

The Relationship between Emotional Intelligence and Cognitive Learning Outcomes of Grade IV Elementary School Students

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Abstract

This study aims to determine the relationship between emotional intelligence and cognitive learning outcomes of fourth grade students of SD Negeri 105 Pekanbaru. This study uses a quantitative approach with a correlational research type to test the relationship between two variables. Data were collected through two methods, a questionnaire distributed to students to measure emotional intelligence and a multiple-choice test to measure students' cognitive learning outcomes. Data analysis was carried out with prerequisite tests, including normality and linearity tests, then continued with hypothesis testing using simple linear regression and coefficient of determination. The results showed a positive and significant relationship between emotional intelligence and students' cognitive learning outcomes (significance value = 0.006). The coefficient of determination (R^2) of 0.267 indicates that emotional intelligence contributes 26.7% to the variation in cognitive learning outcomes, while 73.3% is influenced by other factors not examined in this study. This finding implies the importance of developing emotional intelligence as one of the factors that can improve students' cognitive learning outcomes at the elementary school level.

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INTRODUCTION

Education is a conscious and planned effort to create a learning environment (Windi & Mustika, 2022) and a learning process so that students can be active in developing their potential, such as self-control, spiritual strength, morals, intelligence, and skills needed by themselves and the community (BP et al., 2022; Abidin 2019). As stated in Law Number 20 of 2003 Article 3 that education has the function of developing capacity and shaping character and manners in order to educate the nation's life, education must be able to produce a more qualified young generation (Mustika et al., 2024). This also has the aim of maximizing the potential of students to be knowledgeable, moral, creative, capable, independent, democratic, and responsible (Sujana, 2019;

Suwartini 2017). In achieving educational goals, schools function as formal educational institutions (Irsalulloh & Maunah, 2023). Learners can learn various things at school.

Learning is an activity that a person does every day. People who are learning can internalize (experience) these activities (Arifin, 2017; Murniati et al., 2020). Learning may occur during educational activities in the classroom. Student learning outcomes will be clearly visible and easy to monitor when learning activities are taking place. Pane & Dasopang (2017) revealed that learning is indicated by interactive education, which is an effort to achieve goals. Teachers assist students in learning so that they can do so effectively. With this involvement, the learning process will succeed as expected (Arianti, 2018). If someone does an activity that results in a change in behavior, then that person is said to have learned (Arifin, 2017).

Changes in behavior that occur in each individual do not just happen. However, it is obtained through effort and is the result of experience. In knowing that there is a change in behavior, an assessment is needed (Muga et al., 2018). Evaluation in schools is obtained from student learning outcomes. Sumini (2022) explains that learning outcomes are something that individuals achieve when understanding subject matter. A person can be said to learn something if he can show changes in himself and the emergence of new skills, such as when he completes tasks and answers test questions given correctly and on time (Tumulo, 2022). When examined further, learning outcomes are listed in Bloom's taxonomy, which is classified into three aspects, namely affective, cognitive, and psychomotor domains (Magdalena et al., 2020; Putra et al., 2024; Mahmudi et al., 2022).

Cognitive learning outcomes are an important point because cognitive learning outcomes include aspects of thinking skills and knowledge (Nurlindayani et al., 2020). Cognitive aspects relate to students' ability to acquire knowledge, understand information, apply that knowledge, analyze, synthesize, and evaluate (Pratama et al., 2021). Thus, this cognitive aspect aims to assess the extent to which students master basic concepts in understanding essential material and basic principles that are an important foundation in learning. Cognitive ability is a display that can be seen as the fruit of the activity of gaining insight from personal experience. The best learning outcomes are not simply determined by intellectual intelligence but are determined by the existence of other intelligences that are important in determining one's success, one of which is emotional intelligence (Likamulyanti, 2020).

Emotional intelligence is important to decide the success of individuals in living their lives (Wulandari et al., 2021). In line with the research, emotional intelligence is also an important factor for students in achieving learning goals (Setyawan & Simbolon, 2018). Previous research shows that students with high levels of emotional intelligence tend to have better academic performance (Nofriadi & Pawirosumanto, 2024). Emotional intelligence is the ability to recognize, manage, and control emotions so that children can respond to conditions that trigger emotions in a positive way (Emiliana et al., 2022), such as the ability to motivate themselves and persevere in the face of frustration, control impulses and not exaggerate pleasure, regulate mood, and keep the burden of stress from paralyzing the ability to think, empathize, and pray (Solechan & Zidan, 2019). Also important for improving students' cognitive abilities is emotional intelligence. Functionally, there is a very close relationship between the brain and emotions. Between one and the other determine each other. Therefore, teachers are obliged to provide a conducive and broad space through learning activities for the development of students' emotional intelligence. The

capacity of educators to develop emotional aspects must be seen as an important component of education.

Based on the results of observations and interviews with the homeroom teacher of class IV A at SDN 105 Pekanbaru, several problems were found, such as students showing less stable emotions, such as crying easily and getting angry easily because they did not accept losing when playing and being teased by their friends; students who lack a sense of responsibility, such as neglecting to do assignments; and students who lack self-confidence, such as not daring to come to the front of the class to work on questions and express opinions. In addition, there are also students who find it difficult to socialize/adapt with their friends. This situation indicates that students tend to have difficulty controlling emotional intelligence.

Increasing emotional intelligence can affect student learning outcomes, which can be an obstacle for a student to get good cognitive learning outcomes, such as summative test results whose scores are less than the Minimum Completion Criteria (KKM). There are 12 out of 25 students whose summative test results are less than the Minimum Completion Criteria (KKM). This is proven based on the final report data of the science subject content for the odd semester of the 2022/2023 academic year from the fourth grade teacher, that the KKM determined by the school in this subject is 70, and 48% of students in the class scored less than 70. This finding illustrates that less stable emotional intelligence can be one of the factors influencing students' low cognitive learning outcomes.

The above problems are in line with research conducted by Arafa et al (2022), who found problems in emotional intelligence, such as the existence of several students who lack interaction with peers and teachers, students lacking confidence to speak in front of the class to express opinions or ask questions, and sometimes students make noise when the teaching and learning process is taking place. These problems are also expressed in the research of Yulita et al (2018). Problems in students' emotional intelligence include frequent arguments inside and outside the classroom, a tendency to get emotional easily, being easily offended if corrected by teachers or friends, and a lack of confidence when presenting their opinions in class. Students who have stable emotional intelligence, according to research by Azis (2021), are thought to be able to maximize their learning achievement well. It is assumed that children who have unstable emotional intelligence will have slower intelligence, making it difficult for them to excel in class.

Based on the description of the problem above, there is a relationship between emotional intelligence and students' cognitive learning outcomes. This research is important because understanding the relationship between emotional intelligence and cognitive learning outcomes can provide valuable insight into how emotional factors affect student learning outcomes. By knowing the extent to which emotional intelligence contributes to learning outcomes, schools, teachers, and parents can design more effective strategies for supporting students' holistic development. The main purpose of this study was to determine whether there is a relationship between emotional intelligence and cognitive learning outcomes of fourth grade students of SDN 105 Pekanbaru.

METHOD

This study used a quantitative approach with correlational research type to test the relationship between two variables. The research was conducted at 105 Pekanbaru State Elementary School, with a population consisting of class IV students, namely class IV A, which

amounted to 25 students, and class IV B, which amounted to 26 students. The research sample was taken from as many as 24 students from class IV B using simple random sampling techniques. Simple random sampling technique is done by using selection of a piece of paper that is rolled up and put into a bottle. Each paper represents one member of the population, and one of the papers is taken at random from the bottle to determine the participants. Data collection techniques used in this study include the use of questionnaires and tests. The questionnaire sheet is used to collect data on emotional intelligence variables. The statement items in this instrument use a Likert scale. In the Likert scale, the variables to be measured are described into indicator variables that are used as benchmarks in compiling instrument items in the form of questions or statements. In providing answers, in this study respondents only provide a checklist (√). The emotional intelligence grid can be seen in Table 1.

Table 1. Emotional Intelligence Grid

No	Variable	Indicator	No Item	Number of Items
1	Self-awareness	a. Recognize own emotions	1,2	2
		b. Knowing one's own boundaries	3,4,5	3
		c. Believing in one's own abilities	6,7	2
2	Self-regulation	a. Being able to control oneself	8,9	2
		b. Able to behave honestly	10,11,12,13	4
		c. Accepting new information	14	1
3	Motivation	a. Motivating oneself to achieve	15	1
		b. Have a sense of responsibility	16,17	2
		c. Has a high learning spirit	18,19	2
4	Empathy	a. Able to understand other people's feelings	20,21	2
		b. Can accept differences	22,23	2
5	Social skills	a. Has the ability to communicate	24	1
		b. Conflict management	25,26	2
		c. Have the courage to lead	27,28	2
		d. Able to work with groups	29,30	2
Total				30

Source: Modified from (Solechan & Zidan, 2019)

Furthermore, tests are given to measure students' cognitive learning outcomes. The grids of students' cognitive learning outcomes can be seen in table 2.

Table 2. Grid of Cognitive Learning Outcomes

Basic Competency	Indicator	Cognitive Level	Form of question	No Item
4.1 Describe the process of photosynthesis and relate the importance of this process for living things	List the energy sources used by plants.	C2	Multiple choice	1,2
	Determine food ingredients as a source of energy.	C3	Multiple choice	6
	Analyze the importance of the photosynthesis process for humans.	C4	Multiple choice	7
	Analyze plant parts and their functions.	C4	Multiple choice	5
	Analyzing the elements in the occurrence of photosynthesis in plants	C4	Multiple choice	3,4,9,10
	Interpret examples of plants that do not have chlorophyll	C5	Multiple choice	8
Total				10

Then, a validity test was conducted to assess the effectiveness of the measuring instrument using the Pearson Product Moment correlation coefficient, with a significance level of $\alpha = 0.05$. Each item's correlation coefficient (r_{count}) was compared to the critical value from the correlation table (r_{table}). An item was considered valid if its r_{count} was greater than r_{table} ; otherwise, it was deemed invalid. This method ensures that only items with a significant correlation to the construct being measured are retained in the instrument. After ensuring validity, the researcher conducted a reliability test to assess the consistency of the measuring instrument. The reliability coefficient is calculated, and an item is considered reliable if the alpha value is 0.60. Thus, measuring instruments that meet the validity and reliability criteria can be relied on for collecting quality data.

After data collection, analysis techniques were carried out by testing data prerequisites such as normality tests to ensure normal distribution of emotional intelligence data and cognitive learning outcomes and linearity tests to examine the linear relationship between these variables. The next step in data analysis is to conduct a hypothesis test using a simple linear regression test. This test is used to test whether there is a relationship between emotional intelligence (an independent variable) and cognitive learning outcomes (a dependent variable). In addition, the coefficient of determination (R^2) is used to evaluate how much the emotional intelligence variable contributes to the variation in students' cognitive learning outcomes. Thus, the data analysis process involves the use of several statistical techniques to ensure the validity of the findings and accurate conclusions drawn based on the data that has been collected.

RESULTS AND DISCUSSION

Results

The results of the validity test of the emotional intelligence instrument were carried out using SPSS version 24, which showed that all 30 questionnaire statement items were declared valid. This is because the t-value for each item is greater than the t-table value, which is 0.413, so all items can be used in the study. After validity, a reliability test was carried out using the Cronbach's alpha formula, which produced a value of 0.892. This value is far above the threshold of 0.60, indicating that the instrument has a very good level of reliability and can be relied on.

Then, for the cognitive learning outcome test instrument consisting of 10 question items, the validity test showed that all items were also valid because the t-value was greater than the t-table value, which was 0.413. Furthermore, the reliability test of the cognitive learning outcome instrument gave a value of 0.725, which also showed good reliability because it was greater than 0.60. Thus, the instrument for measuring emotional intelligence and cognitive learning outcomes was declared valid and reliable for use in this study.

After ensuring that all instruments were valid and reliable, this study continued with data collection, which was divided into two main groups: (1) students' emotional intelligence data and (2) students' cognitive learning outcomes data. Statistical analysis was conducted to evaluate the data obtained, including the calculation of the average (mean), maximum value, minimum value, and standard deviation. The results of this analysis are presented in Table 3.

Table 3. Descriptive Analysis Results

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	24	63.00	92.00	78.4167	8.09142
Cognitive Learning Outcomes	24	60.00	100.00	83.7500	11.72604

Table 3 contains statistical data for two variables in the study, namely emotional intelligence and cognitive learning outcomes. Emotional intelligence with 24 samples shows a minimum value of 63 and a maximum of 92. The average emotional intelligence is 78.42, with a standard deviation of 8.09142. Meanwhile, cognitive learning outcomes are also based on 24 samples, having a range of values between 60 and 100. The average cognitive learning outcome is 83.75, with a standard deviation of 11.72604. The interpretation of these results shows that the average emotional intelligence and cognitive learning outcomes are in a good range; a large standard deviation indicates significant variation between individuals. When compared to previous studies, where emotional intelligence is often associated with better academic performance, these results support that students with high emotional intelligence tend to have better cognitive learning outcomes. The average comparison of the two variables can be seen in figure 1.

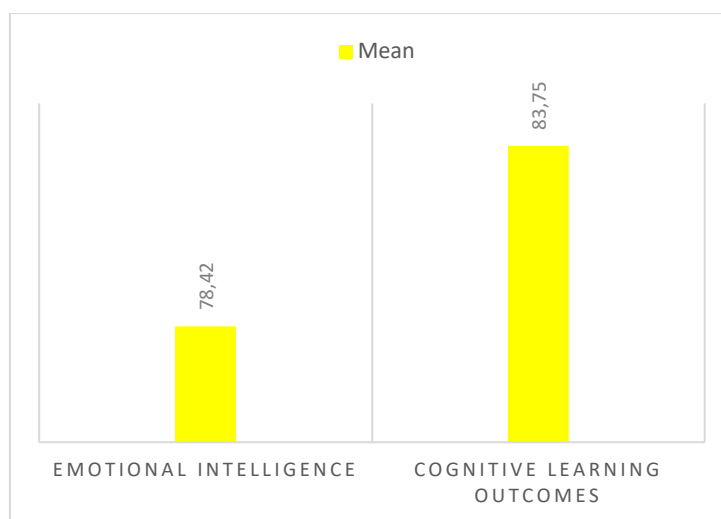


Figure 1. Comparison of mean emotional intelligence and students' cognitive learning outcomes.

Before starting the hypothesis test, the data on emotional intelligence and students' cognitive learning outcomes were tested to fulfill the prerequisites, namely normality test and linearity test. After the data is collected completely, the next step is to analyze the data. The first step taken is to test the normality of the data. The purpose of the normality test in this study is to determine whether the data distribution of each variable being analyzed is normal or not. The testing technique used is the one-sample Kolmogorov-Smirnov test, which is carried out with the help of SPSS version 24 software for Windows. The normality test results can be seen in Table 4.

Table 4. Normality Test Results

N		Unstandardized Residual
		24
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.82042023
Most Extreme Differences	Absolute	.126
	Positive	.126
	Negative	-.086
Test Statistic		.126
Asymp. Sig. (2-tailed)		.200

Table 4 shows that the significance for both variables, namely emotional intelligence and cognitive learning outcomes, is 0.200. This significance value is greater than the significance level of 0.05; this indicates that both emotional intelligence and cognitive learning outcomes have a normal distribution. Furthermore, the linearity test is carried out. The linearity test is used to determine the linear status or not of a research data distribution so as to determine whether there is a linear relationship between the independent variable and the dependent variable from the data obtained. The linearity test was carried out using the test of linearity with the help of SPSS version 24 for Windows. With the criteria, if the linearity sig value is below 0.05 and the sig deviation of linearity value is above 0.05, the variable is said to have a linear relationship (Sugiyono, 2019). The linearity test results can be seen in Table 5.

Table 5. Linearity Test Results

			Sum of	df	Mean	F	Sig.
			Squares		Square		
Cognitive Learning Outcomes *	Betwee n	(Combined)	2712.500	15	180.833	3.215	.050
		Linearity	944.365	1	944.365	16.789	.003
Emotional Intelligence	Groups	Deviation	1768.135	14	126.295	2.245	.126
		from Linearity					
Within Groups			450.000	8	56.250		
Total			3162.500	23			

Table 5 shows a sig. deviation from linearity value of 0.126. With a significance value of 0.126, which is greater than the significance level of 0.05, this result indicates that changes in emotional intelligence have a consistent impact on cognitive learning outcomes in a linear manner.

Based on the results of the data analysis prerequisite test, it is known that the data of emotional intelligence and cognitive learning outcomes show normal distribution and linear relationship. After ensuring that the data meet the prerequisites of this analysis, the next step is to conduct research hypothesis testing using the simple linear regression test.

Simple linear regression analysis is a linear relationship between one independent variable (X) and the dependent variable (Y). This analysis knows the direction of the relationship between the independent variable and the dependent variable if the independent variable increases or decreases. In the simple linear regression test, decisions are made based on the significance value (p-value) compared to the significance level, which is generally set at 0.05. If the significance value is less than 0.05, variable X is considered to have a significant effect on variable Y (there is a relationship). However, if the significance value is greater than 0.05, variable X is considered to have no significant effect on variable Y (there is no relationship). The results of simple linear regression analysis can be seen in Table 6.

Table 6. Simple Linear Regression Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	944.365	1	944.365	9.366	.006 ^b
	Residual	2218.135	22	100.824		
	Total	3162.500	23			

In table 6, a significance value of 0.006 was obtained. This significance value indicates that there is a significant relationship between students' emotional intelligence and students' cognitive learning outcomes because the significance value is smaller than the specified significance level of 0.05. These results indicate that emotional intelligence significantly affects students' cognitive learning outcomes. This means that better emotional intelligence is associated with better academic performance. This shows the importance of integrating emotional intelligence development into educational strategies to improve students' academic achievement.

Furthermore, it is also necessary to know the value of the coefficient of determination, which is used to determine how much contribution or contribution from emotional intelligence to cognitive learning outcomes. The results of the coefficient of determination can be seen in Table 7.

Table 7. Results of the Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.546 ^a	.299	.267	10.04113

In table 7, the coefficient of determination (R^2) is 0.267. This means that the contribution or contribution of emotional intelligence to cognitive learning outcomes is 26.7%, while the remaining 73.3% is influenced by other variables not included in this study.

Discussion

This study was conducted at SDN 105 Pekanbaru in grade IV elementary school with the main objective of measuring the relationship between emotional intelligence and students' cognitive learning outcomes, especially on plant material contained in Chapter 1 in the science subject. In this study, two types of instruments were used, namely a questionnaire to measure emotional intelligence and a test to assess students' cognitive learning outcomes.

Validity tests on the emotional intelligence instrument consisting of 30 items showed that all items were valid. This indicates that each statement in the questionnaire is able to accurately measure various aspects of emotional intelligence. Reliability tests conducted using Cronbach's alpha also produced values that far exceeded the recommended minimum limit, indicating that this instrument is very consistent and reliable in measuring students' emotional intelligence.

Likewise, the instrument to assess students' cognitive learning outcomes showed good validity. All items on the cognitive learning outcome test were proven to be relevant and appropriate for measuring students' understanding of plant material. Reliability tests on this instrument also showed high values, indicating that the test was consistent in providing reliable results.

Furthermore, prerequisite tests were carried out, including normality and linearity tests, to ensure that the data met the requirements for further analysis. The results of this test indicate that all data are normal and linear. After meeting these requirements, a hypothesis test was conducted

to test the relationship between emotional intelligence and cognitive learning outcomes. From the hypothesis test, it was found that there was a significant relationship between students' emotional intelligence and their cognitive learning outcomes. This finding indicates that aspects of emotional intelligence can affect students' learning outcomes in science material, especially in the topic of plants. This is supported by the findings (Parent et al., 2023) which states that there is a positive relationship between emotional intelligence and students' cognitive learning outcomes. This is similar to the view (Pramiswari, 2020) that emotional intelligence is related to student learning outcomes. In her research, Pramiswari highlighted that students who are able to identify and manage their emotions effectively are more likely to succeed in an educational context. (Nuraeni & Sari, 2020) also identified a relationship between emotional intelligence and students' cognitive learning outcomes. They found that developing emotional intelligence can act as a strategic guide in improving student learning achievement, especially in the cognitive aspect. This finding provides further support that emotional intelligence education can provide significant benefits in achieving broader educational goals. Emotional intelligence plays a crucial role in the learning process of students because it has a direct impact on the achievement of their learning outcomes. The ability to manage emotions well allows students to control themselves so that they are better prepared to face various situations and conditions that may occur in the learning environment (Salimah et al., 2023). Managing emotions effectively helps students stay focused and calm when facing academic challenges. For example, when they are frustrated by difficult-to-understand material, the ability to regulate their emotions can help them stay clear-headed and take the right steps to solve the problem. Emotional intelligence guides students in successful behavior and achievement through several strategies, namely identifying one's own emotions, regulating emotions, motivating oneself, understanding the emotions of others (empathy), and the ability to interact (cooperate) with others or fellow students (Pardede & Pardede, 2021)

When someone has high emotional intelligence, he or she is able to manage and recognize his or her emotions well. The individual is also able to motivate themselves when facing problems. This is because when facing problems, the individual can manage their emotions well and try to think positively in finding solutions. As a result, the higher the level of a person's emotional intelligence, the higher the tendency to achieve good learning outcomes (Indriyanti et al., 2018). The ability to regulate positive and productive emotions when facing obstacles in learning is key to achieving good learning outcomes. Individuals with good emotional intelligence tend to be able to stay focused, are not distracted by negative emotions such as anxiety or frustration, and are able to find effective solutions to the problems they face.

Emotional intelligence can help individuals maximize their intellectual abilities. In depth, emotional intelligence can have a good effect in facilitating or inhibiting a person's intellectual intelligence (Arwien, 2021). Optimal learning outcomes are not only determined by intellectual intelligence alone but are also influenced by emotional intelligence in achieving maximum achievement (Widyasari et al., 2023). Teachers also have a very important role in the success of the learning process (Fauzi & Mustika, 2022).

Teachers can help students develop emotional intelligence through a learning approach that pays attention to emotional aspects, provides necessary psychological support, and encourages reflection on how emotions affect academic performance. Overall, the integration of emotional intelligence in education not only enriches students' learning experiences but also helps

them achieve optimal cognitive learning outcomes. By understanding and managing emotions well, students can improve their ability to understand and apply concepts and become more resilient and successful individuals academically and personally. However, it is important to remember that an exclusive focus on emotional intelligence without considering other factors, such as teaching methods, learning environments, and social support, can limit our understanding of student learning outcomes. The quality of teaching, learning strategies, and social support also play an important role in academic achievement. Therefore, a holistic approach that combines the development of emotional intelligence with attention to these factors will be more effective in supporting the achievement of optimal learning outcomes.

CONCLUSION

Based on the results of research and discussion as a whole, it can be concluded that there is a positive and significant relationship between emotional intelligence and cognitive learning outcomes of fourth grade students at 105 Pekanbaru State Elementary School. This finding is evidenced by the results of a simple linear regression test with a significance value of 0.006. In addition, information was obtained that the contribution or contribution of emotional intelligence to cognitive learning outcomes was 26.7%, while the remaining 73.3% was influenced by other variables not included in this study. This indicates that emotional intelligence plays a significant role in determining students' cognitive learning outcomes. Limitations in this study include the sample size, which is still limited, only covering one class at SDN 105 Pekanbaru. This can limit the generalization of the results to a wider population. In addition, this study did not consider other variables that may affect cognitive learning outcomes, such as the teaching methods used. For further research, it is recommended that the sample size be considered by involving more classes or schools to increase representativeness. Future research should also include additional variables that may affect learning outcomes, such as social factors and learning environments, and use a longitudinal approach to explore the long-term impact of emotional intelligence on cognitive learning outcomes.

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