

The Influence Of Emotional Intelligence On The Achievement Of Learning Art Music With Motivation As A Mediator In The High School Students In Tangerang City Of Banten Province

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ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>Many studies have shown that IQ is not a guarantee of life's success. The discovery of Emotional Intelligence (EQ) seemed to be the answer to the case of people who were in life when they had a high IQ. In addition to emotional intelligence, motivation learns to be an intrinsic factor for one to achieve optimal achievement in learning. The purpose of this research is to know the influence of emotional intelligence towards learning performance of music art with the motivation of learning as a moderator variable. The research samples amounted to 148 students from Setia Bhakti High School in Tangerang province of Banten Indonesia. The results showed: (1) The emotional intelligence significantly affects the learning performance of music, the research proves the effect is 60.1%; (2) The motivation to learn significantly is a moderate in the influence between emotional intelligence to learning performance of music art,. Its interactions with influential emotional intelligence amounted to 95.1%.</i>
Keywords: <i>Emotional Intelligence, Learning Motivation; Learning Achievement, Music Art</i>	

INTRODUCTION

The School learning process is a complex and thorough process. Many people think that in order to achieve high performance in learning, one must have a high Intelligence Quotient (IQ), because intelligence is a potential provision that will facilitate the learning and in turn will produce optimal learning achievements. The reality can be found by students who are unable to achieve learning outcomes that are equivalent to their intellectual abilities. There are students who have high intelligence skills but are able to achieve relatively low learning achievement, but there are students whose ability can achieve relatively high intelligence.

The emergence of the term Emotional Intelligence (EQ) in education for some people may be regarded as an answer to the discrepancy. Daniel Goleman's theory, according to his book title, gives a new definition of intelligent word. Although EQ is relatively new compared to IQ, some studies have hinted that emotional intelligence is no less important with IQ. Emotional intelligence is the ability of a person to govern his emotional life with intelligence; Maintain emotional harmony and disclosure through self-awareness, self-control, self-motivation, empathy and social skills. In the process of learning, intelligence and emotional are very influential and

necessary. IQ may not function properly without the participation of emotional involvement in class subjects. Emotional intelligence includes different abilities, but it affects academic intelligence. People will not be able to use their cognitive abilities according to maximum potency without having emotional intelligence. Emotional intelligence has a very important role to achieve success in school as well as communicating in a community environment.

National education in Indonesia aims to grow the potential of learners to become human beings who believe and fear to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and be a democratic citizen Responsible. To realize this function for secondary education curriculum one of them is to contain cultural arts education that one of the sub-materials is the art of music. Based on observations in a number of children, researchers from the University of California concluded that music began at an early age could increase intelligence (read: reasoned and thought) in the long run. The results of this research drew attention so that The Mozart Effect Book of Don Campbell (1997), The Magazine Intisari (February 1997), Daily London Sunday Times (October 1997), and the last magazine D & R (No. 12/XXIX/8, November 1997) felt moved To inform the community.

Djohan stated that in the world of education, music occupies the highest position because there is no discipline that can be penetrated into the soul and in a level with the ability to exceed the rhythm and harmony [1]. In music it takes the ability to manage emotions and turn them into a positive spirit or energy. In other words, emotional intelligence is needed in music, in addition to the need for other factors such as learning motivation and talent.

METHOD

The research was conducted by a survey method with pathway analysis techniques. The survey method is intended to obtain empirical data from any variables examined in a relatively concurrent time period without any control group treatment as it does in the experimental method. Variables on this research are independent variable: Emotional Intelligence (X1); Moderator Variables: Learning motivation (X2); dependent variables: Musical Arts Learning Achievement (Y). Referring to the Morgan table then with a population of 240 grade XI students Setia Bhakti High School obtained a sample amount of 148 students.. A list of questions. In this research the author uses a poll of emotional intelligence a number of 30 questions, a poll of motivational learning a number of 30 questions and methods of documentation to know the achievement of learning music art. The analysis of the data used to see the influence between emotional intelligence and the motivation to learn with learning achievements is to use simple regression analysis. The calculation of this analysis is assisted by using SPSS 24.0 for Windows program.

RESULTS AND DISCUSSION

- a. Regression test results I with emotional intelligence as a independent variable and achievement of learning music art as dependent variable.

Table 1. Result regression Model I

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775 ^a	.601	.598	9.420

a. Predictors: (Constant), EQ

Adjusted R Square indicates coefficient of determination or role of variance (variable independent in relation to dependent variables). The adjusted R-square number of 0.601

indicates that a 60.1% of music performance-learning achievements can be explained by emotional intelligence variables. The remaining 39.9% is explained by other factors.

Table 2. Significance F value Model regression I

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18146.696	1	18146.696	204.515	.000 ^b
	Residual	12067.340	136	88.730		
	Total	30214.036	137			

Table 3. Significance t value Model regression I

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.554	4.126		2.073	.040		
	EQ	.729	.051	.775	14.301	.000	1.000	1.000

Regression equations gained

$$Y = 8.554 + 0.729$$

As seen that the value of F count obtained amounted to 204.515 with a significance rate of 0.000 is smaller than 0.05. This shows an emotional intelligence affecting the performance of learning the art of music. Furthermore the calculated T value shows an emotional intelligence of 14.301 with a significance rate of 0.040 and a regression coefficient of 0.729. This means that emotional intelligence has a positive and significant influence on music learning performance.

- b. Result of regression II test with emotional intelligence as a independent variable and achievement of musical art as dependent variable, as well as motivation for learning as a moderate.

Table 4. Result regression Model II

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.976 ^a	.952	.951	3.275

Adjusted R Square shows the coefficient of determination or the role of variance (independent variable in relation to dependent variables) can be seen there is an increase in the adjusted R square number of regression model I to the II regression model of 35.1%. The adjusted R-square number of 0.951 indicates that a 95.1% of music performance-learning achievements can be explained by emotional intelligence variables. The remaining 4.9% is explained by other factors.

Table 5. Significance F value Model regression II

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28776.670	3	9592.223	894.245	.000 ^b
	Residual	1437.367	134	10.727		
	Total	30214.036	137			

As seen that the value of F count obtained amounted to 9592.245 with a significance rate of 0.000 is smaller than 0.05. It demonstrates emotional intelligence, learning motivation, as well as interactions between emotional intelligence and motivation to learn to influence in tandem with learning performance of music art.

Table 6. Significance t value Model regression II

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	57.329	2.590		22.134	.000		
	EQ	-.924	.060	-.982	-15.461	.000	.088	11.372
	Motivation	.204	.050	.195	4.080	.000	.155	6.435
	Moderat1	.012	.000	1.679	29.337	.000	.108	9.222

Regression equations gained

$$Y = 57.329 - 0.924 + 0.204 + 0.12 (X1 \ X2)$$

The count value of emotion intelligence shows a value of 15.461 with a significance rate of 0.000 (significant). The motivational learning variables have a count of 4.080 with significance of 0.000 (significant). The moderat1 variable (interaction between emotional intelligence and learning motivation) has a calculated t value of 29.337 with a significance of 0.000 (significant). This means the variable motivation to learn is a moderate in the influence between emotional intelligence to learning performance of music art.

CONCLUSION

Based on the results of the analysis, it can be concluded as follows: Emotional intelligence significantly affects the achievement of music learning in high school students of Setia Bhakti City of Banten province. This research proves its impact of 60.1%. Variable motivation to learn significantly is a moderate in the influence of emotional intelligence to the achievement of music art of high school students Setia Bhakti city of Banten province. Its interactions with influential emotional intelligence amounted to 95.1%. Many studies have shown that IQ is not a guarantee of life's success. The discovery of Emotional Intelligence (EQ) seemed to be the answer to the case of people who were in life when they had a high IQ. Today we should start thinking that developing emotional intelligence is an integral part of the educational process. Emotional intelligence is believed to be an auxiliary and complementary coordinator, so people are more easily in control of their life situation. The art of music becomes one of the content of lessons in schools that are believed to be able to understand one's emotions, so it is not excessive if these subjects should get special attention. With this research we hope that each school is being moved to the emotional intelligence of its students in order to get the right formula in building their learning motivation, while detecting as early as possible the potential emotional deviations from students.

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