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Emotional Intelligence and Study Habits on Learning Achievement at Senior High School

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Abstract

The purpose of this research is to examine the effect of Emotional Intelligence and Study Habits on Learning Achievement at Budhi Warman II Senior High School Jakarta. Data collection in this research used secondary data from the school grades and a questionnaire using Google Form application with proportionate stratified random sampling technique. The sample used in this research was 180 students from a total population of 327 students. This research uses SPSS by calculating multiple regression analysis and data hypothesis testing. The results of this research show that Emotional Intelligence and Study Habits have a significant effect on Learning Achievement.

Keywords: Emotional Intelligence, Study Habits, Learning Achievement

Abstrak

Tujuan penelitian ini yaitu untuk menguji pengaruh Kecerdasan Emosional dan Kebiasaan Belajar terhadap Prestasi Belajar di SMA Budhi Warman II Jakarta. Pengumpulan data pada penelitian ini menggunakan data sekunder dari sekolah berupa nilai siswa dan angket menggunakan aplikasi G*oogle Form* dengan teknik *proportionate stratified random sampling*. Sampel yang digunakan dalam penelitian ini berjumlah 180 siswa dari keseluruhan populasi sebesar 327 siswa. Penelitian ini menggunakan SPSS dengan menghitung analisis regresi berganda dan uji hipotesis data. Hasil penelitian ini menunjukkan bahwa Kecerdasan Emosional dan Kebiasaan Belajar berpengaruh signifikan terhadap Prestasi Belajar.

Kata kunci: Kecerdasan Emosional, Kebiasaan Belajar, Prestasi Belajar

INTRODUCTION

Education is very useful for the life of every human being, because education can convey knowledge about everything you want to know and convey your views on life. Education is a method of providing an impact on each student to be able to adapt to the environment, so there are changes within them. Through education, students are equipped with learning materials, skills, and instilled values and ethics, so that students have hard skills and soft skills that will be useful in the world of work.

In the educational procedure in schools, learning is a way for someone to change behavior, develop thinking power and understanding, and improve knowledge, skills, and other abilities needed. Learning achievement shows the level of student mastery in a subject through the grades distributed by the teacher in each subject studied. Learning achievement can show the effectiveness and efficiency of learning in schools.

Not all students achieve good academic achievement as desired. Some of them have difficulty in this regard, especially in subjects that require numeracy skills. They have difficulty in understanding learning materials, completing assignments, separating personal problems and problems at school. They are less able to motivate themselves, control frustration, regulate emotions, control moods, be tolerant, and cooperate with other students.

At this time, in situations and conditions that have changed, some students have difficulty studying and achieving good learning achievements. The students achieve good learning outcomes because they find the most optimal way to learn the material given by the teacher in class. However, some students have poor academic achievement because they like to play online games that make it difficult for them to concentrate while studying, prioritize playing over studying, feel stressed and anxious, and lack socialization with friends, family, and the surrounding environment.

As in Budhi Warman II Senior High School Jakarta, a school located at Jln. Raya Bogor KM. 28, where there are students who still have low learning achievement in the subject of Economics. Based on data from grade X and XI Social Science (IPS) students when taking the Final Semester Exam (UAS) for the Economics subject, their scores were less than the minimum passing criteria (KKM), which was 75. The following are the learning achievements of grade X and XI Social Science (X and XI Social Science) students in the Economics subject for the 2020/2021 academic year obtained from the Final Semester Exam scores as in the table below.

Table 1 Final Exam Scores of Budhi Warman II Senior High School Jakarta students for Grade X and XI Social Science in Economics subject for the 2020/2021 Academic Year

No.	Subjects	Class	Highest score	Lowest score	Average
1.	Economics	X IPS 1	75,6	37,2	62,5
2.	Economics	X IPS 2	73,0	41,6	63,0
3.	Economics	XI IPS 1	80,8	40,6	69,8
4.	Economics	XI IPS 2	86,0	45,6	69,2

5.	Economics	XI IPS 3	90,4	64,0	75,7

Source: Administration of Budhi Warman II Senior High School, Jakarta

In the Economics subject of class X and class XI Social Science, the lowest score was 37.2. The average score in the Economics subject of class X was 62.75 and class XI was 71.57. These scores have not met the minimum completion criteria.

Researchers conducted observations on some class X and XI Social Science students of Budhi Warman II Senior High School Jakarta regarding factors that impact student learning achievement through a questionnaire on Google Form.

Table 2 Factors that influence student learning achievement

No.	Factor	Percentage		The number of students	
		Agree	Disagree	Agree	Disagree
1.	Emotional Intelligence	88,2%	11,8%	60	8
2.	Study Habits	86,8%	13,2%	59	9
3.	Learning Interest	69,1%	30,9%	47	21
4.	Learning Facilities	83,8%	16,2%	57	11
5.	Learning Methods	72,1%	27,9%	49	19
6.	Social Media	60,3%	39,7%	41	27

Source: Data processed by researchers

Based on pre-research conducted by researchers, it was found that the first factor that most influences learning achievement is emotional intelligence with a percentage of “yes” answers of 88.2% and “no” of 11.8%. Emotional intelligence (EQ) is a student's capability to understand themselves, control frustration, control feelings, and build relationships with others. Emotional intelligence requires every human being to understand their own and other people's emotions which have an impact on behavior, such as strengthening and weakening the spirit of learning. Academic success is also related to dimensions of emotional intelligence (intrapersonal skills, adaptability, and stress management skills) which are assessed in the early academic years (Parker et al., 2004). Students who have effective emotional intelligence are able to motivate themselves, so that they don’t easily become discouraged in achieving learning achievements and can control themselves so that stress does not hinder their enthusiasm for learning.

Next, the second factor that most influences learning achievement is study habits with the answer "yes" with 86.8% and "no" with 13.2%. Study habits are student learning behaviors that are carried out in an integrated and repetitive manner to achieve optimal learning achievement. During the pandemic, learning is done remotely and this has changed students'

study habits, including that there are no longer students asking teachers face-to-face or studying in the library because everything is done online. Every student can use gadgets to participate in the learning process. However, nowadays there are students who use devices to play online games based on research from *Patrick Maxwell I* (Reditya, 2021). Online learning methods become less interactive and students' study habits decrease.

Based on the background of the problems that have been explained, the most dominant factors in learning achievement are the variables of emotional intelligence and study habits, so the researcher conducted a study entitled "The Influence of Emotional Intelligence and Study Habits on Learning Achievement at Budhi Warman II Senior High School Jakarta".

LITERATURE REVIEW

Learning Achievement

Dev (2018) stated that learning achievement is the knowledge gained or the ability improved in school subjects determined through test scores or grades given by teachers or both. With learning achievement, students can improve their knowledge and ability in school subjects through the test scores given.

Sandana *et al.* (2018) stated that learning achievement is an assessment of a student's learning outcomes to determine the extent to which the student has achieved the predetermined learning targets, which means that the learning outcomes of each student that are assessed are a measurement of the achievement of their learning goals.

Learning achievement is the result obtained by students after learning activities. Rosyid *et al.* (2019) stated that learning achievement is the result of learning activities accompanied by changes obtained by students in the form of symbols, numbers, letters and sentences as a benchmark for student success with established standards. Khasanah *et al.* (2015) stated that learning achievement is the mastery of knowledge and information that can improve individual thought patterns and behavior as a provision for development in each individual.

From the several definitions above, it can be synthesized that learning achievement is the knowledge obtained by students after learning activities through the values given and they can understand and explain what has been given, so that they can change their daily mindset and behavior, which means that after students gain knowledge from learning activities, they are expected to be able to understand and explain the material given, so they can improve their behavior better.

Emotional Intelligence

Saud (2019) argues that emotional intelligence is the ability to recognize, understand, and control one's own and other people's emotions and apply them in achieving success in life. This means that if the students want to succeed in life, they must have emotional intelligence,

that are being able to recognize, understand, and control one's own and other people's emotions and apply them in life.

Dalimunthe (2020) stated that emotional intelligence is a person's skill in understanding themselves, knowing their weaknesses and strengths, thoughts, and managing emotions to enthusiastic, persistent, confident, not pessimistic, able to express thoughts, and act independently. Yulika (2019) stated that emotional intelligence is intelligence that consists of recognizing and controlling emotions, providing stimulus to oneself when facing difficulties, building relationships with others to be empathetic.

Based on the theory above, it can be synthesized that emotional intelligence is the ability to know, recognize, understand, and control oneself, know one's strengths and weaknesses, manage emotions, provide stimulus when experiencing difficulties, be confident, and build relationships to be tolerant, which means that if an individual is able to know, recognize, understand, and recognize themselves, know their strengths and weaknesses, manage emotions, provide encouragement when experiencing problems, be confident, and build relationships to be empathetic, then the individual has emotional intelligence.

Study Habits

Kaur & Pathania (2015) said that *"Study habits are a well-planned and deliberate pattern of study that have attained a form of consistency on the part of the students toward understanding academic subjects and passing examinations."*. It means that study habits are a planned learning method that is carried out regularly and consistently by students to understand academic subjects and succeed in exams.

Study habits are related to the study skills possessed. Study habits can be a factor that has an impact on student learning achievement. Djaali (2014) stated that study habits are a way for each student to consistently receive lessons, understand readings, complete assignments, and manage the duration of completing assignments.

Reza & Alireza (Jafari et al., 2019) stated that *"..., study habits include behaviors and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning."*. It means that learning habits include personality and skills that add stimulus and improve learning to be more efficient which ultimately improves learning.

Based on the expert opinions above, it can be synthesized that learning habits are methods or ways that students consistently and regularly carry out and plan in understanding subjects, completing assignments, and making the time spent on assignments more efficient, which improves learning and success in exams.

POPULATION AND SAMPLE

The population in this study were 327 students of SMA Budhi Warman II Jakarta in grades X and XI who studied Social Science. While the sample is a part or representative of the population. Based on the accessible population, this study uses the Slovin formula to determine the number of samples. As for the 95% confidence level, the error rate is 5%. This allows researchers to determine the minimum sample limit that can meet the *margin of error*

requirements of 5%. The number of samples taken was 180 respondents with an instrument using a *likert* scale.

Instrument Development

Learning achievement is the result in the form of knowledge obtained by students after learning activities or processes through assessment test scores given at school so that they can understand and explain what is given by the teacher so that they can change their daily mindset and behavior. Learning achievement is secondary data measured using student scores. Learning achievement indicators consist of cognitive, affective, and psychomotor domains.

Table 3 Instrument Grid for Learning Achievement variables (Y)

No.	Indicator	Trial Items		Drop	Valid Items	
		(+)	(-)		(+)	(-)
1.	Cognitive					
2.	Affective					
3.	Psychomotor					

Source: Data processed by researchers

Table 4 Value Conversion with the Benchmark Reference Approach (PAP)

Quantitative Data	Score		Criteria
	Formula	Average Score	
5	X > Xi + 1,8 Sbi	X > 80,006	Very Good
4	Xi + 0,6 Sbi <X ≤ Xi + 1,8 Sbi	60,002 < X < 80,006	Good
3	Xi - 0,6 Sbi <X ≤ Xi + 0,6 Sbi	39,998 < X ≤ 60,002	Pretty Good
2	Xi - 1,8 Sbi < X ≤ Xi - 0,6 Sbi	19,994 < X ≤ 39,998	Not Enough
1	X ≤ Xi - 1,8 Sbi	X ≤ 19,994	Not Good

Source: Prof. Eko Putro Widoyoko (Zahra et al., 2021)

Emotional intelligence is the capability and skill of an individual in releasing, mastering and controlling emotions from within and outside the individual effectively and efficiently and being empathetic in interacting with other individuals. Emotional intelligence describes essential (primary) data measured through a questionnaire with a likert scale technique. Indicators of emotional intelligence consist of self-awareness, self-regulation, motivation, empathy, and social skills.

Table 5 Instrument Grid for Emotional Intelligence variables (X1)

No.	Indicator	Trial Items		Drop	Valid Items	
		(+)	(-)		(+)	(-)
1.	Self-awareness	1,3,4	2		1,3,4	
2.	Self-regulation	5,6,7	8		5,6,7	
3.	Motivation	10,11,12	9		10,11,12	
4.	Empathy	13,14,15	16	16	13,14,15	
5.	Social Skills	17,18,19	20	20	17,18,19	
Total		15	5	2	15	3
		20		2	18	

Source: Data processed by researchers (2024)

Table 6 Results of the Reliability Test of the Emotional Intelligence Variable (X1)

Reliability Statistics

Cronbach's Alpha	N of Items
.791	18

Source: Data processed by researchers (2024)

The table which is the result of the reliability test in table 4 shows that the Cronbach's Alpha value obtained is 0.791. The researcher concluded that the questionnaire in this research was declared reliable and the results showed that its reliability was in the high category.

Study habits are methods that are implemented and planned by students consistently and regularly in understanding subjects, completing assignments, and making the time to do assignments more efficient which improves learning and success in exams. Study habits are primary data measured using a questionnaire with a likert scale technique. Indicators of study habits consist of making a schedule and implementing learning, reading and taking notes, repeating learning materials, concentration, and doing assignments.

Table 7 Instrument Grid for Study Habits (X2)

No.	Indicator	Trial Items		Drop	Valid Items	
		(+)	(-)		(+)	(-)
1.	Making a schedule and implementing learning	1,2,3	4	4	1,2,3	
2.	Reading and taking notes	5,6,8	7		5,6,8	7
3.	Repeating learning materials	10,11,12	9		10,11 ,12	9
4.	Concentration	13,14,16	15		13,14 ,16	15
5.	Doing assignments	17,18,19	20	20		
Total		15	5	2	15	3
		20		2	18	

Source: Data processed by researchers (2024)

Table 8 Results of the Reliability Test of the Emotional Intelligence Variable (X1)

Reliability Statistics

Cronbach's Alpha	N of Items
.847	18

Source: Data processed by researchers (2024)

The table which is the result of the reliability test above shows that the Cronbach's Alpha value obtained is 0.847. The researcher concluded that the questionnaire in this study was declared reliable and the results showed that its reliability was in the very high category.

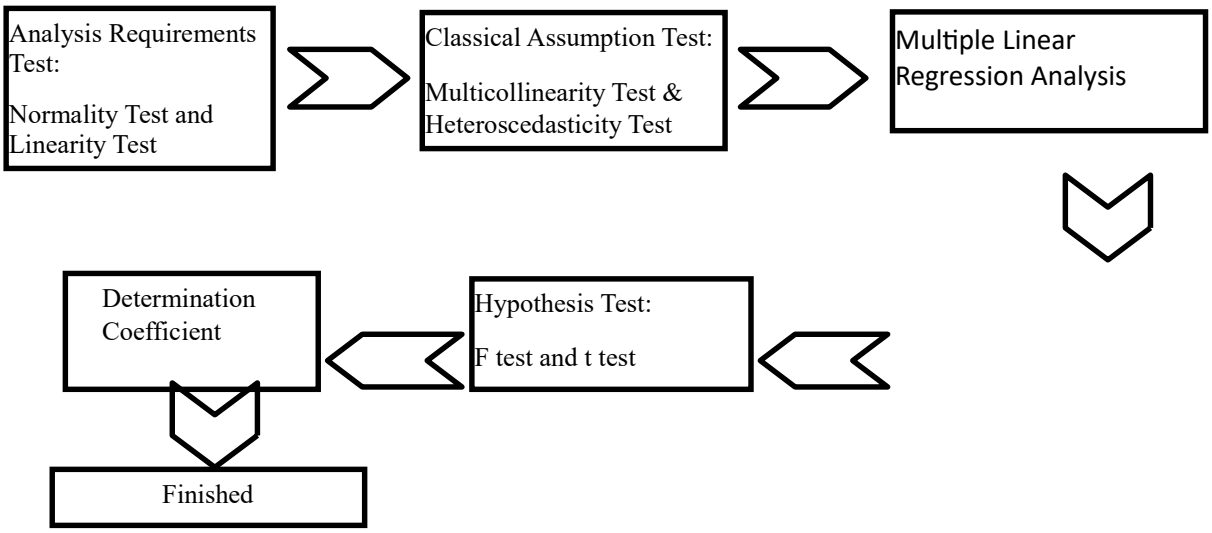
Data Collection Techniques

Techniques or methods are needed for data collection purposes to support research. The survey method is used by researchers to collect data with the help of questionnaires to be distributed to several respondents and filled out by the respondents. After getting answers from the respondents, data analysis will be carried out to see the influence between the variables studied. In addition, there is data on student learning achievement in Social Studies

(for grade 10) and Economics (for grade 11) to support this research. This method is determined because it is in line with the purpose of the research, namely to obtain information related to the condition of the object when conducting research.

Data Analysis Techniques

The data analysis used is by applying the estimation of the regression model parameters. After that, an experiment was conducted on the regression model, so that the equation obtained is close to the actual situation. The data in the study were processed using the SPSS (Statistical Package for the Social Science) version 24 application. There are several steps in analyzing the data, namely:



Source: modified from Borg & Gall, 2003: 775

Figure 1 Data Analysis Technique

RESULTS AND DISCUSSION

Normality Test

Normality test is a data test to see whether the residual values in the regression model are normally distributed (Ghozali, 2018). In this study, Kolmogorov-Smirnov test was carried out to determine the normal distribution of data using the following criteria::

1) If the Asymp. Sig value > 0.05, it means that the data is normally distributed and accepted.
2) If the Asymp. Sig < 0.05, meaning that the data does not have normal distribution and is not accepted.

Table 9 Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		180
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.84758343
Most Extreme Differences	Absolute	.048
	Positive	.048
	Negative	-.037
Test Statistic		.048
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Data processed by researchers (2024)

In the table 9, it can be seen that the significance value produced is 0.200 > 0.05. Therefore, it can be concluded that the research data has a normal distribution.

To prove that the data is normally distributed, the researcher also used the Normal Probability (Q-Q) plot test with several criteria (Nasrum, 2018):

1) If the data is spread near the diagonal line and follows the direction of the diagonal line, it means that the regression fulfill the normality assumption.
2) If the data is spread far from the diagonal line and does not follow the direction of the diagonal line, it means that the regression does not fulfill the normality assumption.

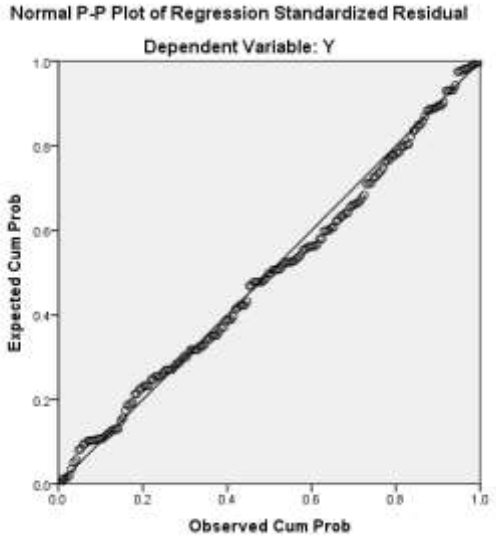


Figure 2 Normal Probability Plot Test

Source: Data processed by researchers (2024)

From the figure 2 shown, it can be seen that the data is not spread out near the diagonal line and does not follow the diagonal direction according to the criteria in the analysis of the results of the Normal probability plot test. Based on this, the conclusion is that the research data is stated to have a normal distribution and the researcher can carry out further analysis tests.

Linearity Test

Linearity test is conducted to find out whether there is a significant linear relationship between the two variables. Before conducting a linear regression analysis, a linearity test is conducted. The basis for making a conclusion in conducting a linearity test is (Sitompul, 2020):

1) If the significant value of Deviation from Linearity > 0.05, it means that there is a significant linear relationship between the independent variable and dependent variable.
2) If the significant value of Deviation from Linearity < 0.05, it means that there is no significant linear relationship between the independent variables and dependent variables.

There are other criteria in taking the results of the linearity test, namely:

1) If the calculated F value < F table, it means that there is a significant linear relationship between the independent variables and dependent variables.
2) If the calculated F value > F table, it means that there is no significant linear relationship between the independent variable and the dependent variable.

Table 10 Linearity Test of X1 variable on Y variable

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	260.738	19	13.723	3.014	.000
		Linearity	151.613	1	151.613	33.298	.000
		Deviation from Linearity	109.125	18	6.063	1.331	.175
	Within Groups		728.506	160	4.553		
	Total		989.244	179			

Source: Data processed by researchers (2024)

The results of the linearity test in table 10 show that the Linearity value obtained is 0.000, which means it has a value of < 0.05. Furthermore, the results also show that the Deviation from Linearity value obtained is 0.175 > 0.05. This means that it can be said that between the X1 variable in this study, namely the emotional intelligence variable and the Y variable in this study, namely the learning achievement variable, can be stated to have a linear relationship.

The results of the linearity test can be reflected by looking at the F value. The results obtained in the table can be seen that the calculated F value is 1.331, so it is said that the calculated F value is 1.331 <F table 2.26. This means that it can be said that between the X1 variable in this study, namely the emotional intelligence variable and the Y variable in this study, namely the learning achievement variable, can be stated to have a linear relationship.

Table 11 Linearity Test of X2 variable on Y variable

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	407.198	17	23.953	6.667	.000
		Linearity	315.633	1	315.633	87.850	.000
		Deviation from Linearity	91.565	16	5.723	1.593	.076
	Within Groups		582.046	162	3.593		
	Total		989.244	179			

Sumber: Data diolah peneliti (2024)

The results of the linearity test in table 11 show that the Linearity value obtained is 0.000, which means it has a value of < 0.05. Furthermore, the results also show that the Deviation from Linearity value obtained is 0.076 > 0.05. This means that between the X2 variable in this study, namely the study habits variable and the Y variable in this study, namely the learning achievement variable, can be stated to have a linear relationship.

To determine the results of the linearity test can also be carried out by looking at the F value. It can be seen from the results obtained in the table that the calculated F value is 1.593, so it is said that the calculated F value of 1.593 < F table 2.26. This means that it can be said that between the X2 variable in this study, namely the habit variable with the Y variable in this study, namely the learning achievement variable, it can be stated that it has a linear relationship.

Multiple Regression Test

Multiple regression tests aim to predict how the dependent variable will rise or fall, if two or more independent variables as predictor factors are manipulated in their values. This analysis model is used to examine independent variables that influence dependent variables (Sugiyono, 2018).

Table 12 Multiple Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-12.398	2.987		-4.151	.000
	X1	.173	.041	.261	4.258	.000
	X2	.388	.048	.496	8.102	.000

a. Dependent Variable: Y

Source: Data processed by researchers (2024)

Based on the table 12, the constant value is -12.398. This shows that if emotional intelligence and study habits are worth 1, then the learning achievement value is -12.398. The regression coefficient value of the emotional intelligence variable is 0.173, meaning that ethical behavior will increase by 0.173 if emotional intelligence increases by 1. The coefficient value of Emotional Intelligence is positive, so that there is a positive influence of Emotional Intelligence on Learning Achievement. It can be shown that if the emotional intelligence is higher, the student's learning achievement will be higher.

The regression coefficient value of the study habits variable is 0.388, meaning that ethical behavior will increase by 0.388 if the habit increases by 1. The coefficient value of Study Habits is positive so that there is a positive influence between Study Habits and Learning Achievement. It can be shown that if emotional intelligence is higher, the student's learning achievement will be higher.

Multicollinearity Test

The multicollinearity test is a data test that examines whether there is multicollinearity in the relationship between two independent variables. The examination of multicollinearity symptoms in the regression model must pay attention to the following criteria.

To check whether there is multicollinearity or not, a statistical test is carried out by looking at the VIF value through the following criteria (Gustika & Yaspita, 2021):

1) If VIF value is > 10, multicollinearity exists.
2) If VIF value is < 10, multicollinearity does not exist.

In addition, statistical testing was carried out by looking at the tolerance value (Milano et al., 2021):

1) If *tolerance* value < 0,10, then there is multicollinearity in the regression model.
2) If *tolerance* value > 0,10, then there is no multicollinearity in the regression model.

Table 13 Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	-12.398	2.987		-4.151	.000		
	X1	.173	.041	.261	4.258	.000	.931	1.075
	X2	.388	.048	.496	8.102	.000	.931	1.075

a. Dependent Variable: Y

Source: Data processed by researchers (2024)

From the results obtained in the table 13, it can be seen that the tolerance value obtained for both variables is 0.931 > 0.1. Then, the results obtained for the VIF value for both variables are 1.075 < 10. Based on the results obtained, it can be concluded that there is no multicollinearity problem.

Heteroscedasticity Test

The equality or inequality of variances of the residuals from each observation is tested. If there are equal variances in the residuals, then homoscedasticity occurs. If the variances are different, then heteroscedasticity occurs. The heteroscedasticity test is a test to assess the inequality of variances of the residuals in each observation. The Glejser test was conducted to examine the presence of heltelrocelasticity symptoms by means of regressing the free variables (independent variables) with their absolute residual values. The basis for making the conclusion (Widana & Muliani, 2020).

1) If the Sig. value between the free and absolute residual variables is more than 0.05 (Sig. > 0.05), then there is no symptom of heteroscedasticity.
2) If the Sig. value between the free and absolute residual variables is less than 0.05 (Sig. < 0.05), then there is symptom of heteroscedasticity.

Table 14 Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-2.639	1.867		-1.413	.159
	X1	.026	.025	.080	1.036	.302
	X2	.047	.030	.121	1.578	.116

a. Dependent Variable: Y_Abs_Res

Source: Data processed by researchers (2024)

The results obtained in the table 14, the results of the t-count of the emotional intelligence variable (X1) are 1.036, which means < t table 1.973 and the significance value of the emotional intelligence variable (X1) is 0.302 > 0.05. Then, the t-count value of the learning habits variable (X2) is 1.578, which means < t table 1.973 and the significance value of the learning habits variable (X2) is 1.116, which means > 0.05. To find the t table value, it can be reflected by looking at the t distribution table with the formula used to reflect the t table, namely (a/2;n k-1) or (0.025;177), then the t table value can be reflected as 1.973.

Based on the basis of taking the conclusion of the heteroskelasticity test, the researcher can conclude that there is no heteroskelasticity problem because the two independent variables in this study, both variables X1 and X2 have a calculated t value less than the t table (calculated < t table) and also have a significance value less than 0.05 (< 0.05).

Basic decision making for heteroskedasticity test (Munthe et al., 2021):

1) If there is a certain pattern, for example points that form a regular pattern (wavy, widening and then narrowing), then there is heteroscedasticity.
2) If there is no clear pattern, for example points spread above and below the number 0 on the Y axis, there is no heteroscedasticity.

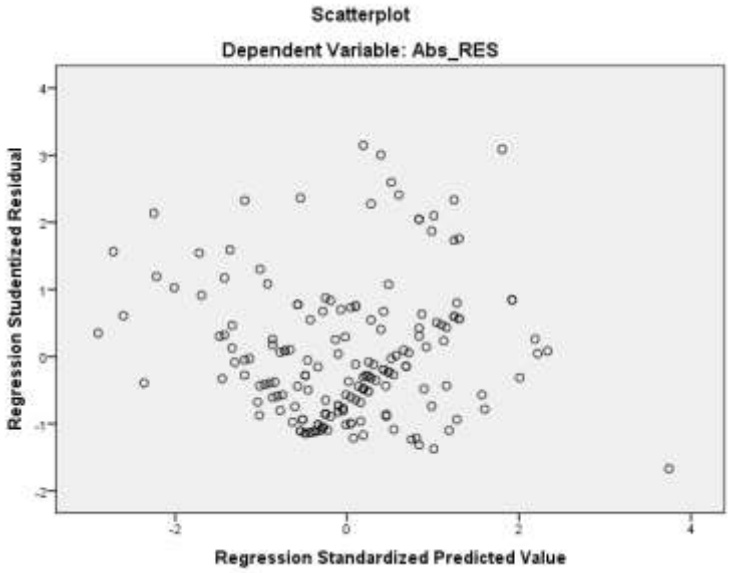


Figure 3 Heteroskedasticity Test Scatterplot

Source: Data processed by researchers (2024)

The results on the scatterplot graph show that on the graph there is no visible distribution of dots that are rounded in a rectangular pattern. In addition, the dots in the image appear to be spread above and below the number 0 on the Y axis. Based on this, it can be concluded that there is no visible symptom of heteroskedasticity.

Hypothesis Testing

Simultaneous Test (F Test)

The F test is a data analysis conducted to determine the effect of all independent variables together on the dependent variable. The F test can also test whether the regression model used is significant or not (Tolandang & Uhing, 2021). The basis for decision making in the F Test is (Nainggolan, 2022) :

1) If the value of $F_{count} \leq F_{table}$, then Ho is accepted.
2) If the value of $F_{count} > F_{table}$, then Ho is rejected, it means that the Emotional Intelligence and Study Habits variables influence on Learning Achievement variable.

The following is a presentation of the results of the simultaneous test analysis (F Test).

Table 15 Simultaneous Coefficient Test (F Test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	378.216	2	189.108	54.780	.000[b]
	Residual	611.028	177	3.452		
	Total	989.244	179			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: Data processed by researchers (2024)

From the F-test table, it can be seen that the F-count value is 54.780. The F-table value can be searched in the statistical table at a significance level of 0.05, df 1 (number of X variables) 2, df 2 = n-k-1 (n is the number of data and k is the number of independent variables) or 180-2-1 = 177.

The F table results show a figure of 3.05 with a significance level of 0.00 <0.05. From these data, it can be concluded that Emotional Intelligence and Study Habits can simultaneously affect Learning Achievement with a significance value of F of 54.780 > 3.05.

Partial Test (t-Test)

Partial coefficient test (t-test) is an analysis conducted to determine whether the independent (free) variable has an effect on the dependent (bound) variable partially. Decision making is done by looking at the results of the t count, namely (Lonardi et al., 2021):

1) If the value of $t_{count} < t_{table}$, Ho is accepted.
2) If the value of $t_{count} > t_{table}$, Ho is rejected, then there is a partial influence of the independent variable on the dependent variable.

The following is a presentation of the results of the partial test analysis (t-test).

Table 16 Partial Coefficient test (t-test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-12.398	2.987		-4.151	.000
	X1	.173	.041	.261	4.258	.000
	X2	.388	.048	.496	8.102	.000

a. Dependent Variable: Y

Source: Data processed by researchers (2024)

Based on the t-test table above, the calculated t shows the variable Emotional Intelligence (X1) is 4.258 and Study Habits is 8.102. The T-table value can be found in the statistical table with a significance level of 0.05, df 1 (number of X variables) 2, df 2 = n-k-1 (n is the number of data and k is the number of independent variables) or 180-2-1 = 177, so that the t-table is 1.97346. The t-significance figure for Emotional Intelligence (X1) shows 4.258 > 1.97346 which means the hypothesis is accepted. While the t-significance figure for the Study Habits variable shows 8.102> 1.97346, so that the hypothesis is accepted.

From the description above, the following hypothesis can be outlined:

1. In the Emotional Intelligence variable, there is a t-value of 4.258 > 1.97346 with a Sig. value of 0.000 < 0.05. There is a positive and significant influence of the Emotional Intelligence variable on Learning Achievement variable or the hypothesis is accepted.
2. In the variable of Study Habits, there is a t-value of 8.102 > 1.97346 with a Sig. value of 0.000 < 0.005. There is a positive and significant influence of the Study Habits variable on Learning Achievement variable or the hypothesis is accepted.

Coefficient of Determination Test

Coefficient of determination test (R^2) used to test how much percentage of the dependent variable is determined by the independent variable. The coefficient of determination test (R^2) is useful for predicting and seeing how much influence variable X contributes simultaneously (together) to Y variable (Sugiyono, 2018).

Table 17 Coefficient of Determination Test for Emotional Intelligence variables on Learning Achievement

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.391[a]	.153	.149	2.169

a. Predictors: (Constant), X1

b. Dependent Variable: Y

Source: Data processed by researchers (2024)

Based on the table above, it can be seen that R^2 (*R Square*) has a value of 0.149. It can be concluded that Emotional Intelligence (X1) explains the Learning Achievement variable (Y) by 14.9%, while the remaining 85.1% is influenced by other factors that not studied by the researcher.

Table 18 Coefficient of Determination Test for Study Habits variable on Learning Achievement

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.565[a]	.319	.315	1.945

a. Predictors: (Constant), X2

b. Dependent Variable: Y

Source: Data processed by researchers (2024)

Based on the table above, it can be seen that (R *Square*) R^2 has a value of 0.315. It can be concluded that the Study Habits variable (X2) explains the Learning Achievement variable (Y) by 31.5% while the remaining 68.5% is influenced by other factors that not studied by the researcher.

Table 19 Coefficient of Determination Test for Emotional Intelligence and Study Habits variables no Learning Achievement

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618[a]	.382	.375	1.858

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: Data processed by researchers (2024)

Based on the table above, it can be seen that R^2 (*R Square*) is 0.375. It can be concluded that the Emotional Intelligence (X1) and Study Habits (X2) to explain the Learning Achievement variable (Y) simultaneously by 37.5%, while the remaining 62.5% is influenced by other factors that not studied by the researcher.

Discussion

Based on the test results above, it can be seen that the calculation of the hypothesis proposed in this study is acceptable. The following are the results of the discussion of each hypothesis:

1) H1: Emotional Intelligence on Learning Achievement

In this study, it can be seen that the calculation results show that Emotional Intelligence has a significant effect on Learning Achievement in Economics subjects at Budhi Warman II Senior High School Jakarta.

The results of the hypothesis test state that there is a partial influence between the emotional intelligence variable and the learning achievement variable, which can be seen based on the calculated t result of 4.258 > t table 1.97346. It can be said that emotional intelligence (X1) partially influences learning achievement (Y).

The results of the study indicate that emotional intelligence has a positive effect on learning achievement. Based on the results obtained from the multiple regression calculation, namely Y = -12.398 + 0.173 X1 + 0.388 X2. The constant value obtained is -12.398, which means that if the emotional intelligence value is 0, then the learning achievement value increases by -12.398.

The coefficient value of the emotional intelligence variable (X1) is 0.173, meaning that if the value increases by 1, then learning achievement (Y) will increase by 0.173. The coefficient value shows a positive result indicating a positive influence of emotional intelligence (X1) on learning achievement (Y). This shows that the better of student's emotional intelligence, then the student's learning achievement will be higher.

Based on the calculation of the coefficient of determination or R^2 that has been carried out, the *R Square* (R^2) value or coefficient of determination that obtained is 0.149 or 14.9% if in percentage. It shows that the value is included in the very low level of relationship (0.000-0.199). This value shows that the Y variable in the study, namely the learning achievement variable, is 14.9% influenced by the emotional intelligence variable, while the remaining 85.1% is influenced by other factors that not studied by the researcher.

This matter is in accordance with research conducted by Sari & Sumaryono (2020). The results of the study showed that a person's learning achievement was influenced by emotional intelligence factors. The results showed Sig = 0.026 < 0.05 and t count = 2.284 (Sari & Sumaryono, 2020).

Next, previous research conducted by Madhuri (2017) which also stated that the emotional intelligence factor influences learning achievement in the form of Cumulative Achievement Index (IPK). The results of the study showed that the regression coefficient of Emotional Intelligence (X1) was 0.101, meaning that if the Emotional Intelligence variable (X1) increased by 1 unit while other variables remained constant, then there was an increase in the Cumulative Achievement Index (Y) of 10.1% (Madhuri, 2017).

Based on the research results and supported by previous research that has been explained previously, it can be concluded that emotional intelligence (X1) has an effect on learning achievement (Y). If the emotional intelligence possessed by students is getting better, then they will have good learning achievement.

2) H2: Study Habits on Learning Achievement

In this study, it can be seen that the calculation results show that Study Habits have a significant effect on Learning Achievement in Economics subjects at Budhi Warman II Senior High School Jakarta.

The results of the hypothesis test state that there is a partial influence between the Study Habits variable to the Learning Achievement variable, which can be seen based on the results of the t count of 8.102 > t table 1.97346. So it can be said that study habits (X2) partially influence learning achievement (Y).

The results of the study show that study habits have a positive effect on learning achievement. Based on the results obtained from the multiple regression calculations, namely Y = -12,398 + 0,173 X_1 + 0,388 X_2. The constant value obtained is -12.398, which means that if the emotional intelligence value is 0, then the learning achievement value increases by -12.398.

The coefficient value of the study habit variable (X2) is 0.310, it means that if the value increases by 1, then learning achievement (Y) will increase by 0.388. The coefficient value shows a positive result indicating a positive influence of study habits (X2) on learning achievement (Y). It shows that if students' study habits are higher, then students' learning achievement will increase.

Based on the calculation of the coefficient of determination or R^2 that has been done, the *R Square* (R^2) value or the coefficient of determination obtained is 0.315 or 31.5% if in percentage. It shows that the value is included in the low relationship level group (0.200-0.399). This value shows that the Y variable in the study, namely the learning achievement variable, is 31.5% influenced by the study habits variable, while the remaining 68.5% is influenced by other factors that not studied by the researcher.

This matter is in accordance with research conducted by Rusmiyati (2017) which shows that a person's learning achievement is influenced by the study habits factor. The results of the study showed a correlation coefficient of study habits on learning achievement and learning independence as the control variable of 0.447 and showed positive results between study habits and learning achievement. From the hypothesis test, a significance value of 0.00 <0.05 was obtained, so the hypothesis was accepted and the correlation coefficient was significant (Rusmiyati, 2017).

Next, previous research conducted by Ahmed et al. (2018) which also stated that the study habits factor influences learning achievement. The results of the study showed that the mean (average score) of study habits was 27.73 with a standard deviation of 6.29. It can be seen that study habits correlate significantly with academic achievement ($r = 0.271$, $p < 0.01$) (Ahmed et al., 2018).

Based on the research results and supported by previous research that has been explained previously, it can be concluded that emotional intelligence (X1) and study habits (X2) simultaneously influence learning achievement (Y). If students have good study habits, then they will have good learning achievement.

3) H3: Emotional Intelligence and Study Habits on Learning Achievement

In this study, it can be seen that the calculation results show that emotional intelligence and study habits have a significant effect on learning achievement vin Economics subjects at Budhi Warman II Senior High School Jakarta.

From the F Test table, it can be seen that the calculated F value is 54.780. The F table value can be found in the statistical table at a significance level of 0.05, df 1 (number of X variables) 2 and df 2 = n-k-1 (n is the number of data and k is the number of independent variables) or 180-2-1 = 177. The F table results show a figure of 3.05 with a significance level of 0.00 <0.05. From these data it can be concluded that the emotional intelligence and study habits can simultaneously affect the learning achievement with a significance value of F of 54.780 > 3.05.

Based on the results obtained, Emotional Intelligence (X1) and Study Habits (X2) have a simultaneous influence on Learning Achievement (Y) with the F count of 54.780 > F table 3.05. Based on the calculation of the t test and the emotional intelligence variable (X1), the t count value obtained is 4.258 > t table 1.97346. The researcher concluded that variable X1 in this study, namely the emotional intelligence variable, partially has an

influence on variable Y in this study, namely the learning achievement variable. Then, based on the calculation of the t test and the study habits variable (X2), the calculated t value was obtained at 8.102> t table 1.97346. So the researcher can conclude that variable X2 in this study, namely the study habits variable, partially has an influence on variable Y in this study, namely the learning achievement variable.

Based on the calculation of the coefficient of determination or R^2 that has been done, the R Square (R^2) value or coefficient of determination obtained is 0.375 or 37.5% if in percentage. This shows that the value is included in the low relationship level group (0.200-0.399). This value shows that the Y variable in the study, namely the learning achievement variable of 37.5% is influenced by the emotional intelligence variable and the study habits variable, while the remaining 62.5% is influenced by other factors that not studied by the researcher.

This matter is in accordance with research conducted by Sandana et al. (2018). The results of the study show that a person's learning achievement can be influenced by emotional intelligence factors, parental attention factors, and study habits factors. The results of the study show that *R square* value of 0.865 or in percentage terms of 86.5% with *adjusted R square* obtained was 0.861 or in percentage 86.1%. Based on this, it can be concluded that emotional intelligence, parental attention, and study habits simultaneously (together) have an effect on learning achievement of 0.861 or a percentage of 86.1% (Sandana et al., 2018).

Next, previous research conducted by Chikaodi & Tariah (2019) which also stated that emotional intelligence factors, academic self-concept, and study habits jointly influence learning achievement. The results of the study showed that *R square* of 0.149 or in percentage terms of 14.9% with *adjusted R square* obtained was 0.136 or in percentage terms 13.6%. Based on this, it can be concluded that emotional intelligence, academic self-concept, and study habits simultaneously (together) influence learning achievement by 0.136 or in percentage terms by 13.6%. (Chikaodi & Tariah, 2019).

Based on the results of the study and supported by previous studies that have been explained previously, it can be concluded that emotional intelligence (X1) and study habits (X2) simultaneously affect learning achievement (Y). If the emotional intelligence possessed by students is getting better, and students have good study habits, then they will have good learning achievement.

CONCLUSION

Based on the research results, researchers can provide the following conclusions. In the table, it can be seen that the significance value produced is 0.200 > 0.05. Therefore, it can be concluded that the research data has a normal distribution. From the Figure 2 shown, it can be seen that the data is not spread near the diagonal line and does not follow the diagonal direction according to the criteria in the decision-making analysis for the Normal probability

plot test. Based on this, the conclusion is that the research data is stated to have a normal distribution and researchers can conduct further analysis tests.

The results of the linearity test in table 10 show that the Linearity value obtained is 0.000, which means it has a value of < 0.05. Furthermore, the results also show that the Deviation from Linearity value obtained is 0.175 > 0.05. This means that it can be said that between X1 variable (emotional intelligence) and Y variable (learning achievement) can be stated to have a linear relationship.

The results of the linearity test in table 11 show that the Linearity value obtained is 0.000, which means it has a value of < 0.05. Furthermore, the results also show that the Deviation from Linearity value obtained is 0.076 > 0.05. This means that between variable X2 (study habits) and variable Y (learning achievement) can be stated to have a linear relationship.

From the results obtained in the table a13, it can be seen that the tolerance value obtained for both variables is 0.931> 0.1. Then, the results obtained for the VIF value of both variables are 1.075 < 10. Based on the results obtained, it can be concluded that there is no multicollinearity problem.

The results obtained in the table 14, the t-count of the emotional intelligence variable (X1) is 1.036 < t table 1.973 and the significance value of the emotional intelligence variable (X1) is 0.302 > 0.05. Then, the t-count value of the study habits variable (X2) is 1.578 < t table 1.973 and the significance value of the study habits variable (X2) is 1.116 > 0.05. Based on the basis for decision making for the heteroscedasticity test, the researcher can conclude that there is no heteroscedasticity problem because both independent variables in this study, both variables X1 and X2, obtained a calculated t value of less than the t table (t count < t table) and also obtained a significance value of less than 0.05 (< 0.05).

The results on the scatterplot graph on figure 3 show that there is no visible distribution of dots that make a certain pattern. In addition, the dots in the image appear to be spread above and below the number 0 on the Y axis. Based on this, it can be concluded that there are no symptoms of heteroscedasticity.

There is a significant relationship between Emotional Intelligence (X1) and Study Habits (X2) with Learning Achievement (Y) with an F count value of 54.780 > 3.05 with a significance level of 0.00 < 0.05. If emotional intelligence and study habits are higher, then the impact on learning achievement will also increase. There is a significant influence between the Emotional Intelligence variable (X1) and Learning Achievement (Y) which can be seen from the results of t_{count} 4,258 > t_{table} 1,97346 with a Sig. value of 0.000 < 0.05. If emotional intelligence increases, then its impact on learning achievement will increase.

There is a significant influence between the Study Habits (X2) with Study Achievement (Y) which can be seen from the results of t_{count} 8,102 > t_{table} 1,97346 with a Sig. value of 0.000 < 0.05. If the study habits are higher, then the impact on learning achievement will also increase.

It can be seen that R^2 (*R Square*) has a value of 0.149. It can be concluded that Emotional Intelligence (X1) explains the Learning Achievement variable (Y) by 14.9%. It can be seen that R^2 (*R Square*) has a value of 0.315. It can be concluded that Study Habits (X2) explains the variable of Study Achievement (Y) by 31.5%. It can be seen that R^2 (*R Square*) has a value of 0.375. It can be concluded that Emotional Intelligence (X1) and Study Habits (X2) simultaneously explain the Learning Achievement variable (Y) by 37.5%.

RECOMMENDATION

Based on the explanation of conclusions, implications, and limitations of this study, the references for further research are that further research can choose research variables with more journals, so that it can facilitate the preparation of research manuscripts. In addition, it is hoped that further research can examine research objects that are broader in scope and populations that do not only come from one school. And finally, it is hoped that further research will use other indicators, research methods, and data analysis that are different from those used in this study.

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