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The Effect of Emotional Intelligence, Student's Motivation toward Student's Achievement

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Abstract – This study aimed at determining the effect of emotional intelligence and students' motivation toward student's achievement. This research used quantitative. The population was 172 students of class XI (eleven) SMA Negeri 1 Sungai Rotan and the sample was 43 people. Data were analyzed using multiple linear regression analysis techniques. The results showed that (1) emotional intelligence had a positive and significant effect on student's achievement; (2) student motivation has a positive and significant effect on student's achievement; (3) emotional intelligence and student's motivation together positively and significantly influences student's achievement.

Keywords – Emotional Intelligence, Learning Motivation, Student's Achievement.

I. INTRODUCTION

The 21st century is marked by many changes and improvements in all fields of life, one of which is in the field of education. This makes the issue and a lot of discussion among the political elite in improving the quality of education, especially in Indonesia because it has educational achievements under Asian countries such as Malaysia, Japan and Singapore. According to Sahrozi (2017) from the 2016 UNESCO Report data in Global Education Monitoring (GEM) that the quality of education in Indonesia is ranked 10 from 14 developing countries and Indonesia ranks 108 in the world with a score of 0.603 below Mongolia, Samoa and Palestine.

Many factors cause the low student's achievement in learning (Renata et al, 2018; Salwa et al, 2019; Andriani et al, 2018). According to Purwanto (2017) the causes of low student's achievement are two factors both internal such talent, interest, intelligence, motivation, cognitive abilities, physical conditions and sensory conditions, and external factors such natural, social, curriculum, teacher, facilities and infrastructure, and school management. Emotional intelligence is one factor that causes student's achievement. In line with Shah's statement (2017) that emotional intelligence is an ability to process emotions well in oneself and in relationships with others by giving rise to feelings of self towards their relationships with others.

There are other factors, such student's motivation that can affect learning achievement. Djamarah (2011) states that in conducting learning activities, motivation is needed because someone who has motivation in learning will determine good learning process. It can be said that students who have high learning motivation will be diligent in learning which ultimately gets good achievement. As stated Fauziah (2017) if students study seriously and have high learning motivation and this is one of the factors that determine the effectiveness and success of student's learning.

High motivation to learn if owned by students in every study, it allows students to also get high learning outcomes, meaning that the higher the motivation of learning, the more intensity of the effort and effort will be made, the higher the learning achievement it gets. From these explanations, it can be stated that emotional intelligence and student motivation play a very important role in influencing student

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achievement. This is consistent with research conducted by Thoha (2014) with the results of his research that student's achievement is strongly influenced by learning motivation as evidenced by the relative contribution value of 0.687> 0.05 and effective contribution of 0,320> 0,05.

Learning achievement is obtained through the teaching and learning process between teachers and students that are taken within a certain period in the hope of obtaining good learning achievement results. Learning achievement consists of two words, achievement and learning that have different meanings. According to Winkel (2009) achievement is the result obtained by someone and as evidence of the success of his business after carrying out activities. Achievements achieved by schools are proof that schools have good quality education. Syah (2017) explains learning achievement is the result of factors that influence the overall learning process. Strengthened by the opinion of Pasaribu and Simanjuntak (2009) that the achievement obtained by someone after attending a certain education or training is called the contents of one's capacity. So it is very clear that achievements will occur, after someone has participated in certain activities.

According to Sudjana (2010) learning outcomes are indicated by changes in behaviour that will shape human abilities and are classified into three domains (1) cognitive domains are associated with thinking, knowing, and problem solving behaviours. The cognitive domain consists of six aspects, knowledge or memory, understanding, application, analysis, synthesis, and evaluation; (2) affective domains in the form of interests, attitudes, and values related to the achievement of student learning outcomes; (3) psychomotor domains are related to the ability to act involving muscle and physical strength with indicated learning outcomes skills.

Many opinions say that Intelligence Quotient (IQ) is used as a barometer and a major factor influencing learning achievement. In fact, it does not rule out there are other factors that participate influence the development in improving student's achievement. It should be noted several factors that affect learning achievement in order to achieve student achievement according to expectations, among others internal factors that are biological, that originate from within the individual, body health free from disease, intelligence, attention, interests, talents, motivation, maturity and mental readiness. While external factors originating from outside the individual, family, school, community factors and so on (Jamali and Prasojo, 2013).

The indicators of this study refer to Bloom's opinion in Sudjana (2010), which is the cognitive domain covers (1) the level of knowledge, the ability of students to remember information that has been received previously; (2) The level of understanding, the ability to explain knowledge and information already known in their own words; (c) The level of application, the ability to use or apply information that has been learned into new situations, as well as solving various problems that arise in everyday life. Goleman (2010) revealed that emotions lead to specific thoughts and feelings in the form of biological, psychological states and a series of tendencies to act something by expressing various kinds of emotions, such as anger, sadness, taste, pleasure, love, surprise, annoyance, and shame.

Measurement of emotional intelligence is generally carried out by experts through tests and self-evaluation (self-report inventory) using questionnaire. However, there are no standard tools available to measure the level of emotional intelligence. For this reason, it must be made a measuring tool in accordance with the duties and responsibilities in the field of work, and in this case the job is a teacher, then the measuring instrument used is a multilevel scale with the form of choice so that there are no right or wrong answers but those there is a correspondence between the answers with one's emotional state (Aider, 2012).

The role of emotional intelligence is to act appropriately in certain contexts. Likewise, the problem of overcoming feelings that cannot really be separated from emotional intelligence. There are people who are able to deal with anger well, but can't overcome fear. Therefore, each emotion must be assessed and managed separately or differently by each person and each situation. Based on this description, Goleman (2010) states emotional intelligence can be synthesized as the ability to unite all relevant information related to the ability to recognize emotions, manage emotions, motivate yourself, recognize the emotions of others (empathy), and build relationships with other people and this is an indicator of emotional intelligence used in this study.

Based on some of the opinions above that emotional intelligence is an individual's ability to control and manage his emotions to think and act well, so as to be able to understand his own emotions and other individuals to be able to interact with other individuals as well as possible.

Motivation to learn is a change of energy in the individual which is marked by the emergence of feelings and reactions to achieve the goals and tendencies of students to achieve excellent achievements or learning outcomes,

driven by a strong desire in learning activities (Nashar, 2004). According to Irwanto (2016) motivation as a form of behaviour and learning motivation is one's impetus for learning. The emergence of motivation is caused by person's desires or needs that exist in him. So it can be said that if someone wishes to learn well, he will succeed in learning.

From the discussion above that to do something there must be motivation, as well as in the learning process. Students should have motivation to participate in learning activities. Students who have strong motivation will show their desire to learn, all their activities, and their participation in learning activities. Once the importance of motivation to learn in achieving the success of the learning process, it is strongly recommended that teachers always foster motivation to learn in students.

Sardiman (2016) states learning motivation includes persevering in facing tasks, resilient in facing difficulties, does not require outside encouragement to perform as well as possible, prefers to work alone, can get bored quickly on routine tasks, less creative.

Based on the results of observations made by the author, a picture shows that student learning achievement in the academic field as a whole still does not meet the criteria for curriculum success. This is due to among others students having difficulty in learning and completing examinations well. The difficulty is thought to be influenced by the symptoms that appear in students, difficulty in controlling emotions, lazy learning, lack of focus on lessons, want to find it easy, reluctant to struggle, lack of cooperation in learning, lack of confidence in their actions, motivation or encouragement lack of enthusiasm for learning.

Various problems that have been raised, it is important to conduct research at SMA Negeri 1 Sungai Rotan regarding student's achievement by looking at the factors and analysing how much influence between emotional intelligence and student's learning motivation toward student's achievement.

II. METHODS

This research used quantitative by using multiple linear regression analysis. Its usefulness is to predict the value of the dependent variable (Y) if the independent variable (X) is at least two or more (Kesumawati, 2018). In addition, to see the effect partially and simultaneously between existing variables and aims to develop and use mathematical models, theories or hypotheses related to natural phenomena (Sugiyono, 2012).

Population is all data that concerns to researchers in a specified scope and time (Margono, 2012). The distribution of the research population in SMA Negeri 1 Sungai Rotan in 2019, in class XI (Eleven) were 172 respondents. According to Arikunto (2010) the sample is a representative of the population under study and if the subject is less than 100 it is better to take all then if the subject is more than 100 between 10% - 20% and 20% - 25%.

The sampling technique used proportional random sampling. Proportional sampling means balanced and random sampling means where all individuals in the population either individually or together are given the same opportunity to be selected as sample members (Sugiyono, 2015). From a population distribution of 172 respondents by taking 25%, were 43 respondents sampled in the study.

An instrument is said be valid if it can measure what is to be measured (Arikunto, 2012). If the count is high than r-table, then the instrument is categorized as valid or suitable for data collection, or vice versa. Validity test is done in two stages (1) test the construct validity, using the opinion of experts. After the instrument is constructed about aspects that will be measured based on certain theories, it is then given to experts by asking for their opinions about the instruments that have been prepared (Riduwan, 2012); (2) test the validity of factor analysis by taking 20 respondents in populations outside the sample to be given instruments. The results of the analysis test of all instruments are valid and each item's value is more than r-table of 0.444 at a significant level of 5% or $\alpha = 0.05$.

The instrument has a high reliability value in the research said to be reliable, meaning that the instrument as a data collection tool made by researchers has a level of consistency in measuring what is to be measured (Sukandarrurnidi, 2012). This study used the alpha method by analysing the reliability of measuring instrument, testing criteria comparing the Cronbach's Alpha value> 0.6 then declared reliable. The reliability test results from 20 questionnaire items from each variable of emotional intelligence, student's learning motivation and student's achievement obtained Cronbach's Alpha value of the instrument of emotional intelligence variable 0.934, student's learning motivation 0.937 and student's learning achievement 0.931. Because the Cronbach's Alpha value of these three variables is greater than 0.6 or (Cronbach's Alpha> 0.6), it has very high and reliable criteria and the measuring devices of the three variables can be used in this study.

Research data collection using questionnaires and documentation as supporting data on the variables of emotional intelligence, student's motivation variables and student's achievement variables. Questionnaire is a data collection technique by giving or distributing a list of questions to respondents to respond the list of questions (Noor, 2016). According to Kristiawan (2017) the study of documents is a way of collecting data through written relics mainly in the form of archives and including books on opinions, propositions relating to investigative issues.

Data collection through observation obtained documentation relating to student's achievement in the form of a book list of student grades, ledgers, report cards, reports on the results of semester examination; teacher's learning tools in classroom learning activities. After the data were obtained then analysed with multiple linear regression analysis by conducting a normality test, a homogeneity test and a linearity test first as a prerequisite. Data analysis was processed using SPSS Version 22 Program.

III. Results And Discussion

The description of the data in Table 1 is to provide general description of the distribution of data obtained in the field through the dissemination of instruments, observations and documentation.

Table 1. Results of Descriptive Statistic Analysis

		Emotional Intelligence (X_1)	Student's Learning Motivation (X_2)	Student Learning Achievement (Y)
N	Valid	43	43	43
	Missing	0	0	0
Mean		80.00	80.00	82.00
Median		80.00	80.00	82.00
Mode		80	80	82
Std. Deviation		5.219	4.981	5.447
Minimum		70	70	72
Maximum		93	93	93

The calculation results of the three variables above showed that the mean, median and mode of having the same score will be located at one point in the symmetrical frequency distribution curve and the mean score difference (mean) and the median does not exceed the standard deviation. This means that the frequency distribution of emotional intelligence data tends to be normal (Kesumawati, 2018).

The normality of data testing is intended to test the assumption that the average sample is closed to the normality of the population and to determine and provide confidence whether the data can be processed with regression analysis techniques and the regression model of the dependent variable and independent variables both have normal distribution or not. Data normality testing is performed using the Kolmogrof Smirnov test (K-S test), by setting a significance level of 5% or $\alpha = 0.05$ (Sudjana, 2010). Data can be said normally distributed if the level of significance (Asymp. Sig) ≥ 0.05. Conversely, if the level of significance (Asymp. Sig) <0, 05 then the data is said not normally distributed. The results of the normality test are seen in the table below:

Table 2. Normality Test Results

		Emotional Intelligence (X_1)	Student's Learning Motivation (X_2)	Student Learning Achievement (Y)
N		43	43	43
Normal Parameters[a,b]	Mean	80.00	80.00	82.00
	Std. Deviation	5.219	4.981	5.447
Most Extreme Differences	Absolute	.105	.105	.087
	Positive	.105	.105	.087
	Negative	-.081	-.068	-.081

Test Statistic	.105	.105	.087
Asymp. Sig. (2-tailed)	.200[c,d]	.200[c,d]	.200[c,d]

The results of calculating the normality of each data variable emotional intelligence (X_1), student motivation (X_2) and student achievement (Y) have a significant value of 0,200> 0,05 thus the data are normally distributed. Homogeneity test is used to see samples taken from the same population and the sampling must be representative, meaning that the sample must be able to represent a population well. The results of the homogeneity test are in the following table.

Table 3. Homogeneity Test Results

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Intelligence (X1)	Between Groups	595.000	16	37.187	1.761	.097
	Within Groups	549.000	26	21.115		
	Total	1144.000	42			
Student's Learning Motivation (X2)	Between Groups	564.667	16	35.292	1.922	.067
	Within Groups	477.333	26	18.359		
	Total	1042.000	42			

From the Anova table output above, the two independent variables of significance numbers X_1=0,097 and X_2=0,067 indicate a significance number ≥ 0,05 derived from the same or homogeneity data. To find out whether two variables have a linear relationship or not significantly used linearity test. Linearity is calculated to find out whether the regression line between X and Y forms linear line or not. If it is not linear then the regression analysis cannot be continued (Sugiyono, 2010). The results of the linearity calculation are shown in the table as follows:

Table 4 Linearity Test Results Variables X1 to Y

			Sum of Squares	df	Mean Square	F	Sig.
Student Learning Achievement (Y) * Emotional Intelligence (X1)	Between Groups	(Combined)	647.625	18	35.979	1.443	.198
		Linearity	485.162	1	485.162	19.459	.000
		Deviation from Linearity	162.463	17	9.557	.383	.977
	Within Groups		598.375	24	24.932		
	Total		1246.000	42			

Based on the calculation results obtained by the significant value of deviation from linearity each variable of emotional intelligence is 0,977. As for the value of emotional intelligence variables, the significance value of linearity is 0,000, because the significance value of deviation from line is more than 0.05 and the significance value of linearity is less than 0,05.

Table 5. Linearity Test Results Variables X2 to Y

			Sum of Squares	df	Mean Square	F	Sig.
Student Learning Achievement (Y) * Student's Learning	Between Groups	(Combined)	790.343	16	49.396	2.819	.009
		Linearity	478.345	1	478.345	27.295	.000
		Deviation from Linearity	311.997	15	20.800	1.187	.340

Motivation (X2)	Within Groups	455.657	26	17.525
	Total	1246.000	42	

Based on the calculation results obtained a significant value of deviation from linearity each variable of student motivation is 0,340. While the value for the variable of student's learning motivation obtained a significant linearity value of each of 0,000, because the significance value of deviation from line is more than 0,05 and the significance value of linearity is less than 0,05 meaning that between the variables of student's learning motivation there is a significantly linear relationship with student achievement.

From the results of the normality test, the homogeneity test and the linearity test above, the test analysis results obtained through the SPSS Version 22 program have fulfilled the requirements to conduct a partial and simultaneous hypothesis analysis between the variables studied using multiple linear regression analysis.

The hypothesis is a temporary conjecture related to the results of the research to be carried out. A hypothesis is needed in research given its existence which can direct research (Nisfiannoor, 2009). The hypothesis is a temporary conclusion that still needs to be tested for truth. Through inferential statistical analysis which is a simple linear regression analysis and multiple linear regression analysis is used in testing existing hypotheses. Linear regression analysis either partially or simultaneously consists of analysis of the coefficient of determination, partial linear regression coefficient (t-test), and the simultaneous regression coefficient (f-test). The hypotheses tested in this study were three hypotheses.

First: Partial Hypothesis of Variables X_1 to Y (t-Test):

There is a positive and significant influence between emotional intelligence (X_1) on student achievement (Y).

Ha: $\rho > 0$

H0: $\rho = 0$

Ho: There is no positive and significant effect between intelligence emotionally to student achievement.

Ha: There is a positive and significant influence between emotional intelligence on student achievement.

From the analysis of the coefficient of determination in the Summary Model Table below.

Table 6. Analysis of the Coefficient of Determination

Model Summary

Model	*R*	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624[a]	.389	.374	4.308

Obtained R value of 0,624 means that there is a strong influence between emotional intelligence on student achievement and obtained R Square determination coefficient (R^2) of 0,389 means that emotional intelligence (X_1) is able to influence student achievement (Y) by contributing 38,9 %. Partial linear regression analysis (t-test), according to Kesumawati (2018), the coefficient of a simple linear regression equation is formulated $\hat{Y} = \alpha + \beta X$, Based on the Coefficients Table below.

Table 7. Variable Coefficients X1 to Y

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	29.902	10.210		2.929	.006
	Emotional Intelligence (X1)	.651	.127	.624	5.113	.000

Obtained a constant coefficient value = 29,902 and the coefficient value X_1 = 0,651, the partial regression equation obtained between the variables X_1 to Y is Y=29,902+0,651X_1. The results of the coefficient analysis obtained t-count 5,113. Hypothesis test criteria if t-count ≥ t-table then Ha is accepted or vice versa Ha is rejected. T-

table is sought at α = 5%: 2 = 2,5% (2-sided test) with degrees of freedom (df) = n-k or df = 43-2 = 41 (n is the number of samples and k is the number of independent variables). With two-sided testing (significance=0,025) obtained a table of 2,019. Based on the above formula, t-count = 5,113 and t-table = 2,019, then t-count ≥ t-table, means Ho is rejected and Ha is accepted or concluded partially there is a positive and significant influence between emotional intelligence toward student's achievement.

Second: Partial Hypothesis of Variables X_2 to Y (t-Test):

There is a positive and significant effect between student motivation (X_2) on student achievement (Y).

Ha: ρ> 0

H0: ρ = 0

Ho: There is no positive and significant effect between learning motivation Students towards student learning achievement.

Ha: There is a positive and significant effect between student motivation on student achievement

From the Determination Coefficient Analysis in the Summary Model table below.

Table 8. Analysis of the Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620[a]	.384	.369	4.337

Obtained R value of 0,620 means there is a strong influence between student learning motivation on student achievement and obtained R Square determination coefficient (R^2) of 0,384 which means that student motivation (X_2) is able to influence student achievement (Y) by contributing as much as 38,4%.

Table 9. Variable Coefficients X2 to Y

Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	27.797	10.774		2.587	.013
	Student's Learning Motivation (X2)	.678	.134	.620	5.055	.000

Partial linear regression analysis (t-test) obtained partial regression equation between variables X_2 to Y is $Y=27,797+0,687X_2$. The results of the coefficient analysis obtained t-count of 5,055. Hypothesis test criteria if t-count ≥ t-table then Ha is accepted, or vice versa Ha is rejected. T-table is sought at α = 5%: 2 = 2,5% (2-sided test) with degrees of freedom (df) = n-k or df = 43-2 = 41 (n is the number of samples and k is the number of independent variables). With two-sided testing (significance = 0,025) the results obtained for the table were 2,019. Based on the above formula, t-count = 5,055 and t-table = 2,019, then t-count ≥ t-table, means Ho is rejected and Ha is accepted or concluded partially there is a positive and significant influence of student's learning motivation toward student's achievement.

Third Simultaneous Hypothesis of Variables X_1 and X_2 to Y (Test-f):

There is a positive and significant effect between emotional intelligence (X_1) and student motivation (X_2) simultaneously on student achievement (Y).

Ha: ρ> 0

H0: ρ = 0

Ho: There is no positive and significant effect between intelligence emotional and student learning motivation simultaneously towards achievement student learning.

Ha: There is a positive and significant influence between intelligence emotional and student learning motivation simultaneously towards student achievement

Using Multiple Linear Regression Coefficient Analysis. According to Kesumawati (2018), the coefficient of multiple linear regression equations is formulated:

$$Y = a + b_1x_1 + b_2x_2 + \cdots + b_kx_k$$

Table 10. Variable Coefficients X1 and X2 with respect to Y

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	24.158	10.784		2.240	.031
	Emotional Intelligence (X1)	.367	.229	.352	1.605	.116
	Student's Learning Motivation (X2)	.356	.240	.325	1.482	.146

From Table 3.10 we get the constant coefficient = 24,158, coefficient X_1=0,367 and Coefficient X_2=0,356 to get the multiple linear regression equation Y=24,158+0,367X_1+0,356X_2. The coefficient value of the variable X_1= 0,367 and X_2=0,356 has a positive value which causes the value of the variable Y always increases meaning that the higher the level of emotional intelligence and student's learning motivation, the higher the effect toward student's achievement.

Table 11. Coefficient of Determination of Variables X1 and X2 on Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649[a]	.421	.392	4.246

R value of 0,649 means there is a strong influence between emotional intelligence and student's learning motivation toward student's achievement. R Square determination coefficient (R2) of 0,421 which means that emotional intelligence (X_1) and student's motivation (X_2) is able to influence student's achievement (Y) by contributing 42.1%.

Table 12. Results of Multiple Linear Regression Analysis (F-Test)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	524.788	2	262.394	14.553	.000[b]
	Residual	721.212	40	18.030		
	Total	1246.000	42			

Simultaneous Multiple Liner Regression Analysis (Test-f) from the Anova table obtained Sig. (0.00) <α (0,05), the regression coefficient is significant and F-count=14,553. Based on the F-table on the real level α=0,05 can be determined through the application of Excel programs in the empty cell type with the formula =FINV(0.05,2,40) obtained a figure of 3,231 (Priyatno, 2010). Based on the above formula where f-count ≥ f-table, means Ha is accepted or concluded there is a significant positive influence between emotional intelligence and student learning motivation simultaneously on student achievement.

The results of this research prove the opinions of people who have said that high intellectual intelligence (IQ) is needed to achieve high learning achievement. Then many researchers prove this, according to the results of the latest research in the field of psychology it is proven that which

influences one's learning achievement is not the only IQ factor, but there are other factors that influence it including one of emotional intelligence.

Someone with a better level of emotional intelligence, the person can become more skilled and nimble in calming himself, more focused in focusing, more capable in building relationships with others, very sensitive in understanding others and better at achieving achievements academically at school (Gottman, 2009) So emotional intelligence is considered very important and needs to be considered by teachers in order to succeed in learning and improve student achievement. Related to the importance of emotional intelligence on learning achievement, Thaib (2013) in his research suggested to teachers as instructors to include elements of emotional intelligence in delivering material and to involve students 'emotions in the learning process so that the development of students' emotional intelligence can be optimal in supporting student success both at school and in the surrounding environment.

The most important thing in determining the success of a student by using his emotional intelligence because if students use emotions is not good can make smart students turn stupid. Cognitive ability is very dependent on emotional intelligence in using the potential according to its own. From the above statement that intellectuals are not the only determining factor for student success in learning. This can be seen from Goleman's opinion that intellectual intelligence (IQ) only accounts for about 20% in determining individual achievement, while the remaining 80% is determined by other factors including emotional intelligence (Goleman, 2010). The results of this study also prove that emotional intelligence contributes greater than IQ, which is 38,9%.

Motivation also plays a very important role in increasing student's achievement. This is in line with the results of Mulyaningsih (2014) that learning motivation is an encouragement or willingness to do learning activities so that learning achievement can be achieved optimally. Whether or not the achievement of a goal can be determined how well there is motivation in a person. Strengthened the opinion of Septiani et al, (2019) student's motivation both from intrinsic and extrinsic factors, is one of the most important determinants for learning achievement and high levels of student motivation but at a moderate level, meaning that the level of independent learning occupies a moderate level, but it is still lower than extrinsic motivation. This shows that students are not fully prepared in the context of independent learning and still depend on the teacher as a source of information and educational resources.

The existence of good emotional intelligence and high learning motivation found in students can produce optimal student's learning achievement. In line with research conducted by Sulistianingsih (2016) which states that someone who has emotional intelligence and good learning motivation, generally the level of critical thinking skills will be good too. The ability to think critically can be an indicator of one's success in conducting educational activities, so that critical thinking skills must be built as well as possible in each implementation of learning.

Based on the description above, emotional intelligence is not the only one that determines learning achievement, but there are many factors, one of which is that other factors that can influence student achievement are student's motivation. In line with Sardiman's (2016) thinking that motivation is needed in learning because learning outcomes will be optimal if done with good emotional intelligence and high learning motivation.

IV. Conclusions

The results of this study concluded (1) emotional intelligence influences student's learning achievement, meaning that students' emotional intelligence is good, their learning achievement will be good or increase, otherwise emotional intelligence of students is not good, their learning achievement will decrease; (2) Student's motivation has an influence toward student's achievement, meaning that students have a high learning motivation, hence high learning achievement, conversely the motivation of students has a low learning achievement also decreases; (3) emotional intelligence and student's motivation affect student achievement, if the emotional intelligence found in students is good and their motivation to learn is also high, the student's learning achievement is higher or increased, conversely if the emotional intelligence and learning motivation found in students decreases the learning achievement will also decrease. Therefore, teachers as educators in learning activities should pay attention to each student's development, especially emotional intelligence and student motivation that can improve learning achievement.

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