

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Teaching plays an important role in various areas of life. Quality teaching also leads to the advancement of quality human assets. In this way, teaching in Indonesia continues to progress and receive consideration, including the implementation of the National Teaching Framework Law, the implementation of the Law on the Welfare of Educators and Teaching Personnel, as well as the modification of educational programs to meet current needs (Hamzah, 2018:112). In line with Tirtarahardja (2017:84) who states that "education is a conscious effort to prepare students to face their roles in the future through leadership, teaching or educational activities". Therefore, education is seen as an educational process or activity. The aim of education is to develop individuals (affective, cognitive and psychomotor) so they are able to compete in a technologically advanced world. In the current global era, technological developments are very rapid.

School is an educational institution where students study. Education itself is an activity that aims to change and develop better behavior. According to Tirtahardja (2017:84), learning in formal education causes changes in attitudes, knowledge and skills. These learning outcomes are reflected in academic achievement. Both internal and external factors influence efforts to pursue academic achievement. One of the internal factors is emotional intelligence (EQ). Experts believe that achieving optimal academic success requires more than just high intelligence. A high intelligence quotient (IQ) is not the only factor that determines a person's success, because other factors also influence academic success. ÅO cannot function effectively without an emotional attachment to the subject being taught. These two types of intelligence complement each other. The balance between IQ and EQ is the key to student success in school. School education should not only focus on developing IQ, but also developing students' emotional intelligence.

In agreement with Goleman (2019:12), IQ seems to contribute 20% to a person's victory, while 80% is credited to other components, including passion and social insight. In the current era of modernization, many adults pay little attention to the development of the insight and interests of the children around them. Indeed, today, many parents idolize mental insight by relying solely on coherent capacity. Many parents also focus

only on the academic achievements of their children, without considering the effort or how the children achieved those accomplishments. Guardians feel happy when they see their child getting good report cards, becoming a subject champion, and consider the child to be more effective compared to children with lower scores. Students must also have enthusiastic insight, namely the ability to recognize their own feelings, monitor their feelings, reassure themselves, have compassion, and build relationships with other people. In other words, they need the ability to adapt, understand others, appreciate others, and empathize with others (Makmun, 2017:247).

There are many examples around us proving that people with only brain intelligence or many high degrees are not necessarily successful in the working world. Often, those with lower formal education levels turn out to be more successful. Most educational programs focus only on IQ intelligence, whereas what is actually needed is the development of emotional intelligence, such as resilience, initiative, optimism, and adaptability, which have now become the new basis for assessment (Ary, 2018:26). It can be said that students' emotional intelligence greatly influences their academic achievement (Hamzah, 2018:145). In reality, in the teaching and learning process at school, many intelligent children are often found lacking in emotional intelligence development, such as low self-motivation, lack of empathy, and difficulty adapting to others. As a result, some students face learning difficulties at school, want to transfer to another school, and fail to appreciate others, which hinders their learning process and optimal academic achievement.

Based on pre-research observations of tenth grade at SMK Immanuel Medan, it was found that many students face several issues, including academic achievement problems and emotional control issues during the learning process. Therefore, considering the importance of students' emotional intelligence as a significant factor in achieving academic success, the author is interested in researching: "The Relationship Between Emotional Intelligence and Academic Achievement of Tenth Grade Students at Vocational School SMK Immanuel Medan."

## **1.2 Problem Identification**

Based on the background of the problem above, the issues can be identified as follows:

1. Students are less able to control their emotions during the learning process.

2. Students have difficulty managing their emotions.
3. Many students lack motivation to achieve optimal academic performance.
4. Many students lack empathy.
5. Students have insufficient social skills in building relationships, which includes understanding others, being able to empathize with others, respecting others, and the ability to adapt.

### **1.3 Problem Statement**

Based on the basic problems presented above, what is meant by the problems in this investigation are:

1. How is the learning achievement of students in English lessons of tenth grade at SMK Immanuel Medan?
2. Is there a relationship between emotional intelligence and learning achievement of students in English lessons of tenth grade at SMK Immanuel Medan?

### **1.4 Objective of the Study**

The general objectives of this research are as follows:

1. To identify and analyze students' learning achievements in English lessons of tenth grade at SMK Immanuel Medan.
2. To determine and analyze the relationship between emotional intelligence and students' learning achievements in English lessons of tenth grade at SMK Immanuel Medan.

### **1.5 Benefits of the Study**

The expected benefits of this research include:

1. For Teachers  
Providing information to assist in developing students' emotional intelligence.
2. For Students  
Encouraging efforts to enhance their emotional intelligence to achieve optimal performance.
3. For the School

Serving as information about the development of students' emotional intelligence and aiding in the process of enhancing it.