

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEARNING STRATEGIES ON STUDENTS' ACADEMIC ACHIEVEMENT

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Abstract

This study aims to determine the relationship between emotional intelligence and learning strategies on students' academic achievement. Using a quantitative correlational approach, data was collected from 123 grade XI students at one of the State High Schools in Depok City through questionnaires and documentation of report card scores. The results showed that there was a positive and significant relationship between emotional intelligence and academic achievement ($r = 0.482$; $p < 0.05$), as well as between learning strategies and academic achievement ($r = 0.533$; $p < 0.05$). Multiple linear regression analysis showed that emotional intelligence and learning strategies simultaneously contributed 37.3% to the variation in students' academic achievement ($R^2 = 0.373$; $p < 0.05$). Learning strategies have a relatively greater influence than emotional intelligence. These findings indicate that students' academic success is not only influenced by intellectual ability, but is also highly determined by the management of emotions and the learning strategies applied. Therefore, effective education needs to integrate the development of emotional aspects and students' learning skills in a balanced manner to achieve optimal academic outcomes. This research provides an important basis for the development of more comprehensive guidance programs and learning strategies in schools.

Keywords: *Emotional Intelligence, Learning Strategies, Academic Achievement, Students, Education.*

INTRODUCTION

In the world of education, students' academic achievement is an important indicator in assessing the success of the teaching and learning process (Dwikoranto et al., 2023). Many factors affect academic achievement, ranging from internal factors that come from within the students themselves to external factors from the surrounding environment (Kurniawan et al., 2023). One of the internal factors that has received great attention in recent decades is emotional intelligence. The concept of intelligence is no longer only associated with cognitive or intellectual abilities, but also concerns a person's ability to recognize, manage, and express their emotions in an adaptive way (Samadun et al., 2023). Emotional intelligence has been shown to play an important role in shaping students' personalities, building social relationships, and managing the stress that arises in the learning process (Marsini, 2022).

A student who is able to recognize and manage his emotions well tends to be better able to deal with academic pressure, complete assignments efficiently, and establish positive relationships with teachers and peers. This indirectly contributes greatly to students' academic achievement. In addition to emotional intelligence, learning strategies also play an important role in determining students' academic success (Marsini et al., 2022). Learning strategies refer to the approaches, methods, or techniques used by students in absorbing, understanding, and remembering information. Students who have an effective learning strategy tend to be more organized, able to manage their time well, and can adjust their learning style to the demands of the material at hand. The combination of high emotional intelligence and the right learning strategy is believed to result in optimal academic achievement (Scott, 2020). Both complement

and support each other in the learning process. Emotional intelligence assists students in maintaining motivation and overcoming emotional barriers, while learning strategies provide a framework to maximize mastery of subject matter. In the context of education in Indonesia, attention to emotional intelligence and learning strategies is still not fully the main focus in the school learning system (Sholihin et al., 2021). The majority of learning approaches still emphasize the cognitive aspects and exam results as the main measure of student success. In fact, without the support of affective and metacognitive aspects, students may have difficulty optimizing their academic potential. A phenomenon that is often found in the field is the number of students who have high intellectual abilities but experience difficulties in achieving commensurate academic achievements. This is often related to low ability to manage emotions and the absence of appropriate learning strategies. On the other hand, there are students who may be cognitively at an average level, but manage to achieve high achievement because they are able to regulate their emotions and apply the right learning strategies.

This situation hints at the need for a more holistic approach in seeing and developing students' potential. Education is no longer enough if it only relies on the teaching of subject matter, but must also pay attention to aspects of self-development, including emotional intelligence and the ability to design learning strategies (Kurniawan et al., 2023). Therefore, research on the relationship between emotional intelligence, learning strategies, and academic achievement is very relevant to be conducted. This study aims to uncover how the relationship between emotional intelligence and learning strategies affects students' academic achievement. By understanding these relationships, it is hoped that new insights can be found that can be used as a basis for designing more comprehensive educational interventions, both by teachers, schools, and education policymakers. In many previous studies, it has been found that emotional intelligence has a positive effect on academic achievement. Students who are able to control negative emotions, such as stress and anxiety, tend to be more focused on studying and are better able to cope with exams. On the other hand, a good learning strategy also greatly determines the effectiveness of the learning that students undergo.

However, there have not been many studies that have simultaneously analyzed the relationship between emotional intelligence and learning strategies and academic achievement simultaneously, especially among secondary school students in Indonesia. In fact, both variables can have a significant interactive effect on student achievement in the academic world. By studying these three variables together, this study is also expected to provide a more comprehensive understanding of how students' emotional characteristics and learning styles contribute to their academic results. This research also opens up opportunities to understand learning dynamics from the psychological and behavioral side of students. Students' well-developed emotional intelligence allows them to cope with stress when facing tough tasks or when facing failure (Goleman, 2024). This is an important provision in the world of education which is full of challenges and changes. Similarly, adaptive learning strategies allow students to learn more independently and reflectively, as well as being able to adapt their learning approach to specific situations.

One of the important questions that this study wants to answer is whether students with high emotional intelligence but low learning strategies can still achieve high academic achievement, or conversely, whether students with good learning strategies but low emotional intelligence can also achieve optimal academic success. The results of this research are expected to contribute to the development of guidance and counseling programs in schools, which have been more focused on career aspects and personal problems of students. Guidance directed at improving emotional intelligence and learning strategies can have a more tangible impact on students' learning performance in school. Teachers as the party closest to students can also use the results of this research to design a more personalized learning approach and support the overall development of students' character. Approaches that integrate emotional and cognitive aspects are believed to be more effective in educating students to become independent, resilient, and reflective learners. Thus, this research is not only useful at the theoretical level, but also applicable to educational practices in schools. Providing balanced attention between intellectual, emotional, and learning strategies is key to producing a generation that is not only academically

intelligent, but also emotionally mature and ready to face future challenges. Therefore, a comprehensive understanding of the relationship between emotional intelligence and learning strategies on students' academic achievement is essential. This research is expected to be able to provide a complete picture and become a foothold for the development of education policies that are more humane and oriented towards the development of students' potential as a whole.

RESEARCH METHODS

This study uses a quantitative approach with the type of correlational research (Priadana & Sunarsi, 2021). This approach was chosen to examine the relationship between two independent variables, namely emotional intelligence and learning strategies, to the bound variable, namely student academic achievement. Correlation research allows researchers to find out how strong the relationships between variables are and whether the relationships are statistically significant. The population in this study is all grade XI students at one of the State High Schools in Depok City in the 2024/2025 school year, which totals 180 students. The sampling technique is carried out using proportional random sampling, which is by taking random samples from each class based on the proportion of the number of students. Based on calculations using the Slovin formula with a confidence level of 95% and a margin of error of 5%, a sample of 123 students was obtained.

The instrument used in this study consists of three parts. First, to measure students' emotional intelligence, a Likert scale questionnaire developed based on theory was used (Goleman, 2024), covering five key aspects: self-awareness, emotion management, motivation, empathy, and social skills. Second, learning strategies were measured using questionnaires compiled based on learning approaches according to Weinstein and Mayer, which included cognitive, metacognitive, and learning resource management strategies. Third, academic achievement data is obtained from the average score of students' even semester report cards in the main subjects (Mathematics, Indonesian, English, and Science). The validity test of the instrument was carried out through validation of the content by experts (expert judgment) and continued with an empirical validity test using Pearson's Product Moment correlation technique to the data of the results of the instrument test on 30 students outside the sample (Zhou et al., 2016). Instruments that have a significance value below 0.05 are considered valid. The reliability test is performed with the Alpha Cronbach formula, and the instrument is said to be reliable if the reliability coefficient value is ≥ 0.70 .

The data analysis technique is carried out with the help of the latest version of SPSS software. The data is analyzed through several stages. First, a classical assumption test, namely a normality test and a linearity test, is carried out to ensure that the data is eligible for regression analysis. Second, partial correlation analysis was carried out to determine the relationship of each independent variable to the separately bound variable. Third, multiple linear regression analysis was used to determine the extent of the contribution of emotional intelligence and simultaneous learning strategies to academic achievement (Imam Ghazali, 2018). All research procedures are carried out systematically and ethically. The researcher first asked for permission from the school and conveyed the research objectives to the respondents. All data obtained is kept confidential and used solely for research purposes. By using a correlational quantitative approach, this research is expected to be able to provide an objective picture of the relationship between emotional intelligence and learning strategies on students' academic achievement and contribute to the development of more targeted educational strategies.

RESULTS OF RESEARCH AND DISCUSSION

1. Description of Students' Emotional Intelligence, Learning Strategies, and Academic Achievement Data

This study involved 123 students as respondents. The data collected showed that students' levels of emotional intelligence and learning strategies varied quite widely, as well as academic achievement as

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measured by the average even semester report card scores. Emotional intelligence and learning strategy scores are categorized into three levels, namely low, medium, and high based on the specified score range.

Table 1. Descriptive Statistics of Research Variables

Variable	Minimum	Maximum	Average	Standard Deviation
Emotional Intelligence	58	97	76,32	8,61
Learning Strategies	60	98	78,45	7,92
Academic Achievement	70,00	93,25	81,57	5,12

The data showed that most students had emotional intelligence and learning strategies in the medium to high category, which was in line with relatively good academic achievement scores. Descriptive results show that the majority of students have a level of emotional intelligence and learning strategies that are in the medium to high category. This shows that students in general have the capacity to recognize and manage their emotions and have relatively structured learning techniques. This is in line with the theory (Goleman, 2024), which states that emotional intelligence includes the ability to recognize oneself and others' feelings, motivate oneself, and manage emotions well in social relationships. Students who have high emotional intelligence are generally more psychologically stable and better prepared for academic challenges. Likewise with learning strategies, students in the medium to high category tend to use an active learning approach. This is in line with the theory of learning strategies according to (Weinstein & Mayer, 1983) which states that the use of cognitive strategies (such as recording and organizing materials), metacognitive (such as planning and evaluating learning), and resource management (such as the use of time and environment) will support learning effectiveness and strengthen students' absorption of subject matter.

2. Normality and Linearity Test

Before further analysis was carried out, a normality test was first carried out using Kolmogorov-Smirnov. The results show that the data from the three variables have a significance value greater than 0.05, so it can be concluded that the data is normally distributed.

Table 2. Normality and Linearity Test

Variable	Sig. (Kolmogorov-Smirnov)	Information
Emotional Intelligence	0,126	Usual
Learning Strategies	0,082	Usual
Academic Achievement	0,073	Usual

In addition, the linearity test between each independent variable against the bound variable also showed that the relationship between the variables was linear (Sig. < 0.05).

3. The Relationship of Emotional Intelligence to Academic Achievement

Pearson's correlation analysis showed a significant positive relationship between emotional intelligence and student academic achievement.

Table 3. Correlation between Emotional Intelligence and Academic Achievement

Variable	Correlation (r)	Sig. (p)
Emotional Intelligence – Academic Achievement	0,482	0,000

A correlation coefficient value of 0.482 indicates a moderate positive relationship between emotional intelligence and academic achievement, with a significance level of 0.000 (< 0.05). This means that the higher the emotional intelligence of the student, the higher the academic achievement. Correlation analysis showed that there was a significant positive relationship between emotional intelligence and academic achievement. This reinforces the view that emotional intelligence is no less important than intellectual intelligence in influencing students' learning success. (Goleman, 1998) states that a person's success in life, including in an academic context, is determined not only by IQ, but also by the ability to manage emotions and establish healthy social relationships. Students with high emotional intelligence are able to deal with academic pressures, such as exams and tough assignments, with more calm and focus. They are also better able to manage interpersonal conflicts and maintain motivation to learn in the long term. This has a positive impact on their learning outcomes. This research is also in line with the findings of the (Goleman, 1998), which emphasizes that individuals with good emotional abilities are more likely to have stable mental health, which is an important prerequisite in the learning process.

4. The Relationship of Learning Strategies with Academic Achievement and Multiple Regression Analysis

Furthermore, the results of the correlation analysis between learning strategies and academic achievement also showed a positive and significant relationship.

Table 4. Correlation between Learning Strategy and Academic Achievement

Variable	Correlation (r)	Sig. (p)
Learning Strategies – Academic Achievement	0,533	0,000

To determine the simultaneous contribution of the two variables to academic achievement, multiple linear regression analysis was performed.

Table 5. Multiple Linear Regression Results

Type	R	R ²	F	Sig. F
Emotional Intelligence & Learning Strategies → Academic Performance	0,611	0,373	35,512	0,000

Table 6. Regression Coefficients

Variable Predictor	B	Beta	Sig.
Emotional Intelligence	0,215	0,324	0,001
Learning Strategies	0,278	0,401	0,000

An R^2 value of 0.373 indicates that 37.3% variation in academic achievement can be explained by a combination of emotional intelligence and learning strategies. The rest (62.7%) were influenced by factors other than the model. Both predictive variables make a significant contribution to students' academic achievement. Learning strategies also show a positive and significant correlation with students' academic achievement. These results support the theory put forward by (Zimmerman, 2000), that students who develop independent and reflective learning strategies tend to obtain higher academic outcomes. An effective learning strategy allows students to plan their learning activities, choose learning methods that suit their respective learning styles, and evaluate learning progress periodically. In this context, students who use cognitive learning strategies such as creating summaries, creating concept maps, or reteaching material to friends, usually have a better understanding of the material. Meanwhile, students who apply metacognitive strategies, such as setting learning goals and monitoring self-understanding, are able to adjust their learning approach when facing difficulties. Thus, the use of the right learning strategies makes a real contribution to the achievement of academic achievement.

Regression analysis showed that emotional intelligence and learning strategies simultaneously contributed significantly to students' academic achievement, with a determination coefficient value (R^2) of 0.373. This means that about 37.3% of the variation in academic achievement can be explained by both variables. These findings support a holistic approach in education that combines the cognitive, affective, and behavioral aspects of students as a whole. Both variables showed a statistically significant contribution, with learning strategies having a relatively greater influence. Nevertheless, emotional intelligence remains an important factor that mediates the learning process of students. A student may have a good study strategy, but without good emotional management, academic stress and pressure can hinder his or her maximum achievement. These findings are consistent with the constructivistic learning model, in which students are considered active agents in building knowledge through experience, reflection, and emotional interaction. This means that students are not only memorizers of material, but must also be able to manage themselves as a whole both emotionally and cognitively to succeed in academics.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that emotional intelligence and learning strategies have a significant role in students' academic achievement. Students who have high emotional intelligence tend to be able to manage their feelings, maintain learning motivation, and establish healthy social relationships, so they are better prepared to face pressure in the learning process. This has a positive impact on their consistency and perseverance in learning, which is ultimately reflected in better academic achievement. Similarly, proper learning strategies have been proven to make a great contribution in improving students' understanding of the subject matter. Students who actively use cognitive, metacognitive, and learning resource management learning strategies show higher academic performance compared to students who do not have a clear learning strategy. Students'

ability to design, implement, and evaluate their own learning process demonstrates the importance of the role of strategy in achieving optimal academic outcomes. The results of the regression analysis showed that emotional intelligence and learning strategies simultaneously explained 37.3% of the variation in students' academic achievement. While this figure shows a considerable contribution, there are also other factors outside the model that affect academic achievement, such as environmental support, psychological conditions, and teaching methods in schools. In general, these findings underscore the importance of a well-rounded educational approach, which focuses not only on the cognitive aspect, but also on the development of students' emotional and learning behavioural abilities. Therefore, schools and educators are expected to design learning programs and guidance services that support both aspects. Education that only emphasizes memorization and mastery of material is no longer adequate without equipping students with emotional skills and adaptive learning strategies. By understanding that academic success is the result of the integration between emotional management and proper learning strategies, the improvement of the education system should be directed at strengthening these two aspects simultaneously and sustainably.

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