THE INFLUENCE OF ACHIEVEMENT MOTIVATION AND EMOTIONAL INTELLIGENCE ON STUDENTS ECONOMIC LEARNING OUTCOME IN ELEVENTH SOCIAL STUDIES SENIOR HIGH SCHOOL PERTIWI 2 PADANG

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Abstract— This study aims to see the influence of achievement motivation and emotional intelligence on economics learning outcomes of students. This research is using descriptive associative. The population in this study were all social studies students in eleventh grade of High School Pertiwi 2 Padang, its total is 124 people. This research used multiple regression analysis as an analysis tool. The findings of the research revealed that (1) there was a significant difference between the achievement motivation and emotional intelligence on students economics learning outcomes; (2) there was a significant relationship between achievement motivation on the learning outcomes of economics students. (3) there was a significant relationship between emotional intelligence on students economic learning outcomes.

Keywords— Achievement Motivation, Emotional Intelligence, Learning Outcome.

I. INTRODUCTION

Education is one of the tools to improve human capital. Theodore Brameld said that Education as power means competent and strong enough to enable us, the majority of people, to decide what kind of a world “. However, the importance of education is not interpreted correctly by the entire Indonesian society. This can be seen one of the data Education For All Global Monitoring Report 2012 issued by UNESCO annually, which indicates that education in Indonesia is ranked 64th for education worldwide from 120 countries. The achievement of Indonesia’s low educational achievement indicates that there are still some problems that look for a solution in the world of education itself.

The main problem of education is starting from the simplest in an education system, it is in the teaching and learning process in which there are teachers and students where students are inputs in education. There are several factors that determine student success in education, namely the internal and external factors. Syah (2012: 146-156) states that one of the internal factors that influence student learning outcomes is motivation and intelligence.

According to B. Uno (2013: 3) motivation is a "power contained within the individual, which causes the individual to act or to do ". Motivation is very important in learning, because motivation is the cause and support of human behavior to get willing and enthusiastic to achieve optimal learning results. One form of motivation by McClelland in Danim (2004: 32) is the achievement motivation. Achievement motivation according Saparinah in Hasponizar (2006: 25) is an achievement which is driving the need for someone to act or compete with a standard.

Achievement motivation has a great influence on student learning outcomes. This was stated by Gellerman (1984: 150) that students who have a strong efforts will reach better impact than the lower underachievement students. The stronger they expect to achieve, the greater the possibility for students try harder.

The next factor that affects student learning outcomes is emotional intelligence. According to Adler (2001: 8-9) one form of intelligence is emotional intelligence. Goleman (1999: 405) stated that the important role of emotional intelligence for students is improving student learning outcomes. It is the emotional intelligence which can improve and enhance the value of students’ academic achievement. When there are so many children who are not able to handle the melancholy of them, to listen or concentrate, to control impulses, to feel responsible for their work, or paying attention to the lesson, anything that can support these skills will help their education.

However, the phenomenon that occurs in one of the schools in Padang, the Senior High School Pertiwi 2 Padang found the contrast, the observation and the interview result appeared that the students do not have a high achievement motivation in learning activities and yet emotionally intelligent manner. Students who have high achievement motivation will be responsible for tasks and will strive to successfully complete the task. In addition, students who have high achievement motivation will be trying to complete the task in a short time and do not waste time.

Further, in the learning process in the classroom, students also often looked gloomy, less excitable and difficult to pay attention to learning. In addition, students also do not have pengendaian good self, lack of empathy and lack of skills in solving problems that arise with the good, that few problems arise little like each other laugh between friends, there will be a
commotion in the class that causes the classroom atmosphere becomes conducive more to learn. This condition indicated that the student has not been able to control and regulate his emotional state, so it will disrupt learning activities in the classroom and will ultimately have a negative impact on learning outcomes of the students themselves.

Based on this phenomenon, there should be a comprehensive and in-depth research about the low achievement motivation and emotional intelligence of these students so that they can find solutions to resolve the issue as it will impact on student learning outcomes as described previously. Then, based on the description above, this study can be formulated with the title influence of achievement motivation and emotional intelligence on learning outcomes of economic class XI IPS SMA Pertiwi 2 Padang.

II. DETAILS OF SURVEY

2.1 Materials and Procedures

In this study, the definition of learning outcomes is the feedback of the activities of teaching and learning process and is a benchmark in determining the success rate of students in understanding the subject matter described in terms of the numbers achieved by students in the form of a score of final test results in which the value range for which party school is 0-100. The results of this study be seen from the daily quiz economy class XI IPS SMA Pertiwi 2 Padang in the 1st half 2013/2014 academic year.

Achievement motivation is an impulse or motive power contained in students to direct their behavior and act or behave by using all the skills that lead to physical and psychic activities to learn, so as to achieve the desired goal by the subject can be achieved. As well defined as emotional intelligence is the ability of students to recognize their emotions and control his emotions and others.

This study was conducted from January to February 2014. This type of research is descriptive and associative. In this study, there are two independent variables and one dependent variable. The first independent variable (X1) is achievement motivation and a second independent variable (X2) is emotional intelligence as well as the dependent variable (Y) is the result of learning. To measure the level of achievement motivation and emotional intelligence of students, carried out using questionnaire instrument containing 18 items statement for achievement motivation and 30 items of statement of emotional intelligence variables by using Likert scale. This questionnaire was given to 55 students as a sample of 124 students population using proportional random sampling technique.

Trial research instruments used validity and reliability. Data analysis techniques consisted of normality test, homogeneity, multicollinearity and hypothesis testing using multiple regression. As the criteria for acceptance and rejection of the hypothesis, used a significance level of 5%.

2.2 Description of Research Results

2.2.1 Learning Outcomes (Y)

The results of students of class XI IPS SMA Pertiwi 2 Padang can be seen in detail the distribution of variable data. Data on the study results obtained from the original value of semester exams class XI IPS SMA Pertiwi 2 Padang in the first semester of the 2012/2013 academic year. After performing data processing using SPSS program, it can be described learning outcome variable (Y) as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval Class</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40-43</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>44-47</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>48-51</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>52-55</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>56-59</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>60-63</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>~ 64</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>55</td>
</tr>
</tbody>
</table>

Based on Table 1 above, the highest student learning outcomes is 69 and the lowest student learning outcomes is equal to 40. Where’s highest score is 69, there are 2 people and the lowest value is 40, there are 2 people.

2.2.2 Achievement Motivation (X1)

Achievement motivation consists of four indicators, namely (1) take moderate risk, (2) requires immediate feedback, (3) pay attention to success, (4) merges with the task. For achievement motivation consists of 18 items statement. Frequency distribution table for motivational variables are as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Mean</th>
<th>TCR (%)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Take moderate risk</td>
<td>3.56</td>
<td>71.28</td>
<td>Cukup Bias</td>
</tr>
<tr>
<td>2</td>
<td>Require immediate feedback</td>
<td>3.57</td>
<td>71.33</td>
<td>Cukup Bias</td>
</tr>
<tr>
<td>3</td>
<td>Notice the success</td>
<td>4.00</td>
<td>80.00</td>
<td>Cukup Bias</td>
</tr>
<tr>
<td>4</td>
<td>Combine with the task</td>
<td>3.60</td>
<td>72.00</td>
<td>Cukup Bias</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5.50</strong></td>
<td><strong>59.25</strong></td>
<td><strong>Cukup Bias</strong></td>
</tr>
</tbody>
</table>
Based on table 2 above can be seen that achievement motivation has four indicators that take moderate risk, requiring immediate feedback, noticed the success and combine with the task. The highest rates found in attention indicators of success for 4 with a TCR of 80% which is in the category good enough and need to be improved. The mean lowest for the indicators of risk are moderate at 3:56 with a TCR of 71.28%, which is in the category quite well. The average for the overall indicator is at 2.78 with TCR 73.65% are in the category quite well that student achievement motivation still need to be improved so that students have a strong desire to try to do the best in every task and responsibilities, so that the students will give a positive impact to their learning outcomes.

2.2.3. Emotional Intelligence (X2)
Variable emotional intelligence consists of five indicators, namely (1) to know the own emotions, (2) to control emotions, (3) take advantage of the emotions productively, (4) to read the other emotions, (5) build the relation. The statement of emotional intelligence variables consisted of 20 items. Variable frequency distribution table for emotional intelligence are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Average</th>
<th>TCR (%)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To know the own emotions</td>
<td>3.64</td>
<td>72.73</td>
<td>Pretty good</td>
</tr>
<tr>
<td>2</td>
<td>To Control emotions</td>
<td>3.65</td>
<td>73.03</td>
<td>Pretty good</td>
</tr>
<tr>
<td>3</td>
<td>take advantage of the emotions productively</td>
<td>3.62</td>
<td>72.30</td>
<td>Pretty good</td>
</tr>
<tr>
<td>4</td>
<td>to read the other emotions</td>
<td>3.63</td>
<td>72.55</td>
<td>Pretty good</td>
</tr>
<tr>
<td>5</td>
<td>build the relation</td>
<td>3.74</td>
<td>74.79</td>
<td>Pretty good</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>2.91</td>
<td>73.08</td>
<td>Pretty good</td>
</tr>
</tbody>
</table>

Based on Table 3 above can be seen that the 5 indicators of readiness variables learn to recognize the emotions themselves, manage emotions, emotions productively utilize, reading other people's emotions and relationships. Highest average is in readiness indicator relationship with TCR of 3.74, 74.79% which are in good enough category, meaning that students' skills in building good relationships with fellow students and teachers are good enough and need to be improved convenience for students to learning. While the lowest average was in the emotions productively utilize indicator amounted to 3.62 with 72.30% TCR that are in good enough category. This means that the students' abilities to utilize it productively emotions are good enough and need to be improved because of the ability to utilize it productively emsoi would be beneficial to the students themselves. For the average scores on emotional intelligence variable has a mean of 2.91 with 73.08% TCR that are in good enough category. This means that students emotional intelligence are good enough and need to be improved.

III. RESULT AND DISCUSSION
3.1 Result
3.1.1. Test Prerequisites Analysis
3.1.1.1 Normality Test

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X1</td>
<td>0.507</td>
</tr>
<tr>
<td>2</td>
<td>X2</td>
<td>0.504</td>
</tr>
</tbody>
</table>

Table 4: Normality Test

From Table 4 above it can be seen that each variable data that achievement motivation (X1), an emotional intelligence (X2) and learning outcomes (Y) dispersed as normal, because the level significantly greater than α = 0.05. Asymp obtained from the table. Sig. (2 tailed) Sig = 0.504 X1, X2 = 0.507, and Sig Y = 0.712. Thus all study variables are eligible for multiple regression analysis.

3.1.1.2 Homogenity Test

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X1</td>
<td>0.170</td>
</tr>
<tr>
<td>2</td>
<td>X2</td>
<td>0.459</td>
</tr>
</tbody>
</table>

Table 5: Homogenity test

Based on Table 5 above is known that significance for each variable ≥ 0.05 is for 0170 amounted X1 and X2 amounted to 0.459. This means that the sample data has the same variant.

3.1.2 Collinearity Test

<table>
<thead>
<tr>
<th>Model</th>
<th>Tolerance</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.714</td>
<td>1.401</td>
</tr>
</tbody>
</table>

Table 6: Collinearity Statistics

Based on Table 6 above is known that significance for each variable ≥ 0.05 is for 0170 amounted X1 and X2 amounted to 0.459. This means that the sample data has the same variant.
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3.1.1.3 Multicollinearity Test
According to the table above, it can be seen on calculation VIF and tolerance. VIF value for $X_1$ is achievement motivation amounted to 1.401, ie variable $X_2$ emotional intelligence is equal to 1.401. Value tolerance for $X_1$ and $X_2$ is 0.714. Each of these independent variables have VIF <10 and tolerance > 0.1 so that it can be concluded that there are no symptoms of multicollinearity between independent variables.

3.1.2 Regression Analysis
This study analyzed two independent variables that influence achievement motivation ($X_1$) and emotional intelligence ($X_2$) that affect learning outcomes ($Y$). Analyses were performed using multiple linear regression analysis results can be seen in the following table:

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
<th>Stg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>854.234</td>
<td>427.117</td>
<td>13.273</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>1.673.205</td>
<td>52</td>
<td>32.179</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2.527.439</td>
<td>54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 7 above multiple regression model can be formulated as follows: 

$$Y = a + b_1 X_1 + b_2 X_2$$

From the regression equation known constant value of -19.382 means that in the absence of achievement motivation ($X_1$) and emotional intelligence ($X_2$), then the student learning outcomes is -19.382. The influence of each independent variable consisted of achievement motivation and emotional intelligence to the dependent variable is as follows:

(1) The effect of achievement motivation ($X_1$) the learning outcomes of students of class XI IPS SMA Pertiwi 2 Padang is positive at $0.585$. Any increase in the use of learning time by 1 unit will improve learning outcomes by 0.585.

(2) The effect of emotional intelligence ($X_2$) the learning outcomes of students of class XI IPS SMA Pertiwi 2 Padang is positive at $0.309$. Each increase of 1 unit of emotional intelligence will improve student learning outcomes at 0.309.

Thus, achievement motivation and emotional intelligence positive effect on student learning outcomes. Where the higher the achievement motivation and emotional intelligence of the student learning outcomes will be higher.

3.1.3 Hypothesis Testing

(1) Hypothesis 1
The first hypothesis tested in this study was to determine the effect of achievement motivation ($X_1$) on learning outcomes of the economy ($Y$). From the analysis in Table 25 can be seen that for achievement motivation ($X_1$) is $\geq t_{table} 2,917$ ($0.005 \leq \sigma$), then $H_0$ is rejected and $H_a$ accepted. Thus it can be concluded that achievement motivation has a significant influence on learning outcomes of economic class XI IPS SMA Pertiwi 2 Padang.

(2) Hypothesis 2
The second hypothesis tested in this study was to determine the effect of emotional intelligence ($X_2$) on learning outcomes of the economy ($Y$). From the analysis in Table 25, it is known that for emotional intelligence variable ($X_2$) is $2.028 > t_{table}$ ($0.048 < \sigma$), then $H_0$ is rejected and $H_a$ accepted. Thus it can be concluded that emotional intelligence has a significant influence on learning outcomes of economic class XI IPS in SMA Pertiwi 2 Padang.

(3) Hypothesis 3
The third hypothesis tested in this study was to determine the effect of achievement motivation ($X_1$) and emotional intelligence ($X_2$) on learning outcomes ($Y$). From the analysis of the data in Table 26, it is known that $F_{hitung} \geq 13.273 F_{table} 3.18$ for the significant value of 0.000, this shows that the value of $F$ larger than $F_{table}$ with significantly smaller than 0.05. So it can be concluded that there is significant influence jointly between achievement motivation ($X_1$) and emotional intelligence ($X_2$) on learning outcomes of the economy ($Y$) class XI IPS SMA Pertiwi 2 Padang.

3.2 Discussion

3.2.1 The influence of achievement motivation on learning outcomes of economic class XI IPS SMA Pertiwi 2 Padang

Based on the results of hypothesis testing that has been done, it can be seen that the achievement motivation have a significant influence on learning outcomes of economic class XI IPS in SMA Pertiwi 2 Padang. From the analysis of the data shows that for achievement motivation ($X_1$) is $\geq 2.917$
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Description of the results showed that achievement motivation of students that are in both categories with the level of achievement of 76.60% of respondents. However, the indicators take moderate risk, there is one item that statement is still in good enough category, which is item number 5 that stated I was afraid to ask the teacher. Thus, the student should increase his courage to ask the teacher about a poorly understood meteri lessons so that students can really understand well the material taught the teachers that will eventually bring a good influence on improving student learning outcomes.

Although the results of the level of achievement of respondents to the four indicators of achievement motivation has been in both categories, students should be able to maintain and increase the motivation of underachievement in the future as achievement motivation has a very important role in the success of academic activities, for achievement motivation will encourage students to conduct academic activities vigorously, do your best and try to be superior to his peers. Someone who has high achievement motivation will display different behavior with people who have low achievement motivation. This is because a person who has high achievement motivation will attempt to always produce the best performance of others and always strive to provide the best in achieving the objectives. Prayitno (2006: 41) states that themotivation for achievement can be a factor that encourages students to learn. Thus, the higher the student achievement motivation, the higher the urge or the need for students to study diligently in order to reach the achievements he has set so that will help improve the students' learning outcomes.

3.2.2 The influence of emotional intelligence on learning outcomes of economics students Class XI IPS SMA Pertiwi 2 Padang

Based on the results of hypothesis testing that has been done, it is known that emotional intelligence variables have a significant influence on learning outcomes of economic class XI IPS in SMA Pertiwi 2 Padang. Data analysis concluded that tcount for emotional intelligence variable (X2) is $\geq 2,028$ or $2,004$ tabel. This means that emotional intelligence has a significant influence on learning outcomes of economic class XI IPS in SMA Pertiwi 2 Padang. Description of the results showed that the variables of emotional intelligence of students overall are in good category with the level of achievement of 69.32% of respondents. Thus, it is understandable that students of class XI IPS in SMA Pertiwi 2 Padang have good emotional intelligence. However there are still some items that are in the category statement good enough that item number 31, 36, 40 and 44. This shows that although overall emotional intelligence of students has been good, but in some ways like the way the students to express their emotions appropriately, cooperated with good as well as sensitivity to the feelings of others is still in good enough category, so it is still going on problems related to emotional intelligence on students as students looked gloomy when learning in the classroom, less exciticable and difficult to concentrate in class.

Thus although the overall emotional intelligence of students already in the good category, but emotional intelligence of students still have to be increased again because of emotional intelligence also influence student learning outcomes. This is in accordance with the opinion of Slameto (1995: 54-72) states that one of the internal factors that influence student learning outcomes is the intelligence or intelligence which according Alder (2001: 8-9), one form of intelligence is emotional intelligence.

Students who have a good emotional intelligence or emotionally intelligent will be able to understand other people's emotions appropriately and can foster good relationships with others, both among fellow students and teachers in the school. This will certainly lead to mood comfortable and quiet for the students to follow the learning process in schools, in contrast to students who have not emotionally intelligent.

Emotionally intelligent students also have better emotional control so that students who will thus be able to continue to focus its attention in the study despite being confronted by various problems. Unlike the students who have not emotionally intelligent, then when faced with a problem of these students have not been able to control his emotions better than these conditions do not support the students to be able to follow the learning activities well and this will affect student learning outcomes themselves. Thus the better the emotional intelligence of students, the higher the students' learning outcomes.

3.2.3 The influence of achievement motivation and emotional intelligence on learning outcomes of economic class XI IPS SMA Pertiwi 2 Padang

The study also aimed to determine the effect jointly between achievement motivation and emotional intelligence on learning outcomes of economic class XI IPS SMA Pertiwi 2 Padang. From the research that has been done, it can be seen how the influence jointly between achievement motivation and emotional intelligence on the results of the economic study with $\geq 13$ or $273$ Fhitung Ftabel sig 3.18 or 0.00 $<0.05$.

From the second dependent variable is the achievement motivation and emotional intelligence, achievement motivation donations greater than emotional intelligence in influencing the dependent variable is the result of learning. It found that student achievement motivation is better than the emotional intelligence of students and thus, motivation to
Achieve more influence learning outcomes. It is also one of them can be seen from the description of the results of studies showing that the level of achievement of respondents to achievement motivation is higher than the variable of emotional intelligence, which also indicates that student achievement motivation is better than the emotional intelligence of students so that the percentage of achievement motivation is higher for learning outcomes rather than emotional intelligence of students.

Achievement motivation and emotional intelligence is one of the factors that affect student learning outcomes. This is in accordance with the opinion of the Shah (2012: 146-156), which states that the factors affecting student learning outcomes consist of internal factors, external factors and factors of learning approaches. Included in the internal factor, one of which is the motivation, where one form of motivation by McClelland in Sudarwan (2004: 32) is the achievement motivation.

Students who have high achievement motivation will always strive to be superior to his friends and will keep trying to work hard in both situations are competing with one another, and in his own work and always try to do the best of what each was doing in order to aim for achievement can be achieved. The higher the student achievement motivation, the higher the encouragement to keep trying to reach its achievements so it will provide a good influence for the improvement of student learning outcomes.

In addition to achievement motivation, emotional intelligence also influence student learning, where students emotionally intelligent will be able to control and to control his emotions so well that like any emotional condition would not bother her to learn. Thus, the better the achievement motivation and emotional intelligence of students, it will be better the economics student learning outcomes.

CONCLUSION
1. Achievement motivation has significant effect on student learning outcomes. The results of this study showed that the higher the student achievement motivation it will affect the improvement of student learning outcomes on economic subjects XI IPS SMA Pertiwi 2 Padang.

2. Emotional Intelligence significant effect on students’ learning outcomes economy. The results of this study showed that the higher the emotional intelligence of students it will affect the improvement of student learning outcomes on economic subjects XI IPS SMA Pertiwi 2 Padang.

3. the combination of achievement motivation and emotional intelligence affect the results of studying economics class XI IPS SMA Pertiwi 2 Padang, the rate of both independent and the dependent variable was 33.8% and the remaining 66.2% is influenced by other factor which are not addressed in this research.

REFERENCE