Emotional Intelligence with Learning Achievements Reviewed from Islamic Education

[1]Nur 'Aisyiah Yusri*, [2]Mariah Kibtiyah, [3]Thoat Hamim

[1]Universitas Islam Negeri Imam Bonjol, Padang, Indonesia
[2]Institut Agama Islam Negeri Palangkaraya, Indonesia
[3]International Islamic University Malaysia, Malaysia

*Corresponding email: ainhayuda75@gmail.com

ARTICLE INFO

ABSTRACT

One of the psychological aspects that determine the quality of learning outcomes, it closely relates emotional factors to emotional intelligence. Emotional intelligence is one of the knowledge models developed in psychology based on various arguments and scientific findings from neuroscience studies and analysis. This article discusses the relationship between emotional intelligence and student achievement. The sample used was 248 high school students in Padang city, and the data analysis technique was Pearson's product-moment correlation. This research study instrument was the emotional intelligence scale, while they obtained student learning achievement from the report card scores in the odd semester of the 2019-2020 school year. The results showed that there was a significant interrelationship between emotional intelligence and student achievement.

Citation:

Yusri, N.A., Kibtiyah, M., & Hamim, T. (2020). Emotional Intelligence with Learning Achievements Reviewed from Islamic Education. *International Journal of Islamic Educational Psychology*, 1(2), 112-125. DOI: https://doi.org/10.18196/ijiep.v1i2.9672

INTRODUCTION

Education is an effort to prepare students to face and play a role in an environment that is always transforming, and it is plural. Environmental changes that occur require an increase in educational outcomes from all aspects. One hope of environmental change, followed by the rapid development of science and technology, is contributing to student achievement.

To measure the extent to which a person's level of ability to learn requires a learning outcome report. Learning outcomes are often referred to as learning achievement because achievement is an effort made by someone and obtains learning outcomes. Many factors influence learning achievement. Factors that influence learning achievement include learning methods (which include teaching materials and teaching materials), environmental and socio-economic factors, and instrumental factors (which include hardware: school buildings, equipment, and software: curriculum, educational programs, study guides), and factors in students. According to Elliot et al. (1999), the factors that influence learning achievement are social class, race, parental involvement, children's skills, attitudes and values in learning, expectations, cognitive abilities (intelligence), and style.

In case any students encounter an inability to adapt and take place in the learning process, it will influence their school accomplishment. Likewise, when a pupil has entered the education phase at the senior secondary level, at the same time, his or her psychological development side enters a different life stage between the transform from adolescence to adulthood, which often creates a conflict of change. For the students those who are accepted into the school that they want in, their effort will decrease. As observed in Portugal, around 9% of new students experience direct failure. This is not counting those who continue to struggle despite their disappointing performance index. Many students respond to unfamiliar conditions that are far distant from the understanding situations in previous primary schools, so they have the wrong orientation, attitude, and learning habits and lead to student achievement problems that cannot be avoided (Costa & Faria, 2015).

Furthermore, Moll, Gobel, Gooch, Landerl, and Snowling (2014) estimate that between 30% and 50% of students diagnosed with learning disabilities resulting in their performance index will continue. With the increasing number of students who quit or drop out of school, analysis on student achievement related to learning issues focuses more on adults. This research is reinforced by Casey (2012). Besides an extra shift in the sociodemographic situation, new high school students have a transitional period between adolescence to adulthood when entering a higher education level than before. Their demands increase, also as a preventive action for future problems. These needs include career-education, family, home, pursuing pleasure, community involvement, emotional, physical health, responsibility, and personal relationships (Soni & Bhalla, 2020).

Moreover, the pressures of learning are related to behavior and developing emotional crises as a fundamental problem for students with learning obstacles. Students who encounter learning difficulties will experience behavioral complications, such as language disabilities that can affect students' social relationships. Shiver's analysis results stated individuals needed that emotional intelligence to observe, interpret, and respond to social and emotional cues (Goleman, 2000). Weissberg explained his research results which competent people had reasonable heart control, intense involvement with peers, social effectiveness, and popularity. They were also able in solving problems, were proficient in overcoming social issues, coping with anxiety, and experienced in resolving conflicts (Goleman, 2000).

The achievements of students have been a popular issue in the world of education. Academic achievement derives from a complex learning process. Zimmerman (2008) said that learning success is an ability that because of students have learning by doing tests or assessments. Assessment or evaluation in education is critical because it can summarize how students have mastered the subject taught. Besides, this method of assessment can be used in decision-making and policy. The environment's stimulus will become the knowledge one possesses if objects and events are seen and observed. All knowledge possessed will develop into a person's mental structure in a constructive forum. It can be said that the mental structure is absorb everything observed in the environment. This psychological structure is constantly changing. Thus, learning is a process of mental structures that are always changing because of psychological structures that always gain new knowledge. Therefore, learning outcomes also change due to changes in students' mental structures, interacting with their environmental stimuli.

Some experts state that learning achievement is influenced by many factors originating from within (internal) and from outside (external) the individual (Abdulghani et al., 2014; Dixson, Worrell, Olszewski - Kubilius, & Subotnik, 2016; Fonteyne, Duyck, & Fruyt, 2017). This study focuses more on the emotional element, an internal element with research exposure related to student achievement in high school levels.

It correlates emotional intelligence and achievement. In this connection, students who are developing to end their adolescence towards adulthood experience a transition in their life process (Preeti, 2013; Parker, Summerfeldt, Hogan, & Majeski, 2004). The social transition occurs when students have to adapt from scratch to a new school environment, such as teachers, peers, rules, and learning styles (Santrock, 2003). Also, individuals face the obligation to get an education at a higher level, which is motivated by their ideals, including mastering science, technology, skills, position, and high social status in society. However, achieving these goals is difficult because they have to face many obstacles and require emotional maturity to plan and act.

Students who will enter the transitional period from adolescence to adulthood

should have better social perceptions in the adolescent development phase than before. The reality is that many individuals cannot meet their needs in developing contacts with other people, especially when entering a new situation. In this condition, emotional intelligence is needed as an essential aspect of personality about individual adjustment. According to Adeyemo (2005), emotional intelligence is a predictor of healthy change as a fundamental provision for achieving social and academic success and a predictor of mental health and self-adjustment throughout the life span.

Individuals always fulfill a successful life throughout their life cover. During the psychological development of high school students, their readiness to learn is determined by their academic path and biological development by demanding developmental tasks in performing their more complex roles (Cole, 2014).

The emotional intelligence factor with society is essential for early school age. Successful social and emotional development for outstanding early school is also significant to learning success. Roeser, Eccles, & Sameroff (2000) described that their research showed a relationship between the social and emotional development of children's achievement. Most of the research explained that something related weak social conditions and delayed emotional development to learning achievement (Goldberg et al., 2019; Darling-Churchill & Lippman, 2016; Malti & Noam, 2016). The study again showed that right socio-emotional conditions characterized by the ability to deal with self-control and cooperation and a lack of aggressive behavior would lead to academic success (Goldberg. Et al., 2019). As explained by Arnett, Chapin, & Brownlow (2018), good social relationships for students would provide enthusiasm for learning and self-confidence.

One of the psychological aspects that determine the quality of learning outcomes, it closely relates emotional factors to emotional intelligence. Emotional intelligence is one of the intelligence models developed in psychology based on various arguments and scientific findings from neuroscience studies and research. Starting from the conventional intelligence model (IQ), emotional intelligence (EQ) to those who claim to be a model of spiritual intelligence (SQ), all of them still explain human consciousness with all its forms as processes that essentially take place in neural networks. Although the theoretical, critical response to this IQ-based intelligence assessment has appeared since beginning its birth, it is only in the last decade of this century. A famous psychological formula has been known to package studies' contributions and analyze results from scientists who focus their intelligence research.

Psychology considered emotion as part of intelligence theory when Wechsler described it as individuals' global capacity to act effectively and reason in facing their environment (Wechsler, 1981). Then in the early 1940s, Wechsler referred to non-intellect as a personal, social factor and an intellectual element, while in 1943 Wechsler stated that non-intellect ability was essential for success in life (Canivez & Watkins, 1998). Furthermore, in 1983, Howard Gardner presented various

theories of intelligence. He proposed that measure interpersonal and intrapersonal intelligence was as important as the type of intelligence measured by IQ and similar tests (Gardner, 1999). Mayer and Salovey supported the previous approach by describing emotional intelligence as a form of social intelligence that involved monitoring oneself and others' feelings to guide one's actions and thoughts (Salovey, Mayer, Caruso, & Yoo, 2009). Then Salovey and Mayer started an analysis program on developing emotional intelligence assessments. In the first 1990s, as the New York Times scientific writer, Daniel Goleman popularized Salovey and Mayer's research by writing the book Emotional Intelligence. Together with David Mc Clelland, Goleman studied his first book that showed important social and emotional abilities and neuropsychology development (Cherniss, 2000).

LeDoux observed that emotional symptoms from the cerebrum, neocortex, and limbic system's functional activities from the amygdala in the human brain (Goleman, 2000). In his experiments, LeDoux observed that this organ experienced increased activity along with human emotional responses. The thalamus receives when sensory nerves are activated by external sensory responses — a part of the brain. It translates nerve impulse stimuli into forms understood by the brain, then is received by the neocortex and visual cortex, which processes it and stimulates the amygdala when the stimulus is emotional (Goleman, 2000).

LeDoux argues that most of the signals originating from the thalamus go directly to the amygdala without passing through the neocortex — without going through conventional processes, with easier transmission allowing for a faster response. So, LeDoux believes the amygdala can trigger emotional activity responses before our cerebrum understands what is happening. In other words, the feeling of having intelligence (Goleman, 2000). This scientific evidence supports Goleman's argument that EQ is the fundamental requirement for effective use of IQ. It then links to some typical mental attitudes associated with EQ — awareness to understand oneself and others' feelings, empathy, compassion, motivation, and the ability to respond to be happy or in the sad situations.

The factors that influence the process and students' achievement are complex and varied. Some experts say that success in learning is influenced by both elements which from internal and external of individual. This research will pay special attention to points that come from within students. The results of this study will provide a conclusion on whether emotional intelligence plays a role acquisition in the academic achievement of high school.

Academic Achievement Assessment

One of the concepts formulated by experts says that learning achievement can be increased or decreased, influenced by many factors originating from within internal and external of individual (Azwar, 2000). Internal factors include

physical conditions in the form of the five senses and general environmental conditions and psychological conditions in the form of non-intellectual abilities and cognitive abilities. External factors include physical conditions in place conditions, facilities, subject, social and emotional conditions, and cultural influences (Marsh & Martin, 2011). The interaction between various factors determines the learning outcomes experienced by individuals. Each factor's role is not always the same and fixed, and other factors will determine the amount of contribution of a factor and is highly situational.

Assessment in education as a predictor of success is the level of achievement or proficiency in academic activities, usually assessed by teachers with standardized assessments, teacher-made tests, or combined the two tests. Learning achievement is in the form of numbers as describing the level of mastery or completion of student learning tasks within a certain period, both in the aspects of knowledge, attitudes, and skills (Chaplin, 1989). In line with Bloom et al., they divided the learning area into three parts: the cognitive area, the effective area, and the psychomotor area (Azwar, 2000). Learning achievement tests cover all three areas of educational goals broadly.

As explained, learning achievement is one form of the results of the learning efforts undertaken. Learning achievement can be increased or decreased and influenced by internal and external factors of students. Emotional intelligence is believed to be an area of internal factors that psychologically affects success in learning. As stated by Adeyamo (2005), emotional intelligence is a predictor of healthy change as an essential provision for achieving social and academic success and a predictor of mental health and self-adjustment throughout the life span. This statement can be justified because emotional intelligence is a fundamental factor in interacting with other people. Positive interaction in the learning process shows that the students' adjustment ability supports good learning achievement.

Implementing assessments to demonstrate success in learning to exist in created conditions. Students are encouraged to show their abilities, including internal ability factors that educators cannot predict (Berliner, 2020).

Emotional Intelligence

Intelligence is a concept in psychology that has long been researched and developed. The intelligence models currently being developed in psychology are based on their arguments on scientific findings from neuroscience studies. They are conventional intelligence model (IQ), emotional intelligence (EQ), to those who claim to be the ultimate intelligence model, it called by spiritual intelligence (SQ).

Serrat (2017) states that emotional intelligence can use emotions effectively to achieve goals, build productive relationships, and gain success. Productive relations manifest the ability to monitor feelings and emotions both in oneself and others, which become guides for thoughts and actions (Mayer, Caruso, &

Salovey, 2016). Productive relations such as communications with peers and teachers in the teaching-learning process also positively assess themselves, encouraging them to excel.

Studies and research on intelligence in modern psychology are motivated to fulfill functional needs related to the world of education, and it aims to understand, measure, classify, manage and utilize aspects of individual intelligence in their daily lives. In this context, intelligence is defined as it means in everyday language to solve practical problems (problem-solving capacity).

Intelligence has several main characteristics, namely abstract (Petrides et al., 2016), combine various functions (not a single ability), and relatively because it allows a change compose a person with increasing age, especially for functions whose value is emphasized by a particular culture.

The students' achievements have always been a topic to study. Some experts say that learning achievement is influenced by many factors originating (internal) and outside (external). This study focuses more on emotions, an internal element, with research exposure-related to high school students' learning achievements.

Implications of Emotional Intelligence in Islamic Education

An ideal Muslim is a human being who fulfills orders and avoids Allah SWT's prohibitions, in which the primary purpose of Islamic education is to bring students closer to Allah through faith and morals (Khaidir&Suud, 2020). This study has two formulations, they are developing human nature, and it directs potential at forming a whole human being, and education is a progressive and gradual activity following the students' development tasks.

Islamic education is defined as *al-tarbiyah*, *al-ta'lÊm*, and *al-ta'dÊb*, which focusing on nurturing, educating, and forming morals. According to Daulay (2014), the essence of Islamic education is not only about scientific insights but must be integrated into forming perfect morality (Muhandis et al., 2020). Based on the above understanding, Halik (2013) states that education consists of several elements, which are: 1) maintaining the growth of human nature; 2) empowering noble individual abilities (reason); 3) focusing human nature and its various potentials in a proper direction, and 4) doing the factors in stages.

The implications of emotional intelligence in Islamic education are related to the individual's personality with others. The form of demand is emerging students' self-adjustment abilities to set up a more mature personality. However, this situation can change because of the inability to manage emotions. In other words, individual emotions cannot be directed to positive things to serve as intrinsic motivation as one foundation for shaping behavior. Therefore, Islamic education challenges will become more diverse, seen from the many shifts in individuals' values and life patterns from being oriented to type of religious to individual-materialistic and secular.

Patterns of behavior change in modern society include permissive parenting for adolescents, which results in violations of Islamic religious rules. This neglect has created a distorted mindset in adolescents about obligations and prohibitions in Islam. The mindset formed in adolescents produces reactions from self-interaction with the adolescent social environment. The role of emotion here is to prepare the body to perform predictable actions or behaviors that can something useful for its adjustment. Further, the adolescent's emotions are often in an unstable condition, then what will emerge is psychological and emotional tension, which affects disrupt motor skills and mental activity, leading to disturbances in the individual's psychological atmosphere.

Emotional intelligence is closely related with learning achievement, and also Islamic education. The primary purpose of Islamic education is to form people who fear Allah SWT, emphasizing religion, so it relates emotional intelligence to Islam's study itself.

Islamic education also pays close attention to human relations (*al-hablu min al-nÉs*) as part of Islam's implications. It requires every Muslims to control their emotions because intended communication and used as a basis for individual assessment and evaluation of himself and others. Emotional reactions repeated over will become a habit. In psychology, anger is considered one of the learned emotions because it will create satisfaction and comfort when released. Islamic education teaches humans to manage emotions and direct them to positive things. The success of education has benchmarks based on students' reactions and emotional development. When Islamic education goals are met, it also fulfills contributing emotional intelligence to Islamic education.

Interactions in the social life of adolescents certainly produce attitudes and changes got from the emotional friction. Of course, the logical consequences cannot be avoided, separated, interrelated and supportive chains. This description is the author's attempt to link the role and function of the concept of emotional intelligence in Islamic education. Hence, the hope is to integrate and interconnect emotional intelligence between Western and Islamic perspectives.

METHODS

Participants

Subjects in this study were 248 (male = 112; average age 16 with SD = 2.19; female = 136; mean age 16.8 with SD = 2.63) students from 3 high schools in Padang city. The distribution of subjects in this study was 15 years (n = 45, 0.33%); 16 years (n = 48, 0.21%); 17 years (n = 55, 10.37%). Isaac and Michael's formulas were used for determining the population. All participants received approval. In this study, multistage random sampling was chosen to determine a representative sample of the population. Etikan & Bala (2017) explains that multistage random sampling is used to collect random and stratified samples according to certain units.

Regression analysis is to determine the causality pattern of emotional intelligence on students' achievements.

Measurement
The data collection applied a questionnaire approach. This method is considered the advantage of being a good data collector. The emotional intelligence scale measured students' level of emotional intelligence, and the scale adopted a Likert scale model. Meanwhile, to measure student achievement, it used the documentation method. This process determined the state and student learning outcomes of the 2019-2020 school year in report cards for one semester.

RESULT AND DISCUSSION

Result

Psychological factors in the concept of personality related to emotions and social issues, and its development, are essential for early school age. This study proves that weak social conditions and delayed emotional development affect learning achievement. Creating good social relationships in students will provide enthusiasm for learning and increase self-confidence.

Emotional intelligence measured using an emotional sense scale, with 94 items. The lowest record is 110, and the highest reaches 235. The hypothetical mean scores (110 + 235) / 2 = 172.5. The analysis proceeds showed a mean = 213.19. These results illustrated that the empirical mean gain higher than the hypothetical mean score, which 213.19 versus 172.5. Based on these results, the emotional intelligence of the research subjects is good.

Hypothesis testing, which states a positive correlation between emotional intelligence and learning achievement, is proven. Based on the results of Pearson's product-moment correlation analysis, the price of r = 0.248 was with a significance level of p = 0.010 or p <0.05. This result means that there is a relationship between emotional intelligence and academic achievement.

Discussion

The results of this study's hypothesis shows a positive correlation between emotional intelligence and student achievement. The level of significance of the one-sided correlation coefficient of the output (measured by probability) yields the number of 0.254 for emotional intelligence. Therefore, the probability of emotional intelligence is 0.16, so the correlation between learning achievement variables and emotional intelligence looks more real. This condition is similar to the research conducted by Abdullah, Elias, Mahyuddin, & Uli (2004). They found emotional intelligence would form emotional competency in children, helping establish more effective social relationships. Children who lack emotional competence will show negative emotional responses, such as less happy and cheerful in socializing. Furthermore, Malik & Shujja (2013) studied emotional

intelligence, and it showed that subjects with significant emotional intelligence scores also had high self-monitoring records, empathy gains, social skills reaches, and high interpersonal relationship scores.

Samari & Tahmasebi's research (2007) on emotional intelligence for men and women at the age of adolescence to 35 years found that women had the same ability in emotional intelligence. Although women had better empathy and social skills, men were better at controlling themselves. MacCann, Fogarty, Zeidner, & Roberts (2011) stated that the differences between men and women had been mostly due to community treatment so far. Therefore, from an early age, boys and girls should master specific knowledge and skills according to their gender and have self-concept and personal attributes that match their gender to have the same opportunity to develop themselves.

CONCLUSIONS

Education Education is not sufficiently focused on skills and cognitive processes, guidance, training, and assessment. Students need help in how to behave on their weak potential in facing tricky problems. The new situation differs from the previous case, both academic, social, and intellectual situations, which, if not expected, will cause various difficulties that can impact on acquisition learning achievement.

Psychological factors in the concept of personality related to emotions and social issues, and its development, are essential for early school age. This study proves that weak social conditions and delayed emotional development affect learning achievement. The formation of good social relationships in students will provide enthusiasm for learning and increase self-confidence.

REFERENCES

Abdulghani, H. M., Al-Drees, A. A., Khalil, M. S., Ahmad, F., Ponnamperuma, G. G., & Amin, Z. (2014). What Factors Determine Academic Achievement In High Achieving Undergraduate Medical Students? A Qualitative Study. *Medical Teacher, 36*(1), 543-548.

Abdullah, M. C., Elias, H., Mahyuddin, R., & Uli, J. (2004). Emotional intelligence and academic achievement among malaysian secondary students. *Pakistan Journal of Psychological Research, 19*(3-4), 105-121.

Adeyemo, D. A. (2005). The buffering effect of emotional intelligence on the adjustment of secondary school students in transition. *Electronic Journal of Research in Educational Psychology, 6*(2), 79-90.

Arnett, J., Chapin, L., & Brownlow, C. (2018). *Human development: A cultural*

approach. Melbourne: USQ ePrints.

Azwar, S. (2000). *Tes Prestasi* (2 ed.). Yogyakarta: Pustaka Pelajar.

Berliner, D. C. (2020). The implications of understanding that PISA is simply another standardized achievement test. Dalam G. Fan, & T. S. Popkewitz, *Handbook of Education Policy Studies: School/university, curriculum, and assessment* (hal. 239-258). New York: Springer.

Canivez, G. L., & Watkins, M. W. (1998). Long-term stability of the Wechsler Intelligence Scale for Children—Third Edition. *Psychological Assessment, 10*(3), 285–291.

Casey, J. E. (2012). A model to guide the conceptualization, assessment, and diagnosis of nonverbal learning disorder. *Canadian Journal of School Psychology, 27*(1), 35-57.

Chaplin, J. P. (1989). *Dictionary of Psychology.* New York: Del Publishing Co. Inc.

Cherniss, C. (2000). Emotional intelligence: What it is and why it matters. *Presented at the Annual Meeting of the Society for Industrial and Organizational psychology.* New Orleans.

Cole, P. M. (2014). Moving ahead in the study of the development of emotion regulation. *International Journal of Behavioral Development, 38*(2), 203-207.

Costa, A., & Faria, L. (2015). The impact of Emotional Intelligence on academic achievement: A longitudinal study in Portuguese secondary school. *Learning and Individual Differences, 37*, 38-47.

Darling-Churchill, K. E., & Lippman, L. (2016). Early childhood social and emotional development: Advancing the field of measurement. *Journal of Applied Developmental Psychology, 45*, 1-7.

Daulay, H. P. (2014). *Pendidikan islam dalam perspektif filsafat.* Jakarta: Kencana.

Dixson, D. D., Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2016). Beyond Perceived Ability: The Contribution Of Psychosocial Factors To Academic Performance. *Annals, 1377*(1), 67-77.

Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal, 5*(6), 1-3.

Ferrando, M., Prieto, M. D., Almeida, L. S., Ferrandiz, C., Bermejo, R., Lopez-Pina, J. A., . . . Fernandez, M.-C. (2011). Trait Emotional Intelligence and

Academic Performance: Controlling for the Effects of IQ, Personality, and Self-Concept. *Journal of Psychoeducational Assessment, 29*(2), 150-159.

Fonteyne, L., Duyck, W., & Fruyt, F. D. (2017). Program-Specific Prediction Of Academic Achievement On The Basis Of Cognitive And Non-Cognitive Factors. *Learning and Individual Differences, 56*, 34-48.

Gardner, H. E. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st century.* New York: Hachette, UK.

Goldberg, J. M., Sklad, M., Elfrink, T. R., Schreurs, K. M., Bohlmeijer, E. T., & Clarke, A. M. (2019). Effectiveness of interventions adopting a whole school approach to enhancing social and emotional development: A meta-analysis. *European Journal of Psychology of Education, 34*, 755–782.

Goleman, D. (2000). *Kecerdasan emosional (terjemahan).* Jakarta: Gramedia Pustaka Utama.

Halik, A. (2013). Dialektika filsafat pendidikan islam: Argumentasi dan epistimologi. *Istiqra', 1*(1), 1-10.

Khajehpour, M. (2011). Relationship Between Emotional Intelligence, Parental Involvement And Academic Performance Of High School Students. *Procedia - Social and Behavioral Sciences, 15*, 1081-1086.

Khaidir, E., & Suud, F. M. (2020). Islamic Education In Forming Students'characters At As-Shofa Islamic High School, Pekanbaru Riau. *International Journal of Islamic Educational Psychology, 1*(1), 50-63. 10.18196/ijiep.1105

MacCann, C., Fogarty, G. J., Zeidner, M., & Roberts, R. D. (2011). Coping mediates the relationship between emotional intelligence (EI) and academic achievement. *Contemporary Educational Psychology, 36*(1), 60-70.

Malik, F., & Shujja, S. (2013). Emotional intelligence and academic achievement: Implications for children's performance in schools. *Journal of the Indian Academy of Applied Psychology, 39*(1), 51–59.

Malti, T., & Noam, G. G. (2016). Social-emotional development: From theory to practice. *European Journal of Developmental Psychology, 13*(6), 652-665.

Marsh, H. W., & Martin, A. J. (2011). Academic Self-Concept And Academic Achievement: Relations And Causal Ordering. *British Journal of Educational Psychology, 81*(1), 59-77.

Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review, 8*(4), 290-300.

Moll, K., Gobel, S. M., Gooch, D., Landerl, K., & Snowling, M. J. (2014). Cognitive risk factors for specific learning disorder: Processing speed, temporal processing, and working memory. *Journal of Learning Disabilities, 49*(3), 272-281.

Muhandis, J., Yamin, M. N., & Nurjan, S. (2020). Jamuro Religious Factors: Perspective of Islamic Education Psychology. *International Journal of Islamic Educational Psychology*, *1*(1), 64-74. 10.18196/ijiep.1106

Parker, J. D., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: examining the transition from high school to university. *Personality and Individual Differences, 36*(1), 163-172.

Petrides, K. V., Mikolajczak, M., Mavroveli, S., Sanchez-Ruiz, M.-J., Furnham, A., & Pérez-González, J.-C. (2016). Developments in trait emotional intelligence research. *Emotion Review, 8*(4), 335-341.

Preeti, B. (2013). Role of emotional intelligence for academic achievement for students. *Research Journal of Educational Sciences, 1*(2), 8-12.

Roeser, R. W., Eccles, J. S., & Sameroff, A. J. (2000). School as a context of early adolescents' academic and social-emotional development: A summary of research findings. *The Elementary School Journal, 100*(5), 2217-2227.

Salovey, P., Mayer, J. D., Caruso, D., & Yoo, S. H. (2009). The Positive Psychology Of Emotional Intelligence. Dalam S. J. Lopez, & C. R. Snyder, *Oxford Handbook Of Positive Psychology* (hal. 237-248). UK: Oxford University Press.

Samari, & Tahmasebi. (2007). The study of correlation between emotional intelligence and academic achievement among university students. *Journal of Fundamental of Mental Health, 9*, 35-36.

Santrock, J. W. (2003). *Adolescence.* Boston: McGraw Hill.

Serrat, O. (2017). Understanding and developing emotional intelligence. Dalam O. Serrat, *Knowledge Solutions: Tools, methods, and approaches to drive organizational performance* (hal. 329-339). Singapore: Springer.

Soni, A., & Bhalla, A. (2020). To Study The Relation Between Adjustment Problems And Emotional Intelligence Among College Students: Role Of Gender Differences. *Indian Journal of Positive Psychology; Hisar, 11*(2), 153-

155.

Syah, M. (2009). *Psikologi belajar.* Jakarta: RajaGrafindo Persada.

Wechsler, D. (1981). The psychometric tradition: Developing the Wechsler Adult Intelligence Scale. *Contemporary Educational Psychology, 6*(2), 82-85.

Zimmerman, B. J. (2008). Theories of Self-Regulated Learning and Academic Achievement: An Overview and Analysis. Dalam B. J. Zimmerman, & D. H. Schunk, *Self-Regulated Learning, and Academic Achievement: Theoretical Perspectives* (2 ed., hal. 1-36). London: Routledge.