

THE IMPACT OF EMOTIONAL INTELLIGENCE AND SOCIAL ENVIRONMENT ON THE INTEREST TO CONTINUE EDUCATION TO HIGHER EDUCATION LEVEL FOR GRADE XII STUDENTS OF MADRASAH ALIYAH AL-MUHAJIRIN

Siti Muflihah¹⁾ and Jumino²⁾

¹⁾ Student in the Economic Education Study Program, Pamulang University, South Tangerang City, Indonesia

²⁾ Lecturer in the Economic Education Study Program, Pamulang University, South Tangerang City, Indonesia

Abstract

Based on initial observations, it was found that the interest in continuing education to higher education level among the twelfth-grade students of Madrasah Aliyah Al-Muhajirin was still relatively low. This study seeks to investigate whether there is a combined or individual effect between: 1) Emotional Intelligence and Interest in Continuing Education to Higher Education among the twelfth-grade students of Madrasah Aliyah Al-Muhajirin; 2) Social Environment and Interest in Continuing Education to Higher Education among the twelfth-grade students of Madrasah Aliyah Al-Muhajirin; and 3) Emotional Intelligence and Social Environment together influencing Interest in Continuing Education to Higher Education among the twelfth-grade students of Madrasah Aliyah Al-Muhajirin. This research is a quantitative study. The subjects of this study were the twelfth-grade students of Madrasah Aliyah Al-Muhajirin, totaling 93 students. The sampling technique used in this study was Simple Random Sampling, with Slovin's formula. The data analysis technique used was Multiple Regression Analysis. The results of this study are as follows: 1) Emotional Intelligence has a significant effect on the Interest in Continuing Education to Higher Education among the twelfth-grade students of Madrasah Aliyah Al-Muhajirin; 2) Social Environment has a significant effect on the Interest in Continuing Education to Higher Education among the twelfth-grade students of Madrasah Aliyah Al-Muhajirin; 3) There is an effect of Emotional Intelligence and Social Environment on the Interest in Continuing Education to Higher Education among the twelfth-grade students of Madrasah Aliyah Al-Muhajirin. The coefficient of determination is 0.968, which means 96.8% of the Interest in Continuing Education to Higher Education is influenced by Emotional Intelligence and Social Environment, while the remaining 3.2% is influenced by other factors. This research would yield better results if a broader population were used, allowing for a more diverse data set and comparisons with factors that have not yet been studied.

Keywords: *Social Environment, Interest in Continuing Education at Higher Education Level, Emotional Intelligence.*

Introduction

Education imparts knowledge and skills that can enhance an individual's life. It is a structured and intentional process designed to cultivate desired behaviors, enabling individuals to adapt to changes. However, it is evident that awareness about the significance of education remains low at present, as evidenced by data from the Ministry of Education and Culture showing that the dropout rate in Indonesia in 2017/2018 was 187,078 students across various education levels from elementary school, junior high school, senior high school, and vocational high school. (statistik.data.kemdikbud.go.id). According to the Ministry of Education and Culture data on dropout rates, senior high schools rank second in the most considerable dropout rate after vocational high schools.

According to Hamalik (2015:36), learning is modifying or strengthening behavior through experience. Slameto, as cited in Suryani and Agung (2012:35), defines learning as an individual's effort to achieve a comprehensive change in behavior resulting from experiences gained through interaction with their environment. Similarly, Hamiyah and Jauhar (2014:4) describe learning as a process that leads to changes in an individual's behavior or personality through interactions with their environment. These changes can manifest in various forms, including knowledge, understanding, attitudes, behavior, skills, competencies, habits, and other personal aspects.

The Indonesian education system is classified into three types: informal, formal, and non-formal education. Formal education is acquired through established educational institutions, i.e., schools. Schools offer a systematic education that spans from the most basic to the highest levels. The levels in formal education are: 1) Primary education (SD, SMP); 2) Secondary education (SMA, SMK, MA); 3) Upper-level education (Diploma, bachelor's degree). Pursuing higher education should stem from a student's curiosity and intrinsic need, reflecting their genuine interest. Several factors influence students with an interest in higher education, motivating them to realize their aspirations. Interest, as defined by Slameto (2015:180), is a feeling of liking or attraction toward something or an activity that arises voluntarily, without external compulsion.

Madrasah Aliyah Al-Muhajirin, one of the developing senior secondary schools in the western part of Bogor Regency, Al-Muhajirin is considered excellent because it has received an "A" accreditation, although it does not yet have complete facilities. However, it remains a

choice for students graduating from nearby junior high school. Currently, Madrasah Aliyah Al-Muhajirin only has one area of study, namely Social Sciences.

Based on the initial observation, the number of students continuing their education to higher education still needs to be higher compared to the number of students passing the national exam. Here is the data regarding students pursuing further education at higher levels. This matter demands significant attention, as one of the key objectives of secondary school is to prepare students for higher education. The desire to continue education at the higher level should be fostered from the moment students enter senior high school, as interest develops through a series of processes. Interest should be continuously fostered using various approaches, such as providing information about higher education, engaging in effective approaches by families and schools, and creating a supportive environment around the students to stimulate their interest in pursuing higher education.

According to Goleman (2015:7), emotions are impulses to act and immediate plans to solve problems. The term "emotion" originates from the Latin word *movere*, that means "to stir" or "to move", highlighting the intrinsic connection between emotions and the tendency to act. Emotional intelligence encompasses the ability to self-motivate, manage frustration, control impulses, regulate moods, demonstrate empathy, and collaborate effectively with others. Emotional intelligence plays an essential role in learning because learning is not just about students with books, it also involves students with other students and students with teachers. Teachers often overlook the fact that the learning process in school is complex and holistic.

Both intellectual and emotional intelligence are essential in the student learning process. Intellectual intelligence operates effectively only when accompanied by emotional engagement with the subject matter taught in school. These two forms of intelligence often work hand in hand, complementing each other. Achieving a balance between intellectual and emotional intelligence is crucial for students' success in learning at school. Many aspects of school, especially in the learning process, require emotional intelligence to ensure smooth learning, thus achieving the desired learning goals.

Based on the initial observation of the twelfth-grade students at Madrasah Aliyah Al-Muhajirin, many students do not demonstrate emotional intelligence skills, which often disrupts the learning process, such as difficulties in socializing with peers and their environment. Numerous disciplinary violations usually mark low emotional intelligence

among students. One of the violations is the inability of students to control their emotions, such as laziness, which leads to skipping school or not participating in certain classes.

Madrasah Aliyah Al-Muhajirin has made various efforts to boost students' motivation to pursue further education at the higher level, such as providing counseling during parent-teacher meetings about the importance of higher education for children. This effort aims to help parents understand the importance of supporting their children's education. This is crucial because the support of people in a student's social environment plays an essential role in motivating them. According to Islamuddin (2012:22), the social environment refers to the surroundings of a student, which include the family, community, and school. This implies that the family, school, and community environments are key factors in influencing a students' motivation to pursue further education at the higher level.

Based on a pre-research survey about the social environment, it was found that students who received support from their family and community environments still had relatively low levels of support. However, students received significant support for their interest in pursuing higher education from the school's social environment. This conclusion is backed by comments from teachers and class counselors, who observed that the low interest in pursuing higher education is mainly because most students come from communities where a large number of high school graduates go straight into the workforce.

Methods

This research was conducted at Madrasah Aliyah Al-Muhajirin, located at Jalan Raya Papanggungan KM. 38, Cigudeg, Bogor. The research was carried out from March to May 2021. The study was conducted in several stages, from research preparation to implementation and thesis writing. This study uses a quantitative research approach. As explained by Sugiyono (2013:14), quantitative research involves gathering data in numerical form and using statistical analysis to examine the research problem. This study is classified as descriptive quantitative research, which emphasizes the use of numerical data from collection through interpretation and results. Quantitative research can also be defined as research grounded in positivist philosophy, which perceives reality or phenomena as relatively stable, concrete, observable, measurable, and characterized by cause-and-effect relationships.

The research methodology used in this study is associative research. As explained by Sugiyono (2015:11), associative research aims to determine the impact or relationship between

two or more variables. Sugiyono (2012:12) further clarifies that this type of quantitative research utilizes a survey method, which collects data from a particular location in its natural context. In this study, the researcher carries out interventions such as distributing questionnaires, conducting tests, and administering structured interviews, among other methods.

This study conducted interviews with twelfth-grade students at Madrasah Aliyah Al-Muhajirin to obtain accurate information from reliable sources. The interviews were conducted by presenting a series of questions from the interviewer to the respondent. The interviews in this study were unstructured, which is common in situations where a teacher encounters issues with students. The interviews were free form, only asking questions regarding the students' experiences.

The research instrument employed in this study was a closed-ended questionnaire, which simplified the process for respondents to answer. Respondents were provided with predefined options to choose from, ensuring more accurate and reliable results. Data collection was conducted by administering questionnaires, and the data analysis was performed using statistical calculations with the assistance of the Statistical Package for the Social Sciences (SPSS) version 20.0. Data collection played a crucial role in this study, as it helped achieve the research objectives and ensured that the data obtained was accurate and aligned with the research problem.

According to Sugiono (2017:147), data analysis techniques are activities conducted after collecting all data from respondents or other sources. In this study, the data analysis method applied is descriptive analysis using a quantitative approach. The Likert scale was applied for measurement. As a result, each response to the statements given to the respondents was assigned a score based on the statements provided.

Results and Discussion

This section explains all the data collected from the respondents, which allows for determining the influence of emotional intelligence and social environment on the interest in continuing education to higher education among twelfth-grade students at Madrasah Aliyah Al-Muhajirin. To provide an overview of this research, the researcher distributed questionnaires to 75 respondents of both genders, namely male and female. Based on the results of the calculations and data analysis in this study, it can be concluded that emotional

intelligence has an impact on the interest in pursuing higher education. According to Goleman (2015:57), recognizing one's emotions is self-awareness when feelings occur. Individuals who are aware of their own emotions are generally independent, confident in the boundaries they have set, have good mental health, and tend to have a positive outlook on life.

This finding aligns with Elpiana, Saputra, and Eprillison (2015) research. The study found that emotional intelligence significantly influences the interest in continuing education to higher education among students at State Senior High School 2 Batang Anai, as evidenced by a regression coefficient value of 0.281, which is significant because the t-count value is 8.496, greater than the t-table value of 1.98, with a significance value of $0.000 < 0.05$.”

The results of the calculations and data analysis in this study indicate that all independent variables, such as emotional intelligence and the social environment, have a significant impact on the dependent variable, which is the interest in continuing education at the higher level. This conclusion is supported by the findings of the study and aligns with Slameto's theory (2015:54), which identifies various factors that can impact student learning. In this context, the factors influencing the interest in pursuing higher education are categorized similarly to the factors affecting student learning, divided into internal and external factors.

Conclusion

Based on the data analysis, description, and discussion, it can be concluded that emotional intelligence has a positive and significant impact on the interest in continuing education to higher education among twelfth-grade students at Madrasah Aliyah Al-Muhajirin. The calculation results are as follows: The coefficient value for variable X1 is 0.968. This coefficient is significant because the t-count value of 46.807 is greater than the t-table value of 1.993, with a significance value of $0.000 < 0.05$, and the regression equation is $Y = 6.931 + 1.072 X1$. This means that the contribution of the influence outside X on Y is constant at 6.931, and every increase of one unit in X1 will result in an increase of 1.072 in Y.

There is also a positive and significant influence of the social environment on the interest in continuing education to higher education among twelfth-grade students at Madrasah Aliyah Al-Muhajirin. The calculation results are as follows: The coefficient value for variable X2 is 0.118. This coefficient is significant because the t-count value of 3.120 is greater than the t-table value of 1.993, with a significance value of $0.003 < 0.05$, and the regression equation is $Y = 43.958 + 0.724 X2$. This means that the contribution of the influence outside X on Y is

constant at 43.954, and every increase of one unit in X2 will result in an increase of 0.724 in Y.

There is a simultaneous influence between emotional intelligence (X1) and the social environment (X2) on the interest in continuing education to higher education among twelfth-grade students at Madrasah Aliyah Al-Muhajirin. The calculation results are as follows: The coefficient values for variables X1 and X2 are 0.968, with a significance value of $0.000 < 0.05$, and the regression equation is $Y = 6.303 + 1.069X1 + 0.019X2$. This means that the contribution of the influence outside X on Y is constant at 6.303, and every increase of one unit in X1 and X2 will result in an increase of 1.069 and 0.019 in Y.

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