2021). Pengaruh Kecerdasan Emosional Terhadap Prestasi Belajar Pendidikan Pancasila Dan Kewarganegaraan Siswa Sma Negeri 5 Yogyakarta. *Academy of Education Journal*, 12(1), 82–97. <https://doi.org/10.47200/aoej.v12i1.431>
- Manzano-Sanchez, H., Outley, C., Gonzalez, J. E., & Matarrita-Cascante, D. (2018). The Influence of Self-Efficacy Beliefs in the Academic Performance of Latina/o Students in the United

- States: A Systematic Literature Review. In *Hispanic Journal of Behavioral Sciences* (Vol. 40). <https://doi.org/10.1177/0739986318761323>
- Merdekawati, A., & Fatmawati, F. (2019). Pengaruh Kemandirian Belajar dan Efikasi Diri Terhadap Pemahaman Akuntansi Siswa. *Edunomic Jurnal Pendidikan Ekonomi*, 7(2), 95. <https://doi.org/10.33603/ejpe.v7i2.1862>
- Prawira, Atmaja. 2012. Psikologi Pendidikan. Jogjakarta. Ar-Ruzz Media
- Setiawan, Andi. 2018. Model Konseling Kelompok Teknik Problem Solving Teori dan Praktik untuk Meningkatkan Self Efficacy Akademik. Yogyakarta. Deepublish Publisher.
- Sunarti, I. (2018). Pengaruh Kecerdasan Emosi, Efikasi diri dan Motivasi Belajar Terhadap Prestasi Belajar Mahasiswa Pendidikan Ekonomi UNIKU. *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, 15(2), 16–33. <https://doi.org/10.25134/equi.v15i02.Abstract>
- Susanti, Lidia. (2019). *Prestasi Belajar. Malang*. Literasi Nusantara Abadi
- Ugwuanyi, C. S. (2020). Motivation and Self-efficacy as Predictors of Learners' Academic Achievement. *Journal of Sociology and Social Anthropology*, 11(3–4). <https://doi.org/10.31901/24566764.2020/11.3-4.351>
- Waluyo, A. (2020). Pengaruh Kecerdasan Emosional Terhadap Prestasi Belajar Matematika Kelas Xii Sman 1 Pakel. *JP2M (Jurnal Pendidikan Dan Pembelajaran Matematika)*, 5(1), 1. <https://doi.org/10.29100/jp2m.v5i1.1729>
- Yulika, R. (UIN A. M. (2019). Pengaruh Kecerdasan Emosi Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Di Smp Negeri 1 Sengkang. *Journal Uin Aluddin Makassar*, 252–270. Retrieved from <http://journal.uin-alauddin.ac.id/index.php/Inspiratif-Pendidikan/article/view/7838>