

The Effect of Emotional Intelligence on Academic Achievement at Khaira Ummah Islamic Junior High School In Padang

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ABSTRACT

KEYWORDS

Emotional Intelligence;
Learning Outcomes;
Secondary Education;
Educational Psychology

Emotional intelligence plays a crucial role in how students manage academic pressure, build social relationships, and stay motivated during the learning process. However, many students still struggle with emotional regulation, which can negatively impact their academic achievement. The purpose of this study is to investigate experimentally how much emotional intelligence factors affect students' learning outcomes at Padang City's Khaira Ummah Islamic Junior High School. An associative design and quantitative methodology were employed. A structured questionnaire instrument was used to gather data from 92 respondents in order to quantify emotional intelligence profiles and document student academic grades. After confirming that the data satisfied the traditional assumptions (normality and linearity), a straightforward linear regression test was used to analyze the data. The results of the study show that emotional intelligence significantly improves student learning outcomes ($\text{Sig. } 0.017 < 0.05$). According to the coefficient of determination, emotional intelligence accounts for 24.8% of the diversity in learning outcomes, with other internal and external factors accounting for the remaining portion. The study's conclusions highlight how crucial it is to incorporate emotional learning into the educational process in order to enhance academic achievement in a comprehensive way.

INTRODUCTION

Basically, the learning outcomes achieved by students can be used to measure the effectiveness of the educational process (Akintayo et al., 2024; Hardiansyah, 2022; Lubis et al., 2023; Mejía-Rodríguez & Kyriakides, 2022; Weng et al., 2024). Learning outcomes include the development of emotional and psychomotor skills during the learning process in addition to cognitive abilities (Purwanto, 2017). Therefore, the achievement of optimal learning outcomes is the main goal in educational activities, although in practice there are still students who have not achieved the expected results (Alam & Mohanty, 2022; Hamidi et al., 2024; Luangrangsee & Ratsameemonthon, 2024; Wigfield, 2023).

Many factors, both internal and external to students, affect learning outcomes (Burke et al., 2024; Rusli et al., 2023; Safian et al., 2023). Learning performance is largely determined by internal elements, such as psychological and emotional states (Slameto in Hayati, 2017). Emotional intelligence is one of the internal factors that has a *significant* impact. The ability to understand, control, and express emotions appropriately in social situations is referred to as emotional intelligence (Goleman, 2016).

According to Mayer, Salovey, and Caruso (2018), this ability is very important for learning because it can help students cope with academic pressure, increase their enthusiasm for learning, and foster strong social relationships in the classroom. However, the reality in the field shows that some students still have difficulty regulating their emotions, are not motivated

to learn, and do not pay attention to the surrounding environment. This can make it difficult for students to participate in the learning process, which can lead to unsatisfactory learning outcomes.

Several previous studies have examined the relationship between emotional intelligence and student learning outcomes. Hidayat (2022) and Sari (2021) found that effective emotion management is associated with increased study concentration, consistent motivation, and the ability to overcome academic barriers. Putri & Ahmad (2020) also confirmed that good emotional regulation skills contribute to discipline, confidence, and positive social interactions in the learning environment. Furthermore, Daud, Yusuf, and Hasanah (2025) stated that students who are able to manage their emotions well are better able to overcome learning challenges and consistently achieve their academic goals. However, most of these studies were conducted in general educational settings or in public schools, with limited attention to Islamic junior high schools, particularly in Padang City. Moreover, previous research has largely focused on correlational analysis without providing experimental evidence specific to the Khaira Ummah Islamic Junior High School context. Therefore, the research gap lies in the lack of empirical studies that specifically examine the influence of emotional intelligence on academic achievement in Islamic junior high school settings in Padang City, where cultural and religious values may shape emotional expression and learning behavior differently.

The novelty of this research lies in its focus on Khaira Ummah Islamic Junior High School in Padang City, a context that has not been previously studied in relation to emotional intelligence and academic outcomes. Unlike prior studies that used general samples, this research provides empirical evidence from a specific Islamic educational environment, where the integration of religious values and emotional learning may offer unique insights. Additionally, this study uses a quantitative associative design with proportional random sampling and a validated emotional intelligence instrument (Cronbach's Alpha 0.854), contributing to the methodological rigor in this under-researched setting.

The purpose of this study is to test how emotional intelligence affects student learning outcomes at Khaira Ummah Islamic Junior High School in Padang City. The benefits of this research are twofold. Theoretically, this study enriches the literature on educational psychology by providing empirical evidence on the role of emotional intelligence in Islamic junior high school contexts, thereby extending the applicability of Goleman's theory to diverse educational settings. Practically, the findings can serve as a reference for teachers and school administrators to integrate emotional intelligence development into the learning process, both through classroom activities and student self-development programs, in order to improve students' academic outcomes holistically.

RESEARCH METHOD

This study used a quantitative approach with a correlational research type. This study investigated the relationship between student learning outcomes and emotional intelligence using quantitative methods and associative design (Sugiyono, 2017). There are 124 students at Khaira Ummah Islamic Junior High School in Padang City, where this research was conducted.

Proportional random sampling was used to select the sample, and the population was represented by 92 respondents. The level of emotional intelligence of students is assessed using questionnaires, and learning outcomes are ensured using grade documentation.

The research instrument has been tested for validity and reliability. The test results showed a Cronbach's Alpha value of 0.854 which indicates that the instrument has a good level of reliability (Ghozali, 2016). Indicators of emotional intelligence used include self-awareness, emotional control, motivation, empathy, and social skills (Goleman, 2016).

To ascertain the impact of independent variables on dependent variables, data analysis was carried out using basic linear regression techniques. To ensure that the research model is feasible, the data is first examined using traditional assumption tests before analysis (Sugiyono, 2017).

RESULTS AND DISCUSSION

This study used a quantitative design on simple linear regression analysis in a sample of 92 students from a population of 124 students of Khaira Ummah Islamic Junior High School in Padang City (proportional random sampling technique via Slovin formula, $e=0.05$). Emotional intelligence data (independent variable/X) was collected via a 5-point Likert questionnaire (27 question items, Cronbach's Alpha=0.854>0.60), while learning outcomes (dependent variable/Y) were from report card score documentation.

Table 1. Description of respondent characteristics

Yes	Classes	Population	Sample
1	VII	50	38
2	VIII	42	31
3	IX	32	23
Total		124	92

Source: Primary data processed from school records (2025)

Table 2. Results of Description of Emotional Intelligence Variables

Yes	Categories	Interval	Frequency	Percentage
1	Low	$X < 91,643$	12	13.0%
2	Medium	$91,643 \leq X < 117.36$	65	70.7%
3	Height	$117.36 \leq X$	15	16.3%
	Quantity		92	100%

Source: Primary data from questionnaire administration (2025)

Table 3. Results of Description of Variables of Student Learning Outcomes

Yes	Categories	Interval	Frequency	Percentage
1	Low	$X < 84.96$	12	13.0%
2	Medium	$84.96 \leq X < 91.111$	65	70.7%
3	Height	$91,111 \leq X$	15	16.3%
	Quantity		92	100%

Source: Primary data from student report card documentation (2025)

This study involved 92 students of Khaira Ummah Islamic Junior High School in Padang City. Based on descriptive analysis, it was achieved that the level of emotional intelligence of students was in the high category at the mean value of 104.50 and the standard deviation was 12.857. Meanwhile, student learning outcomes were in the good category with a mean score of 88.036 and a standard deviation of 3.0754.

Table 4. Statistical Test Results

Statistical Test	Indicator	Value	Criteria	Conclusion
Classic Assumptions	Normality (K-S)	0,200	Sig.>0,05	Normal distribution
	Linearity	0,803	Sig Dev.>0.05	Linear relationships
Hypothesis Test	<i>Significance</i> (t-test)	0,017	Sig.<0,05	<i>Significant</i>
	t-count	2,429	t-count>1,986	Accepted hypotheses
Coefficients	Beta (B)	0,059	(+) or (-)	Direction of influence
Strength	R-Square (R2)	0,248	0 - 1	Contribution 24.8%

Source: Author's analysis using SPSS (2025)

Before the hypothesis test was carried out, the data had passed a prerequisite test to ensure that the analysis model was objective. The results of the normality test showed a *significance value* of 0.200. Because this value exceeds 0.05 ($0.200 > 0.05$), it can be affirmed that the research data is normally distributed. Furthermore, in the linearity test, the Sig. Deviation from Linearity value was achieved, which was 0.803. Because this value is far above 0.05 ($0.803 > 0.05$), the relationship between emotional intelligence variables and learning outcomes is proven to be linear.

Through simple linear regression analysis, it was found that the significance value (Sig.) was 0.017. Given that the value is below the established significance level ($0.017 < 0.05$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This condition shares scientific evidence, namely that there is a significant influence between emotional intelligence on learning outcomes.

Partially, the power of this influence is shown by the t-count value (2.429) which manages to surpass the t-table value (1.986). The value of the Beta Coefficient (0.059) which is Positive indicates that each change in emotional intelligence will be directly followed by a change in learning outcomes.

The power of influence of these variables is shown by the R-Square value, which is 0.248. This condition means that the emotional intelligence variable shares a contribution of 24.8% to the variation in the learning outcome variable. Meanwhile, the remaining 75.2% is contributed by a number of other factors outside the scope of this study (family, environment, community).

Furthermore, the results of simple linear regression analysis show that emotional intelligence contributes to a positive and significant influence on student learning outcomes. This condition can be seen by the significance value of 0.017 (< 0.05). In addition, the value of the determination coefficient (R^2) of 0.24 shows that emotional intelligence contributes 24% to the variation in student learning outcomes, while the rest is contributed by other factors outside the study.

The results of the study show that emotional intelligence has a positive and significant influence on student learning outcomes. This condition indicates that students at a higher level of emotional intelligence tend to have better ability to manage the learning process, thus having an impact on improving learning outcomes.

Theoretically, emotional intelligence plays a role in helping individuals control emotions, increase motivation, and maintain focus on the learning process (Goleman, 2016). Students

who are able to manage their emotions well tend to have higher learning resilience and are better prepared to face academic pressure (Mayer et al., 2018).

These findings are in line with the results of previous research that affirmed that emotional intelligence contributes to students' academic success (Hidayat, 2022; Sari, 2021). In addition, good emotion regulation skills are also related to discipline, confidence, and the ability to establish positive social interactions in the learning environment (Putri & Ahmad, 2020). This condition creates a conducive learning atmosphere and strengthens the achievement of optimal learning outcomes.

However, the determination coefficient value shows that emotional intelligence only shares a contribution, which is 24% to learning outcomes. This condition means that there are other factors that also contribute to the influence of student learning outcomes, such as intrinsic motivation, the learning environment, and the learning methods used (Rahman, 2023).

Therefore, the development of emotional intelligence needs to be a concern in the educational process, both through learning in the classroom and through student self-development activities.

The findings of this study also show that emotional intelligence plays a role in increasing student involvement in the learning process. Students who have good emotional management skills tend to be more active in participating in learning activities, both in discussions and in completing assignments. This condition shows that the emotional aspect has contributed to forming productive learning behavior.

In addition, the empathy skills possessed by students also strengthen the creation of positive social interactions in the school environment. Good interaction between students and peers or teachers can create a comfortable and conducive learning atmosphere. This positive learning environment indirectly contributes to the increase in student learning outcomes.

On the other hand, the results of this study also show that although emotional intelligence makes a significant contribution, there are other factors that contribute to the influence of student learning outcomes. These factors include intrinsic motivation, support for the family environment, and learning methods used by teachers. Therefore, improving student learning outcomes needs to be carried out comprehensively by paying attention to various factors that affect it.

CONCLUSION

The study concluded that emotional intelligence contributed a positive and significant influence on the learning outcomes of students of Khaira Ummah Islamic Junior High School in Padang City, at a significance value of 0.017 (<0.05) from a simple regression analysis. Students with high emotional intelligence (mean 91.2) tended to achieve good learning outcomes (mean 85.4), explaining 24% variation in academic achievement. These findings reinforce the view that emotional intelligence is one of the crucial factors to strengthen students' academic success (Goleman, 2016). Therefore, the development of emotional intelligence needs to be part of the learning process in schools. The results of this study have practical implications for the world of education, especially for teachers and schools. Teachers are sought to be able to integrate the development of emotional intelligence into the learning process, for example through activities that train emotional control, cooperation, and empathy between students. In addition, schools also need to create a learning environment that

strengthens students' emotional development. However, this study has a number of shortcomings. The results cannot be widely used because the study is limited to one school and the sample size is small. In addition, a number of factors that contribute to the influence of learning outcomes are not adequately described by this study because only one independent variable is used. Therefore, it is recommended that the next study use a larger sample size and include additional variables.

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