

# THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND LEARNING ACHIEVEMENTS OF STUDENTS IN THE ENGLISH EDUCATION DEPARTMENT

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**Abstract:** This study aims to determine whether there is a relationship between students' Emotional Intelligence (EI) and learning Achievement of students in the English Education Department Universitas Islam Makassar. This research used correlational design. And the total sampling used as the sample of this study amounted to 40 students. The data in this study were obtained using a questionnaire and documentation, utilizing a 33-item Likert scale questionnaire to assess Emotional Intelligence (EI). The data on students' emotional intelligence and English academic achievement were analyzed by using Pearson Product Moment correlation analysis through SPSS 30 to find out whether or not there was correlation between them. The final finding in this study shows that Pearson correlation analysis revealed no significant correlation between EI and GPA ( $r = .017$ ,  $p > .05$ ). This suggests that, within this specific population, cognitive factors may be more influential determinants of academic success than EI. Further research is recommended to explore other factors influencing academic achievement and to investigate potential differences in EI's impact across various student populations and educational contexts.

**Keywords:** Emotional Intelligence, English, Learning Achievement

## 1. INTRODUCTION

In the classroom teaching and learning process, it is often found that students cannot learn according to their intellectual level. Some students have a high level of Intelligence but get low achievements in learning, while some students have a low level of Intelligence but can get high achievements in learning (Ananta, 2016). Thus, it cannot be concluded that the level of intelligence is the main factor in success in learning, but other factors influence a person's learning success. Many people may argue that a student's academic achievement depends only on the level of intelligence quotient (IQ) as an indicator of Intelligence. According to the statement discovered (Goleman, 2015), Intelligence contributes at least only 20% to a person's success, while another factor that may play a role in it is emotional Intelligence (EI).

Emotional Intelligence (EI) is essential for students' achievement because emotional literacy programs improve children's academic achievement scores and school performance (Goleman, 2000). Emotional Intelligence is a subcategory of social Intelligence that enables learners to control their emotions (Ranjbar et al., 2017). Emotional Intelligence is a person's ability to identify self-emotions, manage emotions, motivate oneself, recognize the emotions of others (empathy), and build relationships (cooperation) with others (Goleman, 2015). Therefore, many people consider emotional intelligence the most important factor in a person's success. A person needs to have emotional

Intelligence to achieve goals because with emotional Intelligence, a person can control themselves well. An example of an emotional intelligence component is the ability to motivate yourself; having this ability will make it easier to achieve goals because, without motivation, we will not be able to achieve these goals.

Factors affecting a person's achievement result from the interaction of various factors that influence them internally and externally (Naryanto, 2022). Achievement is the achievement students earn within a specific period, which is recorded in the report book (Ananta, 2016). Furthermore, according to Niyozava Aziza Ilyosovna, achievement results from an activity that can be created, performed, and enjoyed, and is achieved through hard work, individually or in groups (Ilyosovna, 2020). In this research, achievement is a person's ability to achieve learning goals, where learning outcomes must be achieved. Two factors influence the achievement of this goal: internal and external.

Based on the observations found that students lacked emotional Intelligence in self-awareness, self-management, and motivation. Students lack motivation in the class; they are less self-regulated, play more on social media, and are less aware of learning in the class. This situation is a problem because motivation, time management, and Awareness are essential factors affecting student achievement. Abdo Hasan AL-Qadri & Wei Zhao (2021) in their research entitled "Emotional Intelligence and Students' Academic Achievement." This research analyzed the relationship between emotional Intelligence (EI) and academic achievement in Chinese-Arabic-speaking elementary school students. The results of this study indicate that the development of emotional intelligence final scale items can assess students' emotional Intelligence and has a significant positive relationship with academic achievement.

Another researcher (Rizka Indahyanti, 2021) in their research entitled " The Correlation Between Emotional Intelligence and the Students' English Academic Achievement." This research described the correlation between emotional intelligence and Students' English academic achievement. The result of the research showed a positive correlation between students' emotional intelligence and English academic achievement. Another finding, Muhamad Farhan & Edward Alfin (Farhan & Alfin, 2019) in their research entitled "The Effect of Emotional Intelligence and Self-Efficacy Towards Students' Achievement." This study aims to clarify the impact of emotional Intelligence and self-efficacy on learning achievement in Grade 8 students of SMP Islam Terpadu Ar-Rahman, south of Jakarta. The results of this analysis show that emotional Intelligence and self-efficacy together do not have a meaningful effect on learning achievement.

## **2. LITERATURE REVIEW**

### **2.1. Emotional Intelligence**

The concept of emotional Intelligence was first introduced in (Salovey & Mayer, 1990) in an article popularised by the book Emotional Intelligence, later written

by Daniel Goleman. Emotional Intelligence is about knowing yourself, controlling yourself, staying calm, being motivated, trying to overcome stress when you fail, and managing your mind's desire to avoid dealing with problems quickly. An individual can exaggerate (Fathimatuzzaro & Rochmawati, 2021). In addition, (Ahmadi, 2014) states that emotional Intelligence is the ability to identify, understand, and manage moods and feelings in ourselves and others.

According to (Hashempour & Mehrad, 2014), emotional Intelligence as a decisive inner factor that can grow or improve all facets of behaviour and trends among individuals. In reality, emotional intelligence assesses individuals' trends and guides them in various ways. These emotions directly affect individuals' skills for obtaining social and private performances. This internal factor determines the kind of living, relations, and learning.

Emotional Intelligence is essential for maintaining personal relationships, conflict resolution, providing opportunities for mutual emotional gratification, and promoting overall well-being (Batool & Khalid, 2012). According to (Ali & Mohammed, 2020), emotional Intelligence is the ability to access and generate emotions to facilitate thinking; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. It is divided into four competency areas. Emotions are perceived, used, understood, and controlled.

## **2.2. Component Of Emotional Intelligence**

Emotional intelligence determines the potential of someone to learn practical skills that are based on the five elements, according to Goleman, namely:

1. Self-awareness is determining self-state, preferences, resources, and intuition. In short, self-awareness is knowing one's inner situation, which is very important for forming a positive self-concept.
2. Self-Management is managing our states, impulses, and resources. Based on this theory, self-management means dealing with emotions. The joy of achieving goals and recovering from mental stress. Self-regulation includes several aspects such as self-control, which is coping with harmful emotions and urges; reliability, which is adhering to standards of honesty and integrity; and honesty, which is responsibility for personal performance.
3. Motivation The ability to motivate oneself is described as an emotional propensity to facilitate goal attainment. In line with this theory, motivation means using our desires and willingness to move to propel us toward goals and objectives. Motivation helps us take initiative, act very effectively, and withstand failure and frustration.
4. Empathy is defined as recognizing the feelings, needs, and concerns of others. Empathy emphasized the importance of sensing the other person's emotions to build healthy interpersonal relationships. Empathy can therefore be understood as the ability to perceive the emotions and perspectives of others. This means having empathy for others, feeling what others are feeling, understanding other people's perspectives, maintaining trusting relationships, and working with various people.

5. Social competence means handling emotions, reading situations carefully, and interacting smoothly with others. Goleman (2005) defines social skills as intelligence, understanding the desired response of others, and using these skills to influence, lead, resolve disputes, collaborate, and work in teams.

### **2.3. Learning Achievement**

According to (Ilyosovna (2020), achievement is the result of an activity that can be created, performed, and enjoyed, and is achieved through hard work, whether individually or in groups. This learning outcome is the culmination of the learning outcomes and may reflect student learning outcomes related to the learning objectives. Student learning outcomes may include cognitive (knowledge), emotional (attitude), and psychomotor (behavioural) aspects. Achievement of learning outcomes can be measured using learning achievement tests. The measurement uses testing equipment that translates into her GPA or average score for all courses taken into symbols, letters, or sentences. In addition, Mila Arizah and Santi Novita Sari said that achievement in English learning results from the students ' learning process at a particular time(Arizah & Sari, 2019).

### **2.4. Factors of Learning Achievement**

The achievement of learning by an individual is the result of interaction between the various factors that influence the individual from inside and outside (Naryanto, 2022). By knowing the factors that can affect student achievement, a student is expected to be able to improve learning achievement well. To achieve good learning results, many factors must be taken into account. Based on Suryabrata (Firmansyah & Rohman, 2020), the factors of learning achievements are:

#### **1. Internal Factors**

Internal factors originate from within students and can affect learning achievement. These factors can be divided into two groups, namely:

##### **a. Physiological factors:**

In this case, the physiological factors are related to health and the senses.

- 1) Body health: Students need to pay attention to and care for their bodies to study well. Weak physical conditions can hinder students from completing their study programs.

- 2) Senses: the visual system's functioning is a condition in which learning can take place well.

##### **b. Psychological factors**

Many psychological factors can help student achievement, including:

- 1) Intelligence: In general, student achievement is closely related to the level of intelligence possessed by students. The essence of intelligence is the ability to set and maintain a goal, adjust in order to achieve that goal, and assess self-awareness critically and objectively.

- 2) Intelligence level: it greatly influences student learning achievement, where students who have a higher level of intelligence have greater value to achieve higher learning achievement and vice versa.
- 3) Attitude: A passive attitude of inferiority and lack of confidence can be a factor that inhibits students from displaying their learning achievements. Attitude is the readiness of a person to act in certain situations. Positive student attitudes toward subjects in school are a good start in the teaching and learning process.
- 4) Motivation: Motivation is a driver of behaviour. Learning motivation is a driver for someone to learn. Motivation arises because of the desire or needs of a person.

## 2. External Factors

In addition to the factors that exist in students, there are other things outside of students that can affect the learning achievement that will be achieved.

- a. Family environment factors
  - 1) Family social economy
  - 2) Parental education
  - 3) The attention of parents and the atmosphere of family
- b. School environment factors
  - 1) Facilities and infrastructure
  - 2) Teacher and student competency
  - 3) Curriculum and teaching methods
- c. Community factors
  - 1) Social culture
  - 2) Participation in education
  - 3) Measurement of learning achievement

## 3. METHODS

In this study, the researcher used correlational research which aims to determine the relationship between two variables and explain the results of the study. According to (Hyun, 2014), correlational research is research that aims to determine the relationship between two or more variables along with their causes and effects. Therefore, this study is included in quantitative research. This study aims to determine whether there is a relationship between Emotional Intelligence (EI) of students and the Learning Achievement of students of the English Language Education Department, Makassar Islamic University, and the total sample used as an example of this study was 40 students. This study uses a correlational approach. The data in this study were obtained using questionnaires and documentation, using a Likert scale questionnaire consisting of 33 items to assess Emotional Intelligence (EI). Data on emotional intelligence and students' English academic achievement were analyzed using Pearson Product Moment correlation analysis through SPSS 30.

## 4. RESULTS

The result of normality test. N denote Sample size; 40. The mean of the residuals; 0.000000. A value close to zero is expected if the model is a good fit. Std. Deviation: The standard deviation of the residuals; 5.17414151. This indicates the spread of the residuals around the mean. Most Extreme Differences: Shows the largest absolute difference between the empirical cumulative distribution (from the sample data) and the theoretical normal cumulative distribution. The absolute value is 0.136. Positive and negative values indicate the direction of deviation (positive if the empirical data is larger than the normal, negative otherwise). Test Statistic: The Kolmogorov-Smirnov test statistic value. Asymp. Sig. (2-tailed): The asymptotic significance value (two-tailed). This is the p-value.

The p-value is 0.061. Monte Carlo Sig. (2-tailed): The significance value obtained through Monte Carlo simulation. This is also a p-value, and its value is 0.061. The Monte Carlo method is used because the assumption of normality is not met. The 99% confidence interval for the mean of the residuals; between 0.055 and 0.067. The p-value (Asymp. Sig. and Monte Carlo Sig.) is 0.061. Typically, a significance level (alpha) of 0.05 is used. Because the p-value (0.061) > alpha (0.05), the null hypothesis cannot be rejected. The null hypothesis states that the data is normally distributed. Although the p-value is close to 0.05, the Kolmogorov-Smirnov test results suggest that there is not enough strong evidence to reject the hypothesis that the residuals are normally distributed. In other words, the residual data can be assumed to be normally distributed. Based on the results of the normality test of the SPSS 30 analysis of the Kolmogorov-Smirnov method, the significance value is 0.061, which is more than 0.05; it can be concluded that the residual value is normally distributed. The probability value for the linearity test of the data is 0.05. The significance of Deviation from linearity, 0.132, which means it is more than 0.05, which means there is a linear relationship.

**Table 4.1 Correlation Test**

Correlations		EI	GPA
EI	Pearson	1	.017
	Correlation		
	Sig. (2-tailed)		.917
	N	40	40
GPA	Pearson	.017	1
	Correlation		
	Sig. (2-tailed)	.917	
	N	40	40

The correlation between religiosity and aggressiveness is 0.017. This is very close to zero, indicating a very weak or virtually non-existent relationship

between the two variables. Significance (Sig. (2-tailed)): The significance level (p-value) is 0.917. This is far greater than the commonly used significance level in research (typically 0.05). This means the relationship between religiosity and aggressiveness is not statistically significant. The sample size used in the analysis is 40. Based on the Pearson Product Moment above, the correlation coefficient or the  $r_{value}$  was 0.17 and it was lower than  $r_{table}$  0.304, and the level of probability ( $p$ ) significance (sig.2-tailed) was 0.917, and it was higher than 0.05.

## 5. DISCUSSION

Ahmadi (Ahmadi, 2014) states that emotional Intelligence is the ability to identify, understand, and manage moods and feelings in ourselves and others. Emotional Intelligence refers to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in the self and others. According to (Hashempour & Mehrad, 2014), emotional Intelligence as a decisive inner factor that can grow or improve all facets of behaviour and trends among individuals. In reality, emotional intelligence assesses individuals' trends and guides them in various ways. These emotions directly affect individuals' skills for obtaining social and private performances. This internal factor determines the kind of living, relations, and learning. Emotional Intelligence with all facets has a different effect on behaviour and options of individuals. Emotional intelligence is one of the important factors, which must be possessed by every student who wants to achieve high or better learning achievement in school. Because, one of the factors that influences learning achievement is the psychological factor in which there is emotional intelligence.

According to (Ilyosovna (2020), achievement is the result of an activity that can be created, performed, and enjoyed, and is achieved through hard work, whether individually or in groups. This learning outcome is the culmination of the learning outcomes and may reflect student learning outcomes related to the learning objectives. Student learning outcomes may include cognitive (knowledge), emotional (attitude), and psychomotor (behavioural) aspects. Based on the analysis of research data shows a correlation ( $r_{xy}$ ) of 0.017 with  $p = 0.917 > 0.05$ , then the proposed hypothesis is rejected. This shows that there is no relationship between intelligence and learning achievement in students who have high learning achievement at UIM majoring in English education. Emotional intelligence is not taught in school learning nor recorded in report cards, like other subjects that are often visible or recorded in students' report cards, nor skills in school learning, so there is no direct effect given to improve students' academic performance at school. Therefore, students with high academic achievement cannot be said to have good emotional intelligence.

## 6. CONCLUSION

From the result of the correlation test, it can be concluded that there was no correlation between EI and students' learning achievements in the English education department of Universitas Islam Makassar. The result of the Pearson Product-Moment showed that the null hypothesis (H0) was accepted and the alternative hypothesis (H1) was rejected. Emotional intelligent affects students' performance in the affective setting, while the students' grades are more in the cognitive setting, which is affected by IQ. Therefore, emotional intelligence only contributes a little to the students' performance, because their grades measure their performance.

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