

**THE CORRELATION BETWEEN EMOTIONAL INTELLIGENT
AND STUDENT'S LEARNING OUTCOMES AT THE 7th GRADE
OF MTS AL-AZHAR BULU CINA HAMPARAN PERAK**

SKRIPSI

*Submitted in Partial Fulfillment as the Requirements
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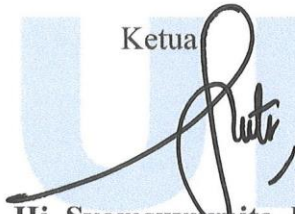
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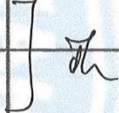





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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Correlation Between Emotional Intelligent and Student's Learning Outcomes at The 7th Grade of MTs Al-Azhar Bulu Cina Hampan Perak." adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

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ABSTRACT

Dwi Bella Rinanda. 1702050095, “ The Correlation Between Emotional Intelligent and Student’s Learning Outcomes at The VII Grade of Mts al-Azhar Bulu Cina Hamparan Perak”. Skripsi : English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) Medan. 2023.

The aim of the reseach to know The Correlation Between Emotional Intelligent and Student’s Learning Outcomes at The 7 Grade of Mts al-Azhar Bulu Cina Hamparan Perak . The sample of this research are VII-1 and VII-2 where VII-1 that consist of 25 students and VII-2 that consist of 25 students. **The Method** used in this study was a quantitative method. **The result** were interval of 85-89 was 28% with a total of 14 students. In emoticonal intelligent 6 % of students got a score of 96-102 with a total of 3 people, a score of 103-108 was 34 % with a total of 17 students, a score of 109-115 was 30% with a total of 15 students, the score range was 116-120 amounting to 20 % with a total of 10 students, a score of 121-127 with a total of 10 % with a total of 5 students. Thus, it can be interpreted that the score in the interval 103-108 is the highest score, namely 34% in the low emotional intelligence category so Learning outcomes The score with the interval 90-95 was 16% for 8 people, and the score with the interval 96-100 was 2% with a total of 1 student. So the highest percentage is 48%, namely an interval score of 79-84 with as many as 24 people. **The conclusion** Based on the research results presented by the researcher, it can be concluded that there is a positive relationship between emotional intelligence (X) and learning outcomes (Y) with a correlation coefficient of 0.97. With these results it can be categorized that the relationship between the two variables is highly significant and positive. with an R square of 0.98 which contributes to the fact that emotional intelligence influences student learning outcomes.

Key Words : *Emotional Intelligent, Learning Outcomes*

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Medan, November 2023
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TABLE OF CONTENTS

AKNOWLEDGMENTS	i
TABLE OF CONTENTS.....	iii
LIST OF TABLE.....	v
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. The Identification of The Problem	4
C. Scope and Limitation.....	4
D. The Formulation of The Problem	4
E. Objectives of the study	5
F. Significant of the study.....	5
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Framework.....	6
1) Definition of Learning	7
2) Definition of Learning Outcomes	7
3) Factors Affecting Learning Outcomes.....	8
4) Definition of Emotional Intelligent	9
5) Aspect of Emotional Intelligent.....	11
6) Factors Affecting Emotional Intelligent	12
B. Conceptual Framework.....	15
C. Hypothesis.....	15
D. Previous Research.....	16
CHAPTER III RESEARCH METHODOLOGY	18
A. Location and Time	18
B. Population and Sample	18
C. The Research Design	19
D. The Variable of The Study	19
E. The Instrument Data.....	23
CHAPTER IV DESCIPRITION AND DISCUSSION	25
A. Description of Location	25
B. Description of Research Data	28
C. Discussion.....	37
CHAPTER V CONCLUSION AND SUGGESTION	40

A. Conclusion	40
B. Suggestion	40
REFERENCES.....	42

LIST OF TABLE

Table 3.1 Population of Research	18
Table 3.2 Emotional Intelligence Scale.....	20
Table 3.3 Learning Outcome Scale	22
Table 3.4 Questionare Items Score	22
Table 3.5 Simple Interpretation of Correlation	24
Table 4.1 Student MTs Al Azhar	27
Table 4.2 Teacher and Staff MTs Al Azhar	28
Table 4.3 Emotional Intellegence	28
Table 4.4 Frequency of Emotional Intelligence	29
Table 4.5 Emotional Intelligence Level Index	30
Table 4.6 Learning Outcomes	31
Table 4.7 Frequency of Student Learning Outcomes.....	32
Table 4.8 Learning Outcome Level Index	33
Table 4.9 Results of Calculating the Correlation Between Emotional Intelligence and Learning outcomes	35
Table 4.10 Coefficien of Determination	36

CHAPTER I

INTRODUCTION

A. The Background of Study

The development of education world in Indonesia from year to year has experienced many changes along with the challenges in preparing qualified human resources and able to compete in the global era (Santoso et al., 2023). One of the problems faced by our nation is the low quality of education at every level of education. The high and low quality of education can be seen from learning outcomes because learning outcomes is a form of evaluation in the process of implementing learning in an educational institution. Students are teenagers who are in at a time of change and transition in their life, this will result in changes in their lives such as imbalance and emotional instability experienced means the emergence of certain behaviors.

Learning is a process carried out by individuals so that individuals have progress in learning well behaved. Learning objectives well be achieved with maximum results if students can follow the learning process well, learning outcomes is a description of students ability after participating in the teaching and learning process within a certain time span convinced. Learning itself is a process of someone trying to get relatively permanent form of behavior changes. In line with that ideal learning outcomes, if students able to master the subject matter which includes between 90-100% which includes cognitive elements, affective and psychomotor.

In formal education, learning produces change on attitudes, knowledge and skills. Results of the learning process reflected in their learning achievement. But

in an effort to achieve learning is influenced by internal and external factors. One of the internal factors is having Emotional Intelligence (EQ), experts argue that to achieve optimal learning achievement, a person not only has high level of intelligence. A high level of Intelligence Quotient (IQ) is the only factor that determines a person's success. Because there are other factors that affect learning achievement. IQ can not function properly without the participation of subjects taught at school. Two intelligences are mutually complete. The balance between IQ and EQ is key student learning success in school. Education in schools is not only develop IQ but also need to develop intelligence student's emotions (Yusri et al., 2020)

Emotional intelligence is the ability to motivate oneself and endure frustration, control impulses and not overestimate pleasure, regulate moods and keep stress loads from paralyzing the ability to think, empathize and pray. Based on several definitions above, it can be concluded that emotional intelligence is the ability and skill of an individual to recognize and manage emotions themselves so they can motivate themselves to take action in maximizing their own potential. Emotional intelligence is the ability to "listen" whisper emotional, and make it as a source of information it is important to understand themselves and others to achieve a goal (Arora, 2017) . Emotional intelligence is one's ability to control themselves, spur, persevere, and be able to motivate yourself.

The intelligence as one of the aspects that need to be known to teachers to help the learning difficulties. To improve student achievement emotional intelligence skills to work in synergy with cognitive skills, people who are high achievers have both. Uncontrolled emotions can make people good at being

stupid. Without emotional intelligence, people will not be able to use their cognitive abilities according to its maximum potential. When we look at Emotional Intelligent as an ability, we see that in an attempt to distinguish Emotional Intelligent from personal and social intelligent (Hadiwijaya, 2017). define a set of principles stating that Emotional Intelligent can best be measured as an ability and add that it is a broad ability focused on rapid information processing.

Learning outcomes can be interpreted as students' success rank in study subjects in schools stated in the scores obtained from the test results about a number of certain subjects. Learning outcomes are the result of an interaction between learning and teaching (Prasetyo & Riyanto, 2019).

Learning outcomes into three main domains, namely cognitive, affective, and psychomotor. Based on a number of definitions above, it can be concluded that learning outcomes are the result of a learning process through interactions between teachers and students (Hoque, 2017).

Based on the observations that the researcher got at the MTS al-Azhar BuluCina there are some students who have difficulty in learning English this is due to low learning abilities, curiosity to ask questions is also lacking, as for the teaching and learning at school often found many intelligent children but lack of development emotional intelligent such as motivation, lack of adjustment to other people, so that are students who are hampered by learning activities at school and hampering the learning process at school. There for the importance of emotional intelligent students as one of the important factors achieve learning achievement, the author is interested in researching: "The Correlation Between Emotional

Intelligent and Student's Learning Outcomes at The 7 Grade of Mts al-Azhar Bulu Cina Hamparan Perak”.

B. Identification of Problem

Based on the background of the problem above, the problem can be solved identification as follow :

1. Students are less able to control emotions in the learning process.
2. There are still many students who lack the motivation to achieve optimal learning achievement.
3. Lack of students' problem solving skills are in managing and channeling their emotional intelligence.

C. Scope and Limitation

This research is limited, as follow. Emotional intelligence in question includes : Recognizing emotion self, manage emotions, motivate yourself, recognize people's emotions others (empathy), and social skills.

D. Formulation of problem

Based on the background of the problem that have been state in above, the formulation of the problem in this study:

1. What are the correlation between emotional intelligent and learning outcomes in English at school Mts Al-azhar Bulu Cina?
2. How is the students emotional intelligent towards the student's learning outcomes at the Mts Al-Azhar Bulu China ?

E. The Objective of Study

The purpose of this research is to find out the extent to which there is a significant relationship between emotional intelligence and learning outcomes in English at school.

F. The Signification of Study

There are several benefit in this research, which are as follow:

1. For teacher

Provide input for teachers about the importance of intelligence students' emotions and to be able to understand and develop students' emotional intelligence in an effort to improve their abilities in English.

2. For student

It is expected that students can manage their emotions well so that they can create high enthusiasm and motivation to better understand the material learning that is carried out and can improve abilities in learning English Mts Al-Azhar Bulu cina.

3. For School

The results of this study are expected to be a positive contribution to Improving the quality of education at Mts Al Azhar Bulu Cina.

4. For Researchers

Provide new knowledge, insights, and experiences that very valuable and useful for researchers in developing emotional intelligence as a teacher candidat.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework.

To conducting Research, theory explain some concepts or terms applying in research. Some terms are incorporated in this study and to be explain theoretically.

1) Definition of learning

Learning outcomes can be interpreted as students' success rank in study subjects in schools stated in the scores obtained from the test results about a number of certain subjects. Learning outcome are the result of an interaction between learning and teaching (Briones et al., 2021).

Learning is an activity to obtain change as a whole because it experiences changes in individual attitudes from their experiences when interacting with their environment (Destomo et al., 2021).

There are many reason why people learn language, especially English, many people learn English because English is useful for international communication and some students learn English because it is within curriculum so they need to learn it. Moreover harmer said the purpose students have for learning will have an effect on what it is they need to learn and as a result will influence what they are taught. Consideration of our studentsdifferent reasons for learning is just one of many different learner variable. As we will be see below different for contexts learning English is learn and taught in many different contexts. There are two different contexts for learning:

- a. EFL (English as a Foreign Language), many people need to learn English because it as means for international communication.
- b. ESL (English as a Second Language), many people use English in the target language community (a place where English is the national language). They need to learn the particular language variety of that community to combine their English with knowledge of how to do things in the target language community (Pratiwi et al., 2022).

2) Definition of learning outcomes

Learning outcomes can't be separated from learning, because learning is a process while learning outcomes are the end of teaching from the top of the learning process. Learning outcomes is an activity of measuring and evaluating student competencies by educational units. Definition learning is business process that carried out by individuals to obtain a new behavior change overall, as a result of experience the individual himself in its interaction with the environment (Kennedy et al., 2014).

a) Factors Affecting Learning Outcomes

There are many problems that the students faced in learning English which caused them got low achievement. The problems that take part in students' learning process are caused many factors that come from inside and outside the students. Those factors can be broadly categorized as internal and external factor (Mauliya et al., 2020). Internal factors are factors which come from inside the students. While external factors are factors which come from outside the student. Learning English requires students to consider not only the external factors but also internal factors. Stated that, it is increasingly obvious that the internal factors

can overtake the external in their realm of influence. Even when the externals are at the perfect position, While the external factors , Negative attitude , Low self esteem.

- a. Internal factors can alter successes. In this study, the internal factors consist of : anxiety, Demotivation, Negative attitude, Low Self esteem.
- b. While the external factors consist of lack of family support and unsupportive school environment factors (Mauliya et al., 2020).

Interviews have been conducted with principals, teachers, and students about the factors that influence learning outcomes. The factors include the following: Teacher Performance, Emotional Intelligent, Learning Interest, Discipline, Learning Facilities, School Organization Culture.

a. Emotional Intelligent

Emotional intelligence is the ability to feel understanding, and apply emotional power and sensitivity selectively as a source of energy and influence humane. Emotional intelligence (EQ) is a bridge between what is known and what is done. The higher emotional intelligence (EQ), the more skilful to do what is known it's true (Boda, 2016).

Emotion is an activity to manage feelings, passions and thoughts. Every situation that overflows because of that, emotion refers to a feeling and typical thoughts, a biological, psychological, and a series of conditions. propensity to act (Izard, 2009).

b. Learning interest

Every human being has a tendency to always interact with something in their environment. If something gives a sense of pleasure and feels beneficial to them, there's a chance someone would be interested in it. According to Susanto interest is an encouragement in a person or a factor that causes interest or attention effectively, which causes the choice of an object or activity that is beneficial, pleasant and brings satisfaction to them. explains that interest is a tendency and high enthusiasm or a great desire for something. Interest directs actions to a purpose and an impetus for those actions. In the context of education, states that learning interest is related to activities and efforts to achieve knowledge (Johnson, 2017). The learning interest will encourage students to learn better and emotional intelligence is the ability to control and use emotions in a positive and productive direction.

3) Definition of Emotional Intelligent

Emotional intelligence is a abilities such as the ability to self-motivate and persevere dealing with frustration, controlling impulses and not exaggerating pleasure, regulating moods and keeping stress at bay does not paralyze the ability to think, empathize and pray. Emotional intelligence skills work in synergy with skills cognitively, high achievers have both (Aprianda, 2021).

Complex work, the more important emotional intelligence. Emotions loose Control can make smart people stupid. Without emotional intelligence, people will not be able to use their cognitive abilities accordingly with maximum potential. Intelligence or intelligence is basically a measure level of intelligence related to age, not intelligence itself. Literally, intelligence quotient means the

intelligence quotient (a score that is resulting from dividing a score by another score related to people's mental abilities). Intelligence is the ability to adapt to new situations quickly and effectively or the ability to use abstract concepts effectively, with. Thus intelligence can be synonymous with intelligence.

Student intelligence does not. Undoubtedly, greatly affects the level of student success. Thing this means, the higher the student's intelligence ability, the more great chance of success. Actions that are considered wise namely by transferring students and providing special education to give to students who have low intelligence (Cheng & Lai, 2019).

There are several benefits of the alignment of intelligence and EQ, namely: someone can:

- a. Work better than other workers,
- b. Become a better group member,
- c. Feeling confident and empowered to achieve goals,
- d. Deal with problems more effectively,
- e. Provide better service,
- f. Communicate more effectively,
- g. Lead and manage work with the philosophy of heart and head,
and
- h. Creating a company that has integrity, values and
standard high behavior (Budiningsih & Soehari, 2022).

It is emotional intelligence that motivates a person to seek benefits and activates deepest aspirations and values, turn what you think into what you live. Intelligence Emotional demands that a person learn to recognize and appreciate

feelings on himself and others to respond appropriately, apply effectively information and energy, emotions in life and work daily. Emotional intelligence is the ability to feel, understand and effectively apply emotional power and sensitivity as a resource human information, connections, and influences.

4) Aspect of Emotional Intelligent

Based on this description, it can be concluded that emotional intelligence is the ability to demand oneself to learn to recognize and appreciate the feelings of oneself and others and to respond to them appropriately, to apply emotional energy effectively in daily life and work, and is a person's ability to recognize emotions. self, managing emotions, motivating oneself, recognizing other people's emotions (empathy) and the ability to build relationships (cooperation) with others.

a. Recognizing your own emotions

Recognizing one's own emotions is the ability to recognize feelings as they occur. This ability is the basis of emotional intelligence, psychologists call self-awareness as a metamood, namely one's awareness of one's own emotions. Self-awareness is being aware of moods and thoughts about moods, if they are less alert then individuals become easily dissolved in the flow of emotions and are controlled by emotions (Arora, 2017).

b. Managing emotions

Managing emotions is an individual's ability to handle feelings so that they can be expressed appropriately, so that balance is achieved within the individual. Keeping troubling emotions under control is the key to

emotional well-being. Excessive emotions, which increase in intensity for too long, will tear our stability apart.

c. Motivation

Motivation yourself is using your deepest desires to move and demand us towards the goal, help us take the initiative and act very effectively, as well as to survive face failure and frustration.

d. Recognize the emotions of others.

The ability to recognize the emotions of others is also known as empathy. According to Goleman, a person's ability to recognize other people or care, shows one's ability to empathize.

e. Empathy

Empathy mean feeling what other people are feeling, being able to understand their perspective, fostering trusting relationships and aligning yourself with various people

f. Building Relationships

The ability to build relationships is a skill that supports popularity, leadership and success among others. Skills in communication are basic skills in successful relationship building.

5) Factors Affecting Emotional Intelligent

a. Internal factors.

Internal factors are what is in the individual that affects his emotional intelligence. This internal factor has two sources, namely the physical aspect and the psychological aspect. Physical aspects are physical factors and individual health, if a person's physical and health can be disturbed, it is possible to affect the

process of emotional intelligence. The psychological aspect includes experiences, feelings, thinking abilities and motivation.

b. External Factors.

External factors are the stimulus and the environment in which emotional intelligence takes place. External factors include: 1) the stimulus itself, the saturation of the stimulus is one of the factors that influence a person's success in treating emotional intelligence without distortion and 2) the environment or situation in particular that underlies the process of emotional intelligence. The background environment object is a sphere that is very difficult to separate.

Below are the factors that can affect Emotional Intelligent generally consists of two kinds, namely:

a. Heredity factor

Parents are the first to play a role in the formation of the child's personality, when the parents have a background and a good person, then directly or indirectly will affect the personality of the child and vice versa.

b. Environmental factor

Environmental factors that can affect emotional intelligent consists of 3 types, namely:

1. Family environment, As for the family environment that can affect a person's emotional intelligent include, values in the family, the way parents educate their children, good role models given by parents to children, and family harmony.

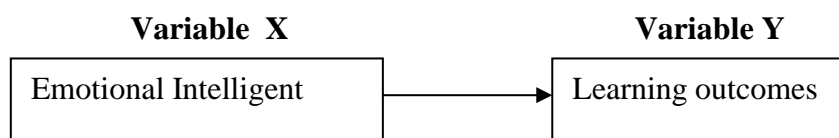
2. School environment, As for the school environment that can affect a person's emotional intelligent include, role models provided by teachers, educational materials that given, school friends, school friends, school rules or regulations.
3. Community environment, as for the community environment that can affect a person's emotional intelligent include, local culture or customs, and playmates.

Emotional intelligent and learning outcomes, student success in learning is not only determined by Emotional Intelligent Quotient (IQ) but also determined by Emotional Intelligent (EQ), by the developmental alignment between Emotional Intelligent Quotient and Emotional Intelligent. Emotional Intelligent is a person's ability to regulate his emotional life, so that he can express it in harmony through the skills of awareness, self control, self motivation, empathy, and social skills.

Students who have a high Emotional Intelligent, are better able to recognize their own emotions, are more able to wisely determine attitudes and make decisions, are better able to control their emotions so that they can be expressed in a balanced and harmonious manner, are better able to motivate themselves, are more diligent in dealing with frustrations, are more skilled at solving problem. Conflict and overcome stress so that their thinking ability is not disturbed and at the same time they are sufficiently concentrated on the various subject matter they receive. These students are more able to empathize, are sensitive to the feelings of others, are more concerned about their surroundings.

Thus is easier to get along and communicate and can work well together in their social environment.

B. Conceptual Framework



Learning that takes place in Mts Al-AzharBuluCina, it is known that students have different emotional intelligence. This can be seen when learning in class takes place. When in class students have motivation in learning, when given English learning questions, the results obtained after being corrected give satisfactory results. In contrast to students who lack motivation in learning English, they tend not to try and even wait for other students to work on it first. It is known that the ability of students in completing English language learning is still relatively low. Students are less interested in solving English learning problems that require reasoning and use stages in their completion. Generally, students who have high emotional intelligence will find it easier to complete learning English. This indicates that emotional intelligence affects students' ability to complete learning English with learning outcomes.

Hypothesis

To test whether or not there is a relationship between the variable X (Emotional Intelligent) with variable Y (Learning Outcomes), then the following hypothesis:

Ha: There is a positive and significant correlation between Emotional Intelligent with student learning outcomes.

Ho: There is no positive and significant correlation between Emotional Intelligent with student learning outcome.

C. Previous Research

- 1) “ The Relationship between emotional intelligence and student learning achievement inSMK Muhammadiyah Bangunjiwo Bantul Yogyakarta”, This research is motivated by the lack of optimal students in achieving learning achievements that can be seen through the results of daily tests, Mid Test, and Final Test Semester, besides that there are problems in learning achievement which include a negative understanding of themselves, so that these students are not sure of their potential. Therefore, this study aims to determine the relationship between emotional intelligence and ISMUBA learning achievement of students at SMK Muhammadiyah Bangunjiwo. This research method uses quantitative methods. Data collection uses useful documentation to obtain report card data for class XI and XII of the first and second semesters and the scale used is the Emotional Intelligence Scale. This study used product momentanalysis techniquesusing the help of IBM 27 for Windows. The results of the product momentanalysis showed a significant result of $0.001(p < 0.01)$ meaning that there was a very significant relationship between emotional intelligence and ismubalearning achievement of students at SMK Muhammadiyah Bangunjiwo.Soit can be interpreted that the hypothesis proposed by the researcher is accepted (Jaka, 2023).
- 2) “The Relationship Between Emotional Intelligence and Students Learning Achievement “, There search data were analyz edusing the Product Moment correlation data analysis technique from Karl Pearson with the help of SPSS25 versions. The analysis results will determine the correlation between emotional intelligence andlearning achievement. The results obtained in this study showed a significant value of $0.019 < 0.050$,

which meant a correlation between emotional intelligence and students' achievement. This study also showed the product-moment coefficient value of 0.736, which meant a correlation between emotional intelligence and student achievement. Then, based on these results, there was a significant relationship between emotional intelligence and student achievement (Rohmah & Mukhlis, 2022).

BAB III

RESEARCH METHODOLOGY

A. Location and Time

This Research was conducted at MTs Al-Azhar Jl. Emplasmen A PTPN 2 Bulu Cina. Kecamatan Hamparan Perak Kabupaten Deli Serdang. It was conducted at the 7thGrade students of first semester a Academic Year 2022/2023. The reason for choosing this school is because of this school have characteristics in accordance with the research.

B. Population and Sample

1. Population

Population is a generalization area consisting of an object or subject that has quality and certain characteristics defined by researchers to study and then withdraw the conclusion (Sugiyono, 2014). The population in this study are all students in class VII. The VII class was divided into two classes, namely VII-A and VII-B at MTs Al Azhar Bulu Cina.

2. Sample

The sample of this research are VII-1 and VII-2 where VII-1 that consist of 25 students and VII-2 that consist of 25 students. In taking the sample, the researcher use total sampling technique, it can been see in the following table.

Table 3.1
Population of the research

No	Class	Amount of student
1	VII-A	25
2	VII-B	25
	Total	50

C. The Research Design

The Method used in this study was a quantitative method. The research would be conducted by using an experimental design, namely by using a questionnaire model of emotional intelligent scale. research to test and prove the hypothesis by providing sample treatment. The research sample consisted of two groups; The experimental and control groups were taught using different treatments.

D. The variable of study

The variable is a term that support on the symptoms, characteristics, or circumstances whose occurrence is different for each subject. The variable is the object of research, or what is to become a focal point of research. This study uses a correlation research method, namely research that looks at the relationship between two or more variable. This study consist of two variable (independent variable) and dependent variable (dependent variable).

1. Independent variable

The independent variable is the variable which give rise to an influence on a dependent variable. Independent variable or as the “X” variable, namely the emotional intelligence of MTs Al-Azhar Bulu Cina.

2. Dependent variable

The dependent variable is the variable that raised by the independentvariable. Dependent variable or as variable “Y” is the learning outcomes of class VII student of MTs Al-Azhar Bulu Cina.

If it can be proven that there is a positive relationship significant difference between the independent variable and dependent variable, then it can

be it is said that emotional intelligence have a significant role in determining student learning outcomes of class VII MTs Al-Azhar Bulu Cina.

E. The instrument

In this study the researcher using an emotional intelligent scale and a questionnaire.

1. Questionnaire

Questionnaire is “ a data collection tool containing a list of questions” in writing addressed to the research subject/respondent. Questionnaire arranged in a statement sentence with the available answer options. In this study using a questionnaire based on a likert scale for reveal aspects of emotional intelligent possessed by the subject.

2. Final Students’ Score

The value of the report card method of taking the report card value is to collect data through the final results of the 7th grade odd semester exam in English subjects 2022/2023

Table 3.2

Emotional Intelligent scale

Variable	Aspects	Indicators
	1. Recognize one's emotions	1.1. Know and feel own emotions
		1.2. Understand the causes of feelings what arises
		1.3. Recognize the influence of feelings on actions
	2. Managing emotions	2.1. Be tolerant of frustration
		2.2. Able to express anger appropriately

Emotional Intelligence		2.3. Able to control self-destructive aggressive behavior and others
	3. Self-motivated	3.1. Able to control yourself
		3.2. Be optimistic
		3.3. Able to focus on Tasks performed
	4. Recognizing Other People's Emotions	4.1. Able to accept the point of view of others
		4.2. Have an empathetic attitude or sensitivity to people's feelings other
		4.3. Able to listen to others
	5. Build good relationships with others	5.1. Understand the importance of fostering relationships with others
		5.2. Able to resolve conflicts with others
		5.3. Have the ability to communicate with others
5.4. Have a valid attitude or easy to get along with peers		
5.5. Have tolerance		

processed by reseacher

Table 3.3**Learning Outcomes scale**

Variable	Variable dimensions	Indicators
Learning Outcomes	Sudjana (2013: 22) says, "Learning outcomes are the abilities that students have after they receive their learning experience".	Eye Report Card Value English Lessons class VII-A and VII-B even semester of 2022 - 2023

Table 3.4**Questionnaire item score**

No	<i>Favourabel</i> (Positive Statement)		<i>Unfavourabel</i> (Negative Statement)	
	Score	Information	Information	Score
1	4	Always	Always	1
2	3	Often	Often	2
3	2	Sometimes	Sometimes	3
4	1	Never	Never	4

1. Validity instrument

Validity is a measure that shows the extent to which a the measuring device measures what it wants to measure. In other words validity means a measure that show the level of validity or validity of an instrument. A valid instrument will have high validity and if an instrument is not valid it will have low validity. Test the validity of the emotional intelligent scale in this study is to use the product moment formula with calculate the correlation between the score of each item with the total score in each sub scale. This formula used is as follow :

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

The test is valid if $r_{hitung} > t_{tabel}$.

r_{xy} : Coefficient of correlation between X variable and Y variable

n : Sum of subyek

X : Sum of score in X distribution

Y : Sum of score in Y distribution

XY : Sum of multiplication of X and Y

X^2 : Sum of X quadrate

Y^2 : Sum of Y quadrate

F. The Techniques of analyzing the data

As stated in the earlier chapter, the takes 50 students as the sample. The technique of analyzing data of this study is applied by using quantitative and quantitative data. The Quantitative is used to describe the situation during teaching learning process. The had been analyzed from the interview result, observation and diary notes. After presenting the questionnaires, the counted and analyzed the result of the questionnaires that have been answered by the students as the data description (Fauzi & Sastra Khusuma, 2020). To obtain data is analyzed to find out the correlation between emotional intelligent and student learning outcomes in learning English.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

r_{xy} : Coefficient of correlation between X variable and Vriable

n : Sum of subyek

X : Sum of score in X distribution

Y : Sum of score in Y distribution

XY : Sum of multiplication of X and Y

X^2 : Sum of X quadrate

Y^2 : Sum of Y quadrate

Table 3.5
Simple Interpretation of Correlation

R_{xy}	Interpretation
0.00–0.20	There is correlation between X variable and Y variable, but it is very weak or very low. So the correlation is rejected. In other words, there is no correlation between X variable and Y variable
0.20 – 0.40	There is a weak or low correlation between X variable and Y variable but it is unsure
0.40 – 0.70	There is an enough correlation between X variable and Y Variable
0.70 – 0.90	There is as strong or high correlation between X variable and Y variable
0.90 – 1.00	There is a very strong or very high correlation between X Variable and Y variable

CHAPTER IV

DESCRIPTION AND DISCUSSION

A. Description Location

1. Historical of School

Madrasah Tsanawiyah Swasta (MTSS) Al - Azhar Bulu Cina is currently accredited "B". MTS Al Azhar Bulu Cina is currently led by Mr. Amat Yani, S.Pd.I.

MTS Bulu Cina Hamparan Perak is located on Jl. Emplasmen A PTPN 2 Bulu Cina has 21 education personnel with 19 teachers and 2 administrative staff. The number of students at MTs is 257 students from classes VII - IX.

2. Vision and Mission of MTs Al-Azhar Bulu Cina Hamparan Perak

a. Vision of MTs Al Azhar Bulu Cina Hamparan Perak

Madrasah vision is a moral imagination that is used as a basis or reference in determining the purpose or future state of the madrasah that is specifically expected by the Madrasah. The Madrasah Vision is a derivative of the National Education Vision National Education Vision, which is used as the basis or reference to formulate the Mission, Objectives for the development of madrasah in the future that is envisioned and continues to maintain survival and development.

The vision of MTs Al-Azhar Bulu Cina is: "The formation of an Islamic generation, Excellence in Science and Technology and Creative Work".

b. Mision Of MTs Al-Azhar Bulu Cina Hamparan Perak

The mission of MTs Al Azhar Bulu Cina Hamparan Perak is :

- a) Carry out professional and meaningful learning through the scientific approach and the 21st Century with the MIKIR method (Observing, interaction, communication and reflection) which can maximally develop students to achieve an Islamic generation.
- b) Carry out professional and meaningful learning through the scientific approach and the 21st Century with the MIKIR method (Observing, interaction, communication and reflection) which can develop students' potential to master science and technology and have good character.
- c) Fostering students' appreciation and practice of the teachings of Ahlussunnah Wal Jama'ah Islam.
- d) Implementing guidance programs to optimize the potential of students to become creative and independent individuals.
- e) Conducting madrasah management with participatory, professional and creative management based on Islamic values.
- f) Implementing extracurricular activities for the effective development of students' talents, interests and creativity.

3. Facilities and Infrastructure of MTS Al Azhar Bulu Cina Hamparan

Perak

The facilities and infrastructure available at MTs Bulu Cina Hamparan

Perak are:

- a) Permanent building
- b) Has a principal's room
- c) Sports facilities
- d) Comfortable and adequate classrooms
- e) Special toilets for teachers and students
- f) Means of worship (musholla)
- g) School cafeteria

4. Data on students, teachers and staff

1) Students Data

Student data at MTs Al Azhar Bulu Cina Hamparan Perak is described in the following data:

URAIAN	KELAS			TOTAL
	7	8	9	
ROMBEL	3	3	4	10
LAKI-LAKI	32	27	62	121
PEREMPUAN	39	51	46	136
TOTAL MURID	71	78	108	257
TOTAL ROMBEL	3	3	4	10

Table 4.1
Students MTs Al Azhar Bulu Cina

2) Teachers and Staff Data

Teachers and Staff Education Personnel at MTs Al Azhar have several qualifications both educationally and otherwise described in the following table :

No	INDIKATOR	KRITERIA	JUMLAH (Orang)	No	INDIKATOR	KRITERIA	JUMLAH (Orang)
1	Kualifikasi Pendidikan Guru	<= SMA Sederajat	2	5	Pangkat / Golongan	GTY	21
		D1	-			Honorer	-
		D2	-			II a	-
		D3	-			II b	-
		S1	19			II c	-
		S2	-			II d	-
		S3	-			III a (impassing)	11
Jumlah	21	III b (impassing)	-				
2	Sertifikasi	Sudah	11			III c (impassing)	-
		Belum	10			III d (impassing)	-
		Jumlah	21			IV a (impassing)	-
3	Gender	Pria	6			IV b	-
		Wanita	15			Diatas IV b	-
		Jumlah	21			Non PNS	-
4	Status Kepegawaian	PNS	-	Jumlah	11		
		GTT	21	6	Kelompok Usia	< 30 Tahun	2
		31 - 40 Tahun	16				
		41 - 50 Tahun	-				
		51 - 60 Tahun	2				
		dias 60 Tahun	1				
		Jumlah	21				
				7	Masa Kerja	< 6 Tahun	2
						6 - 10 Tahun	2
						11 - 15 Tahun	11
						16 - 20 Tahun	2
						21 - 25 Tahun	3
						26 - 30 Tahun	-
						Diatas 30 Tahun	-
				Jumlah	21		

Table 4.2

Teachers and Staff MTs Bulu Cina

B. Description of research data

1) Description of Emotional Intelligence Data (Variable X)

Table 4.3
Emotional Intelligence
Statistics

EMOTIONAL INTELLIGENT

N	Valid	50
	Missing	0
Mean		1.1118E2
Median		1.1000E2
Mode		110.00 ^a
Std. Deviation		6.61381
Minimum		96.00
Maximum		127.00
Sum		5559.00

Based on table 4.3, it shows that the score obtained from 50 respondents with valid results for X (emotional intelligence) of students is a minimum score of 96.00, the maximum is 127 and the average or mean is, the mode is 110.00 with a standard deviation of 6.61.

**Table 4.4 Frequency of emotional intelligence
EMOTIONAL INTELLIGENT**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 96	1	2.0	2.0	2.0
102	2	4.0	4.0	6.0
103	3	6.0	6.0	12.0
104	1	2.0	2.0	14.0
105	3	6.0	6.0	20.0
106	2	4.0	4.0	24.0
107	5	10.0	10.0	34.0
108	3	6.0	6.0	40.0
109	1	2.0	2.0	42.0
110	6	12.0	12.0	54.0
111	2	4.0	4.0	58.0
112	3	6.0	6.0	64.0
113	1	2.0	2.0	66.0
115	2	4.0	4.0	70.0
116	6	12.0	12.0	82.0
119	2	4.0	4.0	86.0
120	2	4.0	4.0	90.0
122	3	6.0	6.0	96.0
123	1	2.0	2.0	98.0
127	1	2.0	2.0	100.0
Total	50	100.0	100.0	

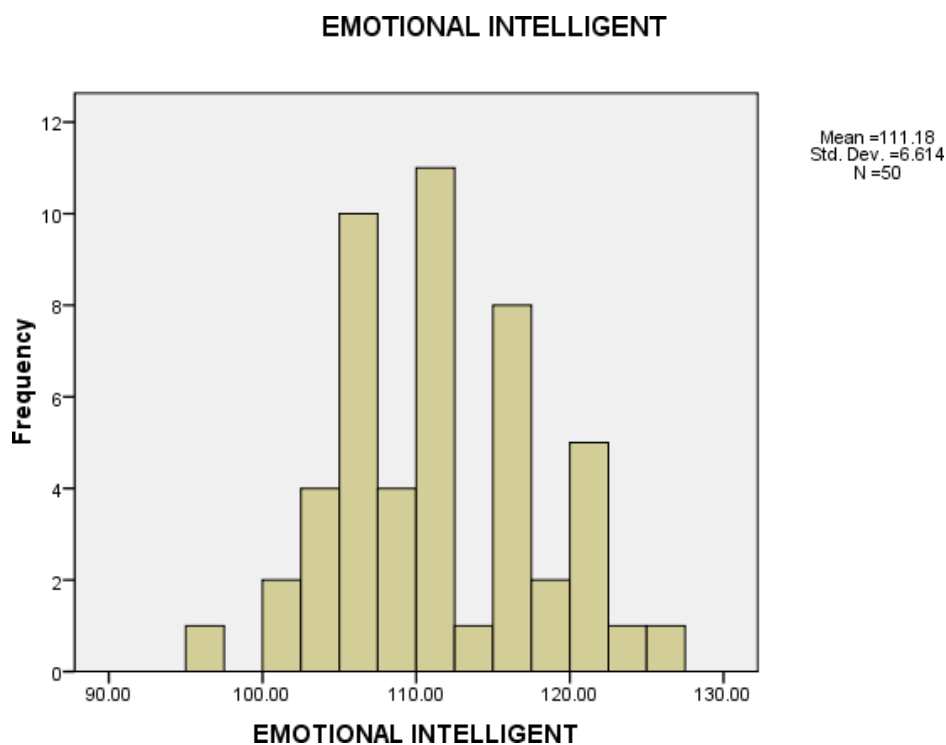
If a level or level of emotional intelligence is created for 50 people, it can be seen in the table:

Table 4.5 Emotional intelligence level index

No	Range of acquisition of emotional intelligence	Level of emotional intelligence	The number of students	%
1	96-102	Very low	3	6 %
2	103-108	Low	17	34 %
3	109-115	Currently	15	30 %
4	116-120	Tall	10	20 %
5	121-127	Very high	5	10 %
Amount			50	100%

Based on calculations, the average emotional intelligence score is 111.18.

To clarify table 4.4 below, a histogram of emotional intelligence data is presented

Table 4.4 Histogram of frequency distribution of emotional intelligence (X)

From the picture, around 6 % of students got a score of 96-102 with a total of 3 people, a score of 103-108 was 34 % with a total of 17 students, a score of 109-115 was 30% with a total of 15 students, the score range was 116-120 amounting to 20 % with a total of 10 students, a score of 121-127 with a total of 10 % with a total of 5 students. Thus, it can be interpreted that the score in the interval 103-108 is the highest score, namely 34% in the low emotional intelligence category. Every student Emotional Impact of High Intelligence Ability to Manage Emotions: People with a high level of emotional intelligence tend to be better able to recognize, understand and manage their own emotions well. They can deal with stress, anxiety, and depression more effectively. Quality Relationships: Individuals with high emotional intelligence usually have good communication skills, strong empathy, and the ability to understand other people's feelings. This makes them more likely to have healthier and more meaningful interpersonal relationships. Problem Solving: They tend to be better at resolving

conflict, as they are able to maintain composure and respond constructively in challenging situations. **Better Performance:** High levels of emotional intelligence are often associated with better performance in the workplace due to their ability to adapt to change, manage stress, and work effectively in teams. **Better Mental Health:** The ability to manage emotions effectively can also reduce the risk of mental health disorders such as anxiety and depression where as **Emotional Impact of Low Intelligence namely Difficulty Managing Emotions:** Individuals with low emotional intelligence may have difficulty identifying and coping with negative emotions such as anxiety, anger, or sadness, which can negatively impact their well-being. **Strained Relationships:** Difficulty in managing their own emotions and understanding the emotions of others can lead to interpersonal conflict and less than satisfying relationships. **Lack of Problem-Solving Ability:** Limitations in understanding and managing their own emotions can hinder a person's ability to solve problems and overcome challenges. **Ineffective Response to Stress:** Individuals with low emotional intelligence may tend to respond to stress in unhealthy ways, such as abusing alcohol or drugs. **Higher Mental Health Risk:** Limitations in managing emotions can increase the risk of mental health disorders such as depression, anxiety, or post-traumatic stress disorder.

2) Description of English learning outcomes data (Y variable)

Description of research data regarding student learning outcomes in the English subject, namely using the report card scores for the English subject at

MTs Al-Alzhar Bulu Cina, Perak, including data on the number of respondents, minimum, maximum, mean and standard deviation scores as follows:

Table 4.6

Learning outcomes

Statistics

**STUDENT'S LEARNING
OUTCOMES**

N	Valid	50
	Missing	0
Mean		84.9400
Median		84.0000
Mode		82.00
Std. Deviation		5.10466
Minimum		73.00
Maximum		97.00
Sum		4247.00

Based on the table above, the figures for the English learning outcome variable for 50 people are the mean value 84.94, the median is 84, the mode is 82.00, the standard deviation is 5.10, the minimum value is 73.00 and the maximum value is 97.00.

Furthermore, the frequency of learning result scores can be seen in table 4.6, namely:

Tabel 4.7 Frequency of Student Learning Outcomes

STUDENT'S LEARNING OUTCOMES

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 73	1	2.0	2.0	2.0
78	2	4.0	4.0	6.0
79	4	8.0	8.0	14.0
80	3	6.0	6.0	20.0
81	2	4.0	4.0	24.0
82	8	16.0	16.0	40.0
83	1	2.0	2.0	42.0
84	6	12.0	12.0	54.0
85	5	10.0	10.0	64.0
86	1	2.0	2.0	66.0
88	2	4.0	4.0	70.0
89	6	12.0	12.0	82.0
91	2	4.0	4.0	86.0
92	2	4.0	4.0	90.0
93	3	6.0	6.0	96.0
94	1	2.0	2.0	98.0
97	1	2.0	2.0	100.0
Total	50	100.0	100.0	

If 50 levels or levels of student learning outcomes are created in the English subject, they are:

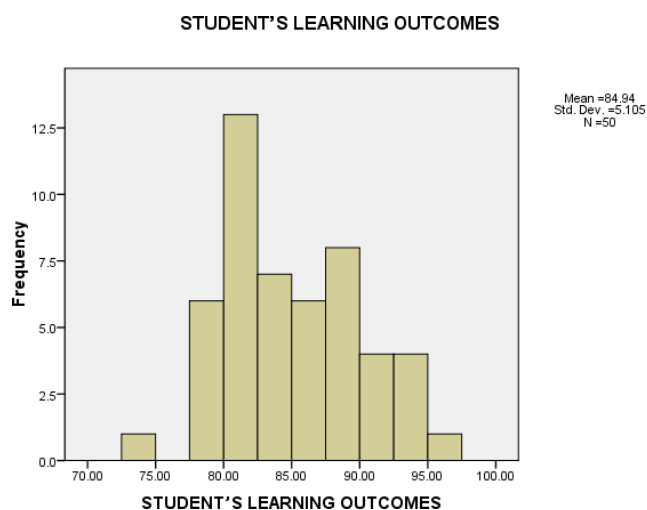
Table 4.8
Learning outcome level index

No	Range of acquisition of emotional intelligence	Level of emotional intelligence	The number of students	%
1	73-78	Very low	3	6 %
2	79-84	Low	24	48 %
3	85-89	Currently	14	28 %
4	90-95	Tall	8	16 %
5	96-100	Very high	1	2 %
Amount			50	100%

Based on the calculation, the average score for student learning outcomes 84.94 in the English subject is

Figure 4.3

Histogram of Frequency Distribution of English Learning Results (Y)

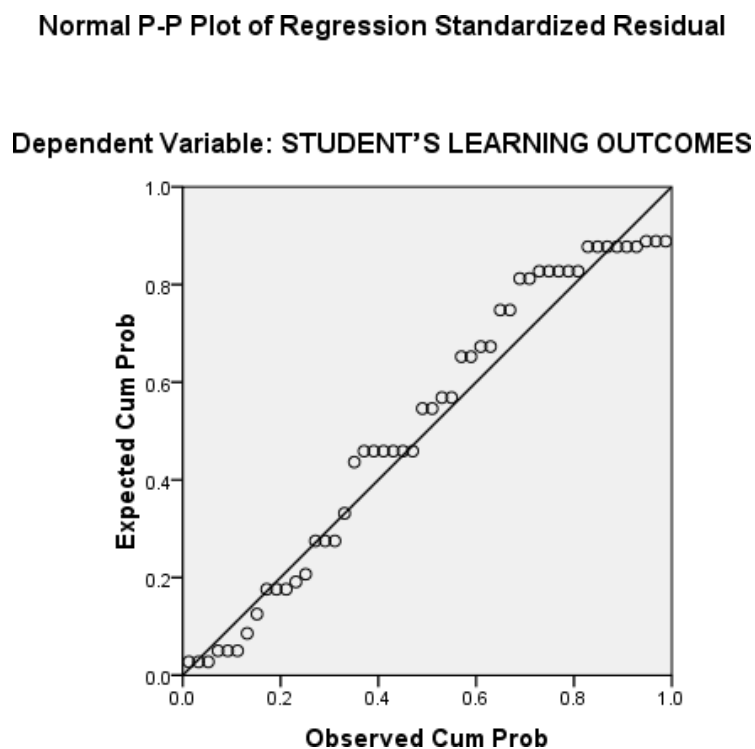


From the picture above, around 6 % of students got a score of 73-78 with a total of 3 students. A score of 79-84 was 48% with a total of 24 people, a score with an interval of 85-89 was 28% with a total of 14 students. The score with the interval 90-95 was 16% for 8 people, and the score with the interval 96-100 was 2% with a total of 1 student. So the highest percentage is 48%, namely an interval score of 79-84 with as many as 24 people.

Normality test

The normality test is used to test whether the model specifications used are correct or not with a curve whose points spread around the straight line, so the data is normally distributed.

Figure 4.1



Hypothesis testing

a. Product Moment Correlation Analysis

The test uses the product moment correlation formula to determine the relationship between two variables. The calculations were carried out using SPSS 16.0. with the following results:

Table 4.9
Results of calculating the correlation between emotional intelligence
and learning outcomes

		EMOTIONAL INTELLIGENT	STUDENT'S LEARNING OUTCOMES
EMOTIONAL INTELLIGENT	Pearson Correlation	1	.998**
	Sig. (2-tailed)		.000
	N	50	50
STUDENT'S LEARNING OUTCOMES	Pearson Correlation	.998**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 4.9, it is known that the correlation between the emotional intelligence variable and English learning outcomes is 0.998 and is significant ($0.000 < 0.0005$), so there is a significant relationship between emotional intelligence and the learning outcomes of MTs Al-Azhar Bulu Cina Hamparan Oerak students. So the hypothesis H_0 which states there is no significant relationship between emotional intelligence and economic learning outcomes **is rejected** , thus the hypothesis H_1 which states there is a significant relationship between emotional intelligence and economic learning outcomes **is accepted**.

From the correlation results, it can be seen that the correlation of the two variables is positive, namely the higher the student's emotional intelligence, the higher the student learning outcomes in class VII MTs Al-Azahar Bulu Cina Hamparan Perak.

Coefficient of Determination

To find out the relationship between the independent variable and the dependent variable, it will be calculated using SPSS 16.0 as follows:

Table 4.10

Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,998 ^a	.997	.997	.29783

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Student Learning Outcomes

The Adjusted R Square value = 0.998 can be said to be 99.8%. This means that the emotional intelligence variable (X) has a contribution of 99.8% to English learning outcomes (Y) while the remaining 2% is contributed by other variables. The R= 0.998 shows that emotional intelligence has a sufficient relationship to students' English learning outcomes.

C. Discussion

1. Emotional Intelligence

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers think emotional intelligence can be learned and strengthened, while others claim it has become a characteristic carried from birth. The ability to express and control emotions is important. So is the ability to

understand, interpret, and respond to the emotions of others.. Based on the description of the emotional intelligence data of MTS Al-Azhar Bulu Cina Bulu Cina students, 50 people showed the highest score, namely in the low position, 34% with a score range of 103-108, 17 people. This shows that emotional intelligence is low, therefore efforts need to be made to improve emotional intelligence even better so that the low emotional intelligence score becomes very high.

In other research Emotional Intelligence allows us to think more creatively and to use our emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is skilled in four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions. The term Emotional Intelligence is only a few years old. It originally developed during the 1970s and 80s by the work and writings of psychologists Howard Gardner, Peter Salovey and John Mayer. EI first appeared in 1985 in a doctoral dissertation by Wayne Leon Payne, which he entitled "A Study of Emotion: Developing Emotional Intelligence." His thesis on emotional intelligence included a framework to enable people to develop emotional intelligence. Payne asserted that many of the problems in modern civilization stemmed from a suppression of emotion and that it was possible to learn to become emotionally intelligent (Kannaiah, 2015).

2. Learning outcomes in English subjects

The Bologna Agreement of 1999 aimed to improve the efficiency and effectiveness of higher education in Europe. One proposed improvement is to use learning outcomes for all teaching modules. Traditional teaching approaches

typically use a "teacher-centered" approach. The approach proposed in the Bologna Agreement is "student-centered". The traditional (teacher-centered) approach to designing teaching modules usually starts with the teaching material. Based on the description of learning result data in English subjects, it shows that the learning result score is in the range 79-84, namely 48% with a total of 24 students, which shows the highest score, namely in the low position. This shows that learning outcomes are sufficient due to KKM and the quality of learning in the classroom needs to be improved again so that students can improve their learning outcomes very high in the future.

3. Contribution of emotional intelligence and economic learning outcomes

From the results of research conducted by the author, the hypothesis carried out by the researcher is proven or H_0 is rejected and H_1 is accepted, namely that there is a relationship between emotional intelligence and the learning outcomes of class VII MTs Al-Azhar Bulu Cina Hamparan Perak students. Furthermore, the positive correlation relationship shows that there is a direct direction between emotional intelligence and learning outcomes. The previous research Research findings show 1) In general students have emotional intelligence in recognizing their emotions are in the medium category 2) In general students have emotional intelligence in the aspect of managing emotions in the medium category 3) In general students have emotional intelligence in the aspect of recognizing self motivation are in the medium category 4) In general students have emotional intelligence in terms of recognizing the emotions of others in the medium category 5) In general students have emotional intelligence

in aspects of a good relationship with others in the medium category 6) In general students have learning outcomes in the low category. Based on the research findings it can be concluded that the students of SMP N 13 Padang are in the medium category in an emotional relationship with learning outcomes (Oktavia & Netrawati, 2019). The higher a person's emotional intelligence, in managing one's emotions, motivating oneself and empathizing as well as building relationships with fellow class VII students at MTs Al-Azhar Bulu Cina Hamparan Perak, the higher the value of the learning outcomes that will be obtained. and vice versa, the lower the emotional intelligence in managing one's emotions, motivating oneself and empathizing as well as building relationships with fellow class VII students at MTs Al-Azhar Bulu Cina Hamparan Perak, the lower the learning outcomes obtained. In the research results there is a close relationship between emotional intelligence and student learning outcomes. The research results strengthen the factors that influence student learning outcomes. Psychological factors as one of the factors that influence learning outcomes. Meanwhile, students with high emotional intelligence will be able to achieve high learning outcomes and vice versa. Furthermore, the research that made an effective contribution was emotional intelligence of 0.98 to learning outcomes, namely 0.2 influenced by other factors which were not examined by the author in the research. Some of these factors can be facilities and infrastructure, cognitive ability factors, planning of teaching methods by teachers and students' understanding of the tasks given.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results presented by the researcher, it can be concluded that there is a positive relationship between emotional intelligence (X) and learning outcomes (Y) with a correlation coefficient of 0.97. With these results it can be categorized that the relationship between the two variables is highly significant and positive. with Rsquare of 0.98 which contributes to the fact that emotional intelligence influences student learning outcomes.

B. Suggestion

Based on the results of the research conducted, the things that the researcher suggests are:

- 1) School principals should pay attention to the level of students' emotional intelligence because this has been proven to have a significant positive relationship. Schools can hold emotional intelligence training, so that students' emotional intelligence levels become better and then they can intensively provide motivation and guidance to teachers to always increase their emotional involvement with students in order to increase the emotional intelligence of Mts Al-Azhar Bulu Cina students. Silver Overlay
- 2) For teachers at Mts Al-Azhar Bulu Cina Hamparan Perak, they should develop and optimize emotional intelligence which plays a role in student success both at school and in the surrounding

environment. It is recommended that the school, especially teachers, continue to develop good student emotional intelligence. in the learning process in class, as well as other activities.

- 3) For students of Mts Al-Azhar Bulu Cina Hamparan Perak, improve your learning even further and don't hesitate to frequently consult with your teachers if you have any problems.

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INSTRUMEN PENELITIAN
THE CORRELATION BETWEEN EMOTIONAL INTELLIGENT AND
STUDENT'S LEARNING OUTCOMES AT THE 7th GRADE OF MTS
AL-AZHAR BULUCINA HAMPARAN PERAK

Daftar berikut Berkaitan dengan identitas responden:

1. Nama :
2. No absen Responden :
3. Kelas :

PETUNJUK PENGISIAN

Anda diminta memberikan pendapat atau pernyataan dibawah, dengan cara memberikan tanda check list pada kolom yang telah disediakan. Kami sangat menghargai waktu yang akan digunakan untuk mengisi instrument ini secara jujur, kerahasiaan identitas anda kami jaga sesuai dengan etika penelitian.

Pertanyaan:

Skor 4: Selalu

Skor 3 : Sering

Skor 4 : Kadang-kadang

Skor 1 : Tidak Pernah

Variabel Kecerdasan Emosional (X)

No	Pernyataan	SL	SR	KK	TP
1.1 Mengetahui dan merasakan emosi sendiri					
1	Saya mampu mengendalikan emosi ketika suasana hati buruk				
2	Mudah bagi saya dalam menyatakan perasaan.				
1.2 Memahami penyebab perasaan yang timbul					
3	Saya mengetahui alasan saya marah				
4	Ketika saya sedih saya mengetahui apa penyebabnya				
1.3 Mengetahui pengaruh perasaan terhadap tindakan					
5	Saya menyadari mengapa saya menangis				
6	Saya memahami betul mengapa saya bisa melakukan suatu hal.				

2.1 Bersikap toleran terhadap frustrasi				
7	saya merasa saya bisa mengendalikan kecemasan			
8	Meskipun dikelas saya ada masalah, saya tetap semangat untuk mengikuti pelajaran dikelas			
2.2 Mampu mengungkapkan amarah Dengan tepat				
9	Saya mengetahui apa yang harus saya lakukan untuk meredakan kemarahan			
10	Saya berusaha mengontrol kemarahan yang berlebihan			
2.3 Mampu mengendalikan perilaku agresif yang merusak diri sendiri dan orang lain				
11	Saya berusaha mengontrol kemarahan yang berlebihan			
12	saya berusaha untuk tidak melakukan hal-hal dari dorongan emosi negatif			
3.1 Mampu mengendalikan diri				
13	Saya menyisihkan uang jajan saya agar ditabung setiap harinya			
14	Saya lebih memilih belajar dengan giat daripada mengabiskan waktu bermain Bersama teman-teman saya			
3.2 Bersikap Optimis				
15	Saya merasa optimis atas hal-hal yang saya kerjakan			
16	Teman saya berprestasi lebh baik, saya harus optimis dan terpavu untuk menjadi lebih baik lagi.			
3.3 Mampu memusatkan perhatian pada tugas yang dikerjakan				
17	Saya selalu berusaha bangkit kembali walaupun mengalami kegagalan			
18	Saya selalu belajar dengan tekun, dikarenakan belajar adalah hal yang menyenangkan			
4.1 Mampu menerima sudut pandang orang lain				
19	Saya menghargai pendapat orang lain			

	yang berbeda dengan apa yang saya pikirkan				
20	Saya bisa mengendalikan diri jika terjadi perbedaan pendapat dengan orang lain				
4.2 Memiliki sikap empati atau kepekaan terhadap perasaan orang Lain					
21	saya menjenguk apabila ada teman yang sakit				
22	Saya dapat merasakan kesedihan orang lain disekitar saya				
4.3 Mampu mendengarkan orang lain					
23	Saya dapat menjadi pendengar yang baik				
24	saya mampu menghibur orang lain saat sedih.				
5.1 Memahami pentingnya membina Hubungan dengan orang lain					
25	Saya Mudah bekerjasama dengan orang lain				
26	Saya berhubungan baik dengan teman dan guru di sekolah				
5.2 Mampu menyelesaikan konflik dengan orang lain					
27	Jika ada teman bertengkar saya akan melerainya				
28	Saya akan mencegah terjadinya konflik dalam pergaulan				
5.3 Memiliki kemampuan untuk Berkomunikasi dengan orang lain					
29	Teman saya sering meminta nasihat kepada saya				
30	Saya akan menghibur teman saya apabila sedang sedih				
5.4 Memiliki sikap bersahabat atau Mudah bergaul dengan teman sebaya					
31	Saya adalah orang yang mudah bergaul dengan siapapun				
32	Saya mampu merespon pembicaraan dengan orang lain dan teman sebaya				

5.5 Memiliki sikap tenggang rasa				
33	Saya memberi sedekah dengan pengemis apabila bertemu di jalan			
34	Saya menolong teman sekelas walaupun tidak kenal baik dalam menyelesaikan tugas			

Lampiran





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Form : K-2

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Matematika
 FKIP UMSU

Assalamu'alaikum Wr.Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Nurlia Efendi
 N P M : 1802030041
 Program Studi : Pendidikan Matematika

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum dibawah ini dengan judul sebagai berikut :

Pengaruh Motivasi Terhadap Prestasi Belajar Matematika Siswa Smp
 Muhammadiyah 7 Medan Dengan Menggunakan Metode Indise Outside Circle

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:
 1. Dr. Tua Halomoan Harahap, S.Pd., M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.
 Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
 Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 7 Oktober 2022
 Hormat Pemohon,

(Nurlia Efendi)

Keterangan :

Dibuat rangkap 3 : - Untuk Dekan/Fakultas.
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan



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Form : K-1

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Matematika
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Nurlia Efendi
N P M : 1802030041
Program Studi : Pendidikan Matematika
Kredit Kumulatif : 124

IPK = 3,32

Persetujuan Ket./Sekret. Prog. Studi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
7/10-22 Nurlia Efendi	Pengaruh Motivasi Terhadap Belajar Matematika Siswa SMP Muhammadiyah 7 Medan Dengan Menggunakan Model <i>Inside Outside Circle</i>	
	Analisis Kemampuan Berpikir Kritis Matematis Siswa SMP Muhammadiyah 7 Medan Melalui Pendekatan <i>Open Ended</i>	
	Pengaruh Kemampuan Komunikasi Matematis Siswa Melalui Model <i>Contextual Teaching and Learning (CTL)</i> Di Sekolah SMP Muhammadiyah 7 Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 Oktober 2022
Hormat Pemohon,

(Nurlia Efendi)

Keterangan :

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas.
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : **3100 /II.3/UMSU-02/F/2022**
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

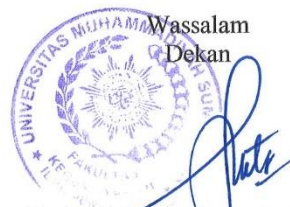
Nama : **Nurlia Efendi**
N P M : 1802030041
Program Studi : Pendidikan Matematika
Judul Penelitian : **Pengaruh Motivasi Terhadap Belajar Matematika Siswa SMP Muhammadiyah 7 Medan Dengan Menggunakan Medel *Inside Outside Circle***

Pembimbing : **Dr. Tua Halomoan Harahap, M.Pd.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : 16 Nopember 2023

Medan 21 Rabiul Akhir 1444 H
16 Nopember 2022 M



Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

- Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
WAJIBMENGKUTISEMINAR





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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Dwi Bella Rinanda
N.P.M : 1702050095
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Correlation between Emostional Intelligent and Students' Learning Outcomes at the 7 Grade of MTs Al- Azhar Bulu Cina Hampanan Perak

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16/1-2023	Review → cover, the term in chapter + line space, formulation of the problem	[Signature]
	Revise the previous research	
15/2-2023	Revise the population and sample. Revise the instruments	[Signature]
3/3-2023	enclose the questionnaire	[Signature]
18/7-2023	revisi complete	[Signature]

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Juli 2023

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, SS, M.Hum)




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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Dwi Bella Rinanda
 NPM : 1702050095
 Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The correlation Between Emotional Intellegent and Student's Learning Outcomes at The 7 th Grade of MTS Al-Azhar Bulu Cina Hamparan Perak	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 8 April 2021

Disetujui oleh
 Dosen Pembimbing



Dr. Dewi Kesuma Nst., M.Hum

Hormat Pemohon



Dwi Bella Rinanda



**MAJELIS PENDIDIKAN TINGGI
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BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 01 Bulan September Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

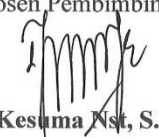
Nama Lengkap : Dwi Bella Rinanda
NPM : 1702050095
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Emotional Intelligent and Student's Learning Outcomes at the 7th Grade of MTs Al-Azhar Bulu Cina Hampanan Perak

No	Masukan dan Saran
Judul	✓
Bab I	- State your problem of the research more specific. - show the gap of your research
Bab II	- Revise your index point in this chapter - choose the more relevant study or theory
Bab III	- Make your methodology systematically - state clearly step by step of your methodology.
Lainnya	- Write the table of contents suit to the element in your proposal - Revise the use of capital letter in the context - support your argument by the expert point of view
Kesimpulan	[] Disetujui [] Ditolak [] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas



(Rini Ekayati, S.S., M.A.)

Dosen Pembimbing


(Dr. Hj. Dewi Kesuma Nst, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua


(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris


(Rita Harisma, S.Pd., M.Hum.)



**YAYASAN PENDIDIKAN AL-AZHAR
MTs AL-AZHAR BULU CINA**

**KECAMATAN HAMPARAN PERAK KABUPATEN DELI SERDANG
Jln Emplasmen A PTPN 2 Bulu Cina Hamparan Perak 20374**

Nomor : 05/MTs. A.A/BC/IX/2023

Lamp : -

Hal : Izin Riset

Kepada Yth:

Ibu Dekan FKIP UMSU

Di

Medan

Kepala Sekolah MTs Al-Azhar Bulu Cina Kecamatan Hamparan Perak Kabupaten Deli serdang dengan ini menerangkan bahwa:

Nama	: DWI BELLA RINANDA
NIM	: 1702050005
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Correlation Between Emotional Intelligent and Student's Learning Outcomes at the 7 th Grade of MTs Al-Azhar Bulu Cina Hamparan Perak.

Dengan ini memberikan izin untuk penelitian Lapangan di MTs Al-Azhar Bulu Cina mulai tanggal 25 September s/d 7 Oktober 2023 dalam hal pengambilan data untuk penelitian.

Demikian hal ini saya perbuat untuk dapat dipergunakan sebagaimana mestinya.

Bulu Cina, 23 September 2023

Kepala Sekolah



AMAT, YANI, S.Pd.I



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Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor : 3299 /II.3/UMSU-02/F/2023
 Lamp : ---

Medan, 6 Rabiul Awwal 1445 H
 22 September 2023 M

H a l : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala
 MTs Al- Azhar
 Di
 Tempat.**

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Dwi Bella Rinanda**
 N P M : 1702050005
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **The Correlation Between Emotional Intelligent and Student's Learning Outcomes at the 7th Grade of MTs Al-Azhar Bulu Cina Hampan Perak**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
 Dekan





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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Dwi Bella Rinanda
NPM : 1702050095
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Emotional Intelligent and Student's Learning Outcomes at the 7th Grade of MTs Al-Azhar Bulu Cina Hamparan Perak

Pada hari Jum'at tanggal 01, bulan September tahun 2023 sudah layak menjadi proposal skripsi.

Medan, September 2023

Disetujui oleh:

Dosen Pembahas

(Rini Ekayati, S.S., M.A.)

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Dwi Bella Rinanda
N.P.M : 1702050095
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Correlation Between Emotional Intelligent and Students' Learning Outcomes at the 7th Grade of MTs Al-Azhar Bulu Cina Hamparan Perak

Sudah layak diseminarkan.

Medan, Agustus 2023

Disetujui oleh
Pembimbing

(Dr.Hj. Dewi Kesuma Nasution, SS, M.Hum)

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