

The Correlation of Emotional Intelligence with Learning Motivation in Diploma IV Students of Educator Midwife at Respati University Yogyakarta Year 2013-2014

CHICI RIANSIH¹, AGUSTINUS HERI NUGROHO², MURNI³

¹Student of DIV Midwife Educator at Faculty of Health Sciences UNRIYO

²Lecturer of Sanata Dharma University Yogyakarta

³Lecturer of DIV Midwife Educator at Faculty of Health Sciences UNRIYO

Corresponding author to Chici riansih email Chici_riansih@yahoo.co.id

ABSTRACT

Background: Emotional intelligence affects student achievement. Someone who has a high emotional intelligence will be able to control their emotions to optimize their work function. The emergence of motivation is usually based on a specific purpose, without reason. Preliminary Study Results to 10 students of Diploma IV educator midwife at Respati University of Yogyakarta school year 2013-2014, 7 of 10 students said that it is challenging to release negative emotions, manage their feelings, and have not motivated to learn. At the same time, three students have told them that they could cope with their feelings and motivate themselves.

Aim: This study aimed to determine the emotional intelligence and motivation to learning Diploma IV student of Educator Midwife at Respati University of Yogyakarta year 2013-2014.

Method: The method used is analytical descriptive, with an across-sectional study design. This study's population are the students of Educators Midwife in Diploma IV class F11 8th semester school year 2013-2014 Faculty of Health Sciences Respati Yogyakarta as many as 266 people. The sampling used a proportional simple random sample of as many as 160 people. The statistical test used Kendal Tau.

Results: Based on the analysis results, most of the good students' emotional intelligence as many as 98 students (61, 2%) and the majority of student learning motivation as many as 102 students (63,7%). Statistical results with Kendal Tau test has the value of the correlation coefficient (0,465) and p-value (0.000) $p < 0,05$. This shows that there is a significant relationship of emotional intelligence with learning motivation in Diploma IV student of Educator Midwife at Respati University of Yogyakarta year 2013-2014.

Conclusion: There is a significant relationship between emotional intelligence with learning motivation in Diploma IV students Educator Midwife at Respati University of Yogyakarta year 2013-2014.

Keywords: Emotional Intelligence, motivation Learning

INTRODUCTION

Research results Goleman and some research in America show that intellectually only contributes 20 % to a person's success. The rest 80 % dependent on emotional intelligence, social intelligence, and spiritual intelligence. Even in the matter the success of work, intelligence intellectual only contribute 4%. The environment strongly influences emotional intelligence, does not have a settled, can change all the time. The environment's role, especially of the parents in childhood, affected intelligence emotionally [1].

Self-control received copies of short the score that was the most has the highest poverty rate. At the same time, the creation's motivation became the main target in the improvement of emotional intelligence [2].

But on the other hand, motivation is usually based on a particular purpose, not without any reason. Like students, they are motivated to learn because of the various answers. Most students have the motivation to study to thrive in the future. The inspiration to look, the factor urges the inner (element in) encouragement, namely the cause influenced the great desire to win successfully in the future. About expect the most satisfying is one of the ends in optimism. By changes and many, the uncertain individual must conform to changes, while individuals who are not an adaptation called an individual who failed [3].

The results of the study introduction give responses by doing the question and answer session to 10 a college

student of D IV, the fact that a midwife educator the Respati University of Yogyakarta 2013-2014, promised to supply 7 of 10 a college student of said that two a college student of it is challenging the untamed and reckless nature negative emotions. The handling of not taking care of ourselves put yourself into the emotional; two girls do not motivate in learning one who is in case of failure, one a college student of needed encouragement and feedback about was the way to establish the motivation to study, two a college student of transport and communications have stated that is too to happen is the dense collage schedule for when the, only a pause a minute to break and an excessive number of often these institutions granted degrees superior such duties and which must speedily be solved in the remaining. A change could happen in this is what has caused a lack of motivation of the creation was in learning one who is. While a college student of 3 spokeswoman says, it's that they can overcome emotions and would motivate a self-judgment.

METHOD

This study is a descriptive-analytic and analytical study using a cross-sectional study design. Population in research is a whole a student of D IV midwife educator in the first half eight the 2013 / 2014 class f.11.1 up to f.11.6 which consisted of 266 people. The sample in this Sampling technique used in this study was in proportion to simple random sampling with the selection of the 53 respondents. The independent variable is emotional intelligence—the

dependent variable motivation learning. The data used in this research were primary and secondary. Test Validity of data using Product Moment and test of reliability is Alfa Cronbach. Analysis of data using Kendal Tau [4].

RESULTS

1. Univariate Analysis Characteristics of respondents

Table 1. The respondents' frequency distribution characteristics are based on age at a Diploma IV Midwives educator at the Respati University of Yogyakarta.

No	Age	Frequency	(%)
1	20-30	147	91.9
2	>30	13	8.1
Total		160	100.0

Based on table 1 shows that the majority of respondents must be aged to months 20-30 years is about 147 people (91.9 %), and a tiny minority must be aged to months > 30 as many as 13 people (8.1 %).

Emotional Intelligence

Table 2. The frequency distribution based on intelligence emotional a student of Diploma IV Midwives Educator Respati University of Yogyakarta.

No	Emotional Intelligence	Frequency	(%)
1	Very well (81-100%)	8	5.0
2	Well (66-80%)	98	61.2
3	Sufficient (56-65%)	48	30.0
4	Low (46-55%)	6	3.8
Total		160	100.0

Bivariate Analysis

Table 4 the correlation of emotional intelligence with learning motivation in DIV students of educator midwife at Respati University Yogyakarta.

Intelligence Emotional	Motivation learning								r Value	P Value
	High (80-100%)		Average (66-79%)		Low (50-65%)		Total			
	F	%	F	%	F	%	F	%		
Very Well (81-100%)	8	100%	0	0%	0	0%	8	100%	0,465	0,000
Good (66-80%)	18	18,4%	73	74,5%	7	7,1%	98	100%		
Enough (56-65%)	4	8,3%	29	60,4%	15	31,3%	48	100%		
Low (46-55%)	0	0%	0	0%	6	100%	6	100%		
Total	30	18,8%	102	63,7%	28	17,5%	160	100%		

Based on table 4, known was have intelligence emotional very high entirely having the motivation to study high as much as eight a student of (100 %), most a student of with wit dynamic better to have the motivation to learn was as many as 73 a student of (74.5%), students, who have intelligence emotional enough mostly having the motivation to study was as many as 29 a student of (60,4%), was possessed of wit passionate less entirely having the motivation to learn low as many as six a student of (100 %). But a small proportion of was possessed of wit emotional either by the motivation to study high as many as 18 (18,4 %) and the possessed of wit emotional either by the inspiration to learn low as many as seven a student of (7.1

Based on Table 2 are known mostly emotional intelligence a college student of Diploma IV the fact that a midwife educator the Respati University of Yogyakarta better to set right as many as 98 a college student of (61,2 %), while a small proportion of emotional intelligence a college student of Diploma IV the fact that a midwife educator the Respati University of Yogyakarta is the lack of as many as six a college student of (3,8%). This may indicate that a college student of Diploma IV's average emotional intelligence the fact that a midwife educator the Respati University of Yogyakarta is better to set right.

Motivation Learning:

Table 3 Frequency distribution in order based on the motivation to study a college student of Diploma IV the fact that a midwife educator the Respati University of Yogyakarta

No	Motivation Learning	Frequency	(%)
1	High (80-100%)	30	18,8
2	Average (66-79%)	102	63,7
3	Low (50-65%)	28	17,5
Total		160	100.0

Based on table 3 are known mostly the motivation to study a college student of Diploma IV the fact that a midwife educator the Respati University of Yogyakarta in Central Java is was in the middle of as many as 102 a college student of (63,8 %), while a small proportion of the motivation to study a college student of Diploma IV the fact that a midwife educator the Respati University of Yogyakarta in Central Java to below as many as 28 a college student of (17,5 %). It shows that the majority of the motivation to study a college student of Diploma IV the fact that a midwife educator the Respati University of Yogyakarta is average.

%) and a small proportion of a student of with humor emotional have sufficient the motivation to study high as much as four a student of (8.3 %) and a small proportion of a student of with wit inspirational have sufficient the reason to learn low with A college student of as many as 15 (31,3%).

The result statistically coefficient done by test Kendal tau that the value of a correlation coefficient Kendal tau (0,465) a correlation coefficient in categories was (0,40 - 0,599) and value p-value (0,000) $p < 0,05$. It can be concluded there is a significant relationship exists between emotional intelligence with the motivation learn from college student the University Diploma IV educator Respati Yogyakarta 2013-2014

DISCUSSION

A college student of one endowed emotional is very high all were only in the having the motivation to study high as many as eight a college student of (100 %), the majority of a college student of with the brilliance of emotional good having the motivation to study was in the middle of as many as 73 a college student of (74,5 %), a college student who is possessed of wit emotional enough most of which have the motivation to study was in the middle of as many as 29 a college student of (60,4 %), a college student of who possessed of wit emotional less all were only in the having the motivation to study low as many as six a college student of (100 %). That this is true because the higher intelligence emotional, traffics. Consequently, the price learning process was the motivation of the creation. On the contrary, the lower intelligence dynamic is so limited, but the product's explanation was to which it belongs.

When capable of being realized emotions with such precision and capable of perceiving change feeling smallest possible. If mad, they understood the terms of what that incurred the holy wrath, know precisely what is to be the cause of the emergence of emotion, having an expression of attitudes that are optimistic that, it is not easy to the loss of hope could motivate a self-judgment, we have to be patient, endurance so that it is and a lot tougher. And including also a person who empathizes with the other person. Also, interweave social relationships that remained essentially and entirely morally good with others and developed them as a little bit deeper [5].

This research supported by Hapsari examines the relationship between spiritual intelligence with the motivation to learn from the college student of Diploma IV obstetrics the faculty of medicine of Sebelas Maret University. The research results show a correlation between intelligence coefficients spiritual with the motivation to study as much as 0,597, so there will be a better relationship between spiritual intelligence with the motivation to learn with 35.6 % and effective 64,4 % influenced by other factors.

The results of the analysis characteristics of respondents show that the majority of respondents must be aged to months 20-30 year is about 147 a college student of (91.9 %) and a tiny minority must be aged to months > 30 as many as 13 a college student of (8.1 %). It goes to show that the majority of the age of a college student of Diploma IV the fact that a Midwife Educator the Respati University of Yogyakarta in Central Java could be classified as middle age so that possessed of wit emotional what is right and let has had an impact on the motivation to study a college student of itself, where is the reason to teach a college

student of Diploma IV the fact that a Midwife Educator the Respati University of Yogyakarta in Central Java PTPGN promised to supply was in average.

Age-specific into three categories, namely: less than 20 years (relatively young), 20-30 years (are medium), and more than 30 years old (old) [6].

CONCLUSION

Based on the results of research and the discussion that has been carried out, in conclusion. The result statistically coefficient done by test Kendal tau that the value of a correlation coefficient Kendal tau (0,465) a correlation coefficient in categories was (0,40 - 0,599) and value p-value (0,000) $p < 0,05$. It can be concluded there is a significant relationship exists between emotional intelligence with the motivation learn from college students the University Diploma IV Educator Respati Yogyakarta 2013-2014. The researchers can then research other variables affecting emotional intelligence and the motivation to study. Further research is also expected to furnish the technique. The data accompanied by the observation will complement the results.

REFERENCES

- [1] H. Yin, J. C. K. Lee, Z. Zhang, and Y. Jin, "Exploring the relationship among teachers' emotional intelligence, emotional labor strategies, and teaching satisfaction," *Teach. Educ.*, vol. 35, pp. 137–145, Oct. 2013, doi: 10.1016/j.tate.2013.06.006.
- [2] J. D. Mayer, P. Salovey, and D. R. Caruso, "TARGET ARTICLES: 'Emotional Intelligence: Theory, Findings, and Implications,'" *Psychol. Inq.*, vol. 15, no. 3, pp. 197–215, Jul. 2004, doi: 10.1207/s15327965pli1503_02.
- [3] A. Hawlitschek and S. Joeckel, "Increasing the effectiveness of digital educational games: The effects of a learning instruction on students' learning, motivation and cognitive load," *Comput. Human Behav.*, vol. 72, pp. 79–86, Jul. 2017, doi: 10.1016/j.chb.2017.01.040.
- [4] W. Xu, Y. Hou, Y. S. Hung, and Y. Zou, "A comparative analysis of Spearman's rho and Kendall's tau in normal and contaminated normal models," *Signal Processing*, vol. 93, no. 1, pp. 261–276, Jan. 2013, doi: 10.1016/j.sigpro.2012.08.005.
- [5] D. H. Schunk, "Goal Setting and Self-Efficacy During Self-Regulated Learning," *Educ. Psychol.*, vol. 25, no. 1, pp. 71–86, Jan. 1990, doi: 10.1207/s15326985ep2501_6.
- [6] P. S. Collaboration, "Age-specific relevance of usual blood pressure to vascular mortality: a meta-analysis of individual data for one million adults in 61 prospective studies," *Lancet*, vol. 360, no. 9349, pp. 1903–1913, Dec. 2002, doi: 10.1016/S0140-6736(02)11911-8.