HUBUNGAN ANTARA KECERDASAN EMOSIONAL DAN *SELF-EFFICACY* DENGAN PRESTASI BELAJAR FISIKA SISWA KELAS X MIPA SMA NEGERI SE-KECAMATAN KLUNGKUNG

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ABSTRAK

Kecerdasan emosional dan *self-efficacy* siswa merupakan elemen dari faktor internal yang dapat mempengaruhi keberhasilan belajar. Dalam riset ini, diteliti tiga hubungan antara kecerdasan emosional dan *self-efficacy* dengan prestasi belajar fisika siswa kelas X MIPA di SMA Negeri se-kecamatan Klungkung yakni; 1) hubungan antara kecerdasan emosional dengan prestasi belajar fisika siswa kelas X MIPA se-kecamatan Klungkung; 2) hubungan antara *self-efficacy* dengan prestasi belajar fisika siswa kelas X MIPA se-kecamatan Klungkung; dan 3) hubungan antara kecerdasan emosional dan *self-efficacy* dengan prestasi belajar fisika siswa kelas X MIPA se-kecamatan Klungkung.

Riset yang dilakukan mengunakan desain penelitian korelasional yang bersifat *ex-post facto*. Populasi penelitian adalah 514 siswa, dan 258 di antaranya menjadi sampel penelitian yang dipilih memakai teknik (metode) *proportional random sampling*. Instrument yang dipakai untuk mengambil data prestasi belajar fisika yakni tes esay yang memiliki taraf koefisien reliabilitas 0,915 sedangkan pengambilan data kecerdasan emosional dan *self-eficacy* (efikasi diri) menggunakan angket (kuesioner) yang memiliki taraf koefisien reliabilitas tiap angket yakni 0,870 dan 0,893. Teknik pengujian data pada riset ini mencakup lima tahapan, yakni analisis statistik deskriptif, uji asumsi, uji regresi linier dengan satu prediktor, uji regresi berganda dengan dua prediktor, dan uji hipotesis.

Hasil penelitian (riset) yang diperoleh menunjukkan bahwa 1) terdapat hubungan yang signifikan antara kecerdasan emosional dengan prestasi belajar fisika siswa dibuktikan dengan didapatkan persamaan regresi $\hat{Y} = 26{,}351 + 0{,}151X_1$ (F= 6,588; p<0,05) dan sumbangan efektif (SE) sebanyak 1,29%, 2) terdapat hubungan yang signifikan antara *self-efficacy* dengan prestasi belajar fisika siswa dibuktikan dengan didapatkan persamaan regresi $\hat{Y} = 38{,}484 + 0{,}125X_2$ (F= 5,457; p<0,05) dan sumbangan efektif (SE) sebanyak 1,51%, 3) terdapat hubungan yang signifikan antara kecerdasan emosional dan *self-efficacy* dengan prestasi belajar fisika siswa dengan didapatkan rumusan persamaan regresi $\hat{Y} = 27{,}485 + 0{,}059X_1 + 0{,}107X_2$ (F= 3,615; p<0,05) serta sumbangan efektif (SE) sebesar 2,80%.

Kata kunci: Kecerdasan emosional, *self-efficacy*, prestasi belajar fisika

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF-EFFICACY WITH PHYSICS LEARNING ACHIEVEMENTS IN CLASS X MIPA STATE HIGH SCHOOL IN KLUNGKUNG DISTRICT

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ABSTRACT

Emotional intelligence and student self-efficacy are elements of internal factors that can affect learning success. In this research, three relationships between emotional intelligence and self-efficacy were investigated with the physics learning achievement of class X Mathematics and Natural Sciences students in SMA Negeri in Klungkung sub-district, namely; 1) the relationship between emotional intelligence and physics learning achievement of class X MIPA students in Klungkung sub-district; 2) the relationship between self-efficacy and physics learning achievement of class X MIPA students in Klungkung district; and 3) the relationship between emotional intelligence and self-efficacy with physics learning achievement of class X MIPA students in Klungkung district.

The research was conducted using an ex-post facto correlational research design. The study population was 514 students, and 258 of them became the research sample selected using the proportional random sampling technique (method). The instrument used to collect physics learning achievement data is an essay test which has a reliability coefficient level of 0.915, while data collection on emotional intelligence and self-efficacy uses a questionnaire (questionnaire) which has a reliability coefficient level of 0.870 and 0.893 for each questionnaire. The data testing technique in this research includes five stages, namely descriptive statistical analysis, assumption test, linear regression test with one predictor, multiple regression test with two predictors, and hypothesis testing.

The results of the research (research) obtained show that 1) there is a significant relationship between emotional intelligence and student physics learning achievement as evidenced by the regression equation $\hat{Y} = 26.351 + 0.151X_1$ (F= 6.588; p<0,05) and effective contribution (SE) as much as 1.29%, 2) there is a significant relationship between self-efficacy and student physics learning achievement as evidenced by the regression equation $\hat{Y} = 38.484 + 0.125X_2$ (F= 5.457; p<0,05) and effective contribution (SE) as much as 1.51%, 3) there is a significant relationship between emotional intelligence and self-efficacy with students' physics learning achievement with the regression equation $\hat{Y} = 27.485 + 0.059X_1 + 0.107X_2$ (F= 3.615; p<0,05) and the effective contribution (SE) of 2.80%.

Keywords: Emotional intelligence, self-efficacy, physics learning achievement