
THE EFFECT OF SELF ESTEEM AND LEARNING MOTIVATION ON LEARNING ACHIEVEMENT MEDIATED BY EMOTIONAL INTELLIGENCE

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ABSTRACT

KEYWORDS

self esteem, learning
motivation, learning
achievement, emotional
intelligence

This study aims to investigate the effect of self esteem and learning motivation on learning achievement with the mediator of emotional intelligence in students at SMAN 39 Jakarta. The sample of this study consisted of students at SMAN 39 Jakarta. Data were collected through questionnaires that measured the level of self esteem, learning motivation, emotional intelligence, and learning achievement. Data analysis was conducted using path analysis method with mediation approach. The results showed that there is a relationship between Self Esteem has a positive effect of 0.23 and a significant t value = 2.27 on Learning Achievement. Learning motivation has a positive effect of 0.27 and a significant t value = 4.51 on Emotional Intelligence. Emotional Intelligence has a negative effect of -0.22 and a value of t = -2.10 which means significant to Learning Achievement. Self Esteem has more influence on Emotional Intelligence than Learning Achievement, Learning motivation has more influence on Learning Achievement than Emotional Intelligence. The results of this study provide further understanding of the factors that influence student achievement, as well as the importance of the role of emotional intelligence as a mediator in the relationship between self esteem and learning motivation with learning achievement. This research has important implications in the context of education, especially in efforts to improve student achievement. The results of this study can be used as a basis for developing programs and interventions that aim to improve students' self esteem, learning motivation, and emotional intelligence.

INTRODUCTION

The acceptance of students who are currently carried out with an equitable system in DKI Jakarta raises several new phenomena including the decline in the average value of learning achievement at SMAN 39 Jakarta. This can be seen in the change in the average value of learning achievement at the time of the Mid-Semester assessment in September 2023, and there was a change in the value of learning achievement in Semester 1 in December 2023.

In the process, the researcher as a counseling guidance teacher made various efforts to improve the learning achievement of students. Learner learning achievement is one of the main indicators used to measure the success of learners in school (Ifenthaler & Yau, 2020; Ogunyemi et al., 2022; Paulsen & McCormick, 2020; Saud et al., 2022; Zheng et al., 2022). Learner learning achievement includes various aspects such as grades, attendance levels, and other academic skills (Ozer & Akçayoğlu, 2021; Tong et al., 2022; Tzenios, 2020; Yavich & Rotnitsky, 2020). The level of learning achievement of learners is also one of the factors that affect the opportunity of learners to continue their education to a higher level (Dono, 2021; Pedler et al., 2022; Santyasa et al., 2020; Suna et al., 2020).

Purwanto (2010) stated that learning achievement has a close relationship with learning activities. Many factors affect learning achievement both from within the individual itself and factors that come from outside the individual. The factors that affect learning achievement are

as follows: 1) Factors from within the individual consist of physiological factors and psychological factors, 2) Factors from outside the individual consist of environmental factors and instrumental factors. In line with this opinion, Syah (2011) divides the factors that influence learning into 3 kinds, namely internal factors (which include the physical and spiritual conditions of learners, external factors (which are the environmental conditions around learners), and learning approach factors (which are the types of learning efforts of learners which include strategies and methods used by learners to carry out activities to study subject matter).

Kirana et al. (2023) concluded their study as follows: (1) No relationship was found between emotional intelligence and learning achievement in class VIII students of SMP Negeri 2 Pakis, (2) no relationship was found between academic burnout and learning achievement in class VIII students of SMP Negeri 2 Pakis, (3) emotional intelligence and academic burnout together do not have a relationship with the learning achievement of class VIII students of SMP Negeri 2 Pakis because it only has an effect of 2.8% and the rest is influenced by factors outside the study.

The mentioned phenomenon shows the importance of paying attention to psychological factors such as self-esteem, emotional intelligence, and learning motivation in improving students' learning achievement. The study also shows that emotional intelligence and learning motivation can be important multiple variable influences in explaining the relationship between these psychological factors and learners' learning achievement. Therefore, it is necessary to pay special attention to the development of emotional intelligence and learning motivation in order to improve the learning achievement of learners.

Based on the description and phenomenon above, the researcher aims to investigate the effect of self esteem and learning motivation on learning achievement with the mediator of emotional intelligence in students at SMAN 39 Jakarta. This research can provide benefits for schools in improving students' learning achievement. By knowing the effect of self-esteem and learning motivation on students' learning achievement, schools can develop programs that can help students in increasing self-esteem and learning motivation of students, so as to improve the overall learning achievement of students.

The hypotheses in this study are as follows:

- 1) H1 Self-esteem has a significant effect on the learning achievement of class X students at SMAN 39 Jakarta;
- 2) H2 Learning motivation has a significant effect on the learning achievement of class X students at SMAN 39 Jakarta;
- 3) H3 Emotional intelligence has a significant effect on the learning achievement of class X students at SMAN 39 Jakarta;
- 4) H4 Self-esteem and learning motivation have a significant effect on student learning achievement with the mediator of emotional intelligence class X at SMAN 39 Jakarta;
- 5) H5 Self-esteem has a significant effect on emotional intelligence; and
- 6) H6 Learning motivation has a significant effect on emotional intelligence.

This research is one of the media to add insight, knowledge, information or references for future research that wants to conduct similar research, and can be used as one of the media to practice the theories that have been obtained.

RESEARCH METHOD

The population in this study were all 176 students of SMA Negeri 39 Jakarta with criteria: 1) Students in grades X-6 to X-10 of SMA Negeri 39 Jakarta; and 2) Students of SMA Negeri 39 Jakarta who are currently studying in the 2023/2024 school year. The method of determining the sample is saturated sample. This method is a sampling technique if all members of the

population are used as samples. The population in this study amounted to 176 students, so the sample used was 176 students.

RESULTS AND DISCUSSION

The research model is that emotional intelligence is a mediator between self esteem and learning motivation on learning achievement. In this case, both exogenous variables (self esteem and learning motivation) have a significant direct effect on emotional intelligence. For a significant direct impact on learning achievement, it is influenced by self esteem, learning motivation and emotional intelligence. The explanation is as follows:

- 1) Self esteem has a positive coefficient of 0.57 and a t value of 9.67. This can be interpreted that a student's self esteem significantly affects emotional intelligence.
- 2) Learning motivation has a positive coefficient of 0.27 and a t value of 4.51. This can be interpreted that a student's learning motivation influences emotional intelligence significantly.
- 3) Self esteem has a positive coefficient of 0.23 and a value of $t = 2.27$. This can be interpreted that a student's self esteem significantly affects learning achievement.
- 4) Learning motivation has a positive coefficient of 0.40 and a value of $t = 4.63$. This can be interpreted that a student's learning motivation affects learning achievement.
- 5) Emotional intelligence has a negative coefficient of -0.22 and a t value of -2.10. This means that a student's emotional intelligence significantly affects learning achievement.

From the above results, it can be seen that the self esteem variable has more influence on emotional intelligence than learning achievement. For learning motivation variables, it affects learning achievement more than emotional intelligence. The last information is that the variable that has the greatest influence on learning achievement is learning motivation. Then, this research model has also shown the direct effect and indirect effect of exogenous variables on endogenous variables.

Model Testing of Self Esteem, Motivation to Learn to Learning Achievement Mediated by Emotional Intelligence

The model that researchers tested was to analyze the effect of self esteem and learning motivation on learning achievement mediated by emotional intelligence. In this case, the goodness of fit index model is obtained.

The resulting p value is greater than 0.05. Then the CFI and GFI indexes are above 0.90; the RMSEA and SRMR indexes are also below 0.08. This means that the proposed research model is fit with the data.

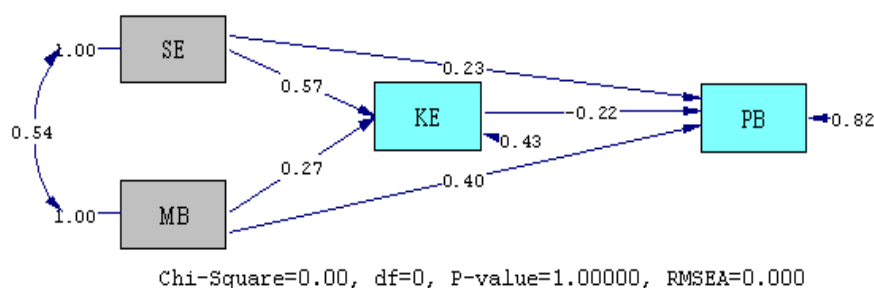


Figure 1. The Results of Model Testing

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CONCLUSION

The study investigates the impact of self-esteem and learning motivation on learning achievement among class X students at SMA Negeri 39 Jakarta. Results show that self-esteem and motivation positively affect learning achievement, with self-esteem having a positive effect of 0.57 and motivation having a positive effect of 0.27 and 0.40 respectively. However, emotional intelligence negatively affects learning achievement. Future research should consider prosocial behavior variables, balanced sample comparisons, and qualitative data.

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