

THE EFFECT OF SOCIAL SKILLS AND EMOTIONAL INTELLIGENCE ON LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS

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Abstract: The purpose of this research is to determine the influence of social skills and emotional intelligence on student learning outcomes. The research design uses a quantitative approach with a descriptive analysis design. The research population included students in grades IV, V, and VI (AB) at Muhamadiyah 4 Kandang Sapi Elementary School, Jebres, Surakarta, while the sample consisted of 111 students from these classes. Data was collected through observation, questionnaires regarding social skills and emotional intelligence, and documentation of learning outcomes from odd semester report cards. Data analysis used the multiple linear regression method with the help of the IBM SPSS Statistical 26 application. The research results show a positive and significant relationship between social skills and emotional intelligence and the learning achievement of students in grades IV, V, and VI (AB). Social skills have a t-value of 2.972 with a significance level of 0.004, while emotional intelligence has a t-value of 2.469 with a significance level of 0.015. Thus, it can be concluded that social skills and emotional intelligence positively influence student learning outcomes. This study uses a quantitative method with a descriptive analysis approach.

Keywords: Social Skills, Emotional Intelligence, Learning Outcomes

INTRODUCTION

Education is a process that involves certain methods to help individuals acquire knowledge, understanding, and skills appropriate to their development. Education also means teaching because, in the context of education, teaching is a very important component. The learning process between students and teachers involves the experience of receiving, listening, and seeing information conveyed by the teacher. However, what is most important in this case is how students can develop their potential. So that learning results are obtained to the desired expectations. Student learning outcomes are abilities formed during the learning process (Tarigan et al., 2021). Each student participates in learning activities and achieves various outcomes, some satisfactory and some unsatisfactory. Student learning outcomes serve as a measure to evaluate the extent to which they understand the material taught by the teacher. In addition, learning outcomes are also the result of various factors that affect students (Amelia et al., 2016; Lestari, 2015).

Especially in the past years, when the COVID-19 virus spread widely, online learning methods (done remotely) became commonplace. This situation has given rise to various factors that influence student learning outcomes. These factors can be grouped into internal and external categories (Nana Sudjana, 2012; Ropii & Fahrurrozi, 2017). Social skills are an internal factor that is central to learning outcomes. Social skills refer to a person's ability to interact with others in various useful ways. The purpose of this interaction is to meet shared needs and create harmony in everyday life. Social skills also help in dealing with conflicts that may arise in routine situations (Nurma et al., 2014; Suswandari et al., 2020)

Social skills involve patterns of behavior that support successful social relationships and enable individuals to work efficiently with others (Triyanti, 2023). Low social skills can harm personal learning achievement. Therefore, the ability to develop social skills is one of the assets owned by students, which allows them to interact with others during the learning process (Daraee et al., 2016; Green et al., 2021). At the basic education level, students' social skills are based on understanding diversity. In this context, it refers to the capacity to accept social contexts and behave following the norms and guidelines governing communication interactions, both verbal and non-verbal, with other individuals (Mahabbati et al., 2017).

Social skills are often described as skills that enable students to respond to certain social requests in an acceptable way (Alfianti et al., 2019; Dewanti & Widada, 2016). Social skills are behaviors that must be learned because they allow individuals to interact and receive positive or negative responses from various parties in the form of adaptation to the social environment. (El & Bali, 2017; Maryani, 2018; Ulum, 2019). Encouragement through peers increases responsiveness

between children with social communication difficulties and children who usually develop, showing that students have increased social communication skills with well-developed peers (Mazurik-Charles & Stefanou, 2007). In addition, other aspects of social skills include the ability to alternate between life and work, respecting the rights of others and being sensitive to their feelings, managing and recognizing oneself, and sharing ideas and experiences with other individuals (Maryani, 2011).

Apart from social skills, other internal factors, namely emotional intelligence, are important in obtaining learning outcomes (Ayem & Haryanto, 2019). Emotional intelligence positively correlates with learning outcomes, although the strength of the correlation varies (Nuralan & Damayanti, 2020). Developing emotional intelligence can be useful for improving student learning outcomes (Ayem & Haryanto, 2019; Shufaira Nur Faradillah et al., 2022). Emotional intelligence positively predicts all dimensions of student engagement and promotes primary and general learning outcomes (Indriawati, 2018).

The ability of emotional intelligence to understand and manage emotions significantly impacts three aspects of critical reflection: the ability to analyze problems, understand cause-and-effect relationships, and plan actions (Alonso-Serna, 2019; Bucich & MacCann, 2019). In addition, emotional intelligence abilities also affect processes related to group learning, including identifying team members, social involvement, communication, and handling conflicts. Therefore, emotional intelligence is a positive predictor of academic satisfaction. (Alonso-Serna, 2019; Black et al., 2019; Fenanlampir & Mutohir, 2021a). In line with research (Awang et al., 2019), there is a tendency for good emotional intelligence characteristics to contribute to students' learning achievement. Meanwhile, (Sarmadhan Lubis, 2020) shows a significant influence between anxiety and emotional intelligence on the learning outcomes of elementary school students. Based on several studies above, researchers are interested in discovering how social skills and emotional intelligence influence students' learning outcomes in grades IV, V, and VI at Muhammadiyah 4 Kandang Sapi Elementary School. This research differs from previous research because it will focus on learning outcomes' influence on elementary school students in grades IV, V, and VI.

Based on observations made at Muhammadiyah 4 Elementary School, it is proven that when teachers provide learning materials and questions to students, students also play a role in the learning process. However, several things emerged during class, including students being busy chatting with their closest friends and students with poor concentration. When doing group work, students are reluctant to discuss after conducting interviews with several students. They feel worried and are not enthusiastic about learning and doing questions, afraid of making mistakes. Suppose students can master the learning. When guided by the teacher, this has been tested, and students can do it. However,

due to feelings of laziness, students are reluctant to do the work themselves. Students also tend to give up when solving problems the teacher gives easily. All behavior displayed by students is centered on the emotions contained within the students. Apart from problems in school activities, students' emotional conditions also influence students when receiving lessons. If students are bored and angry, it can make it difficult to receive class lessons. It was found that the student's social skills and emotional intelligence were in a fairly good category. This observation found that students with low social skills tend to be quiet and lack confidence in conveying their ideas, even though they are capable of this. It was also found that students found it difficult to receive and share information with others, causing angry emotions, not wanting to know other people's opinions, and also disturbing friends who were serious.

Of course, some students have good social skills and emotional intelligence. This is evidenced in their ability to speak effectively, manage emotions well, solve problems calmly, and build positive relationships, such as helping each other when facing challenges posed by teachers. However, the diversity in social skills and emotional intelligence among learners can result in different learning outcomes. Therefore, this study investigates whether social skills and emotional intelligence affect overall learning outcomes in various subjects.

METHODS

This research was conducted at the Muhammadiyah 4 Elementary School, Kandang Sapi, at Jalan Student Soldiers No. 1, Jebres District, Surakarta City, Central Java. The study employed a descriptive quantitative research approach. The entire population for this research consisted of 153 high school students from Muhammadiyah Elementary School, 4 Kandang Sapi, Jebres. The sample was 111 students from high grades IV, V, and VI (AB) at Muhammadiyah 4 Elementary School Kandang Sapi. The research took samples in high class because high class researchers had a fairly good cognitive level, so researchers had confidence that high class students already had a fairly good level of reasoning in answering the questionnaire. The sampling method employed in this study is probability sampling, specifically utilizing a simple random sampling technique.

Data collection in this research involved using the observation method, a Likert scale questionnaire for assessing social skills and emotional intelligence, and the documentation of student learning outcomes through report cards for the odd semester of the academic year 2022/2023. Additionally, the data collection process included variable indicators related to social skills and emotional intelligence.

Table 1. Questionnaire variable indicators

Indicator social skill	Indicator emotional intelligence
Interaction skill	Recognizing emotions
Communication	Managing Emotional
Cooperation	Motivation
Problems-solving	Recognizing relationships
	Fostering relationships

The instrument's validity and reliability were assessed using the measurement model approach, specifically through bivariate person correlation (Person Moment Product). The data analysis method applied in this study involved multiple linear regression, and the analysis was conducted using the SPSS 26 software application. (George & Mallery, 2019; Sugiyono, 2018).

RESULTS AND DISCUSSIONS

Data collection involved utilizing a questionnaire for the social skills variable (X1), which comprised four indicators: interaction skills, communication skills, group/collaboration building skills, and problem-solving skills. Furthermore, the emotional intelligence variable questionnaire (X2) has five indicators: recognizing one's emotions, managing self-emotions, being self-motivated, recognizing relationships, and building relationships. One dependent variable, namely learning outcomes (Y). learning outcomes are obtained from the final grades of the odd semester of the 2022-2023 academic year.

Descriptive Statistics

This section's description of the data aims to assess student data obtained by researchers using data collection procedures. The following data has been processed using IBM SPSS Statistics 26.

Table 2. Results of variable descriptive analysis

	Social Skills	Emotional Intelligence	Learning Outcomes
<i>N</i>			
Valid	111	111	111
Missing	0	0	0
Mean	67.9189	64.2162	81.9216
Median	67.0000	64.0000	81.0000
Mode	66.00	57.00 ^a	79.00
Std. Deviation	6.53819	9.38704	3.69905
Variance	42.748	88.116	13.683
Range	32.00	37.00	15.90
Minimum	48.00	43.00	75.10

<i>Maximum</i>	80.00	80.00	91.00
<i>Sum</i>	7539.00	7128.00	9093.30

Based on the statistical analysis, social skills yielded an average score of 67.9189, with a standard deviation of 6.53819. The median score was 67.00, the lowest score recorded was 48.00, and the highest score observed was 80.00. Meanwhile, emotional intelligence had an average score of 64.216, with a standard deviation of 9.38704. The median score was 64.00, the lowest score was 43.00, and the highest was 80.00. As for learning outcomes, the average score was 81.9216, with a standard deviation of 3.69905. The median score was 81.00, the lowest score recorded was 75.10, and the highest was 91.00.

Hypothesis Test Results

Hypothesis testing is a test that is carried out to get answers to whether an assumption as it has been formed in the hypothesis can be accepted or rejected. In this research, hypothesis testing was conducted using multiple regression, which involved conducting partial tests (t-tests), simultaneous tests (F-tests), and assessing the coefficient of determination (R²). The analysis was performed using the IBM SPSS Statistics 26 software.

Multiple Linear Regression Analysis

Multiple regression analysis was conducted to examine the influence of independent variables (X) on the dependent variable (Y), individually and collectively. The multiple linear regression analysis outcomes are presented in Table 3, while Table 4 displays the results of the partial t-tests. Table 5 provides the findings of the simultaneous F-tests, and Table 6 presents the determination coefficient (R²) test results.

Table 3. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients	
	B	Std. Error
1 (Constant)	65.878	3.770
Keterampilan Sosial	.153	.051
Kecerdasan Emosional	.088	.036

According to the table, the multiple linear regression equation can be derived as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2$$

$$Y = 65.878 + (0.158) X_1 + (0.088) X_2$$

The regression equation can be described as follows:

The constant value is 65,878, which means that if the variable social skills (X1) and emotional intelligence (X2) have a value of (0) or there is no variable, then the value of learning outcomes (Y) is 65,878.

The coefficient for the social skills variable (X1) is 0.153, indicating that if all other independent variables remain constant and the social skills variable increases by 1%, there will be a corresponding increase 0.153 in learning outcomes.

Similarly, the coefficient for the emotional intelligence variable (X2) is 0.088, signifying that with all other independent variables held constant, a 1% increase in the emotional intelligence variable will lead to a 0.088 increase in learning outcomes.

T-Test Results (Partial)

Table 4. T-test results (partial)

	Model	t	Sig.
1	(Constant)	17.475	.000
	Keterampilan Sosial	2.972	.004
	Kecerdasan Emosional	2.469	.015

Referring to Table 4, the outcomes of the partial t-test can be elucidated as follows:

1. The social skills variable attained a t-value of 2.972, greater than the critical t-value of 1.98217, and its significance value (sig) is 0.004, less than 0.05. Consequently, Ha (alternative hypothesis) was accepted, while Ho (null hypothesis) was rejected. Based on this data, it can be inferred that social skills positively and significantly impact the learning outcome variable.
2. The emotional intelligence variable recorded a t-value of 2.469, surpassing the critical t-value of 1.98217, and its significance value (sig) was 0.015, which is less than 0.05. Therefore, Ha (alternative hypothesis) was accepted, and Ho (null hypothesis) was rejected. From the provided data, it can be inferred that emotional intelligence positively and significantly impacts the learning outcome variable.

F-Test Results (Simultaneous)

Table 5. F test results (simultaneous)

Model	F	Sig.
<i>Regression</i>	<i>9.408</i>	<i>.000^b</i>

Referring to Table 5, the outcomes of the simultaneous F-test can be elucidated as follows: The calculated F value is 9.408, which exceeds the critical value of 3.08, and the significance level (sig)

is 0.000, indicating a value less than 0.05. Consequently, it can be concluded that the independent variables, namely social skills and emotional intelligence, positively and significantly impact student learning outcomes.

R² Test Results (Determination)

Table 6. R² test results (determination)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
1	.385 ^a	.148	.133	3.44509

From the coefficient of determination test results presented in the table, a determination coefficient of 0.148 was obtained. This value, less than 0.5, signifies a weak influence between social skills and emotional intelligence on learning outcomes. Therefore, it can be concluded that social skills and emotional intelligence variables collectively influence learning outcomes by 14.8%, with the remaining portion being influenced by other factors.

Discussion

The Effect of Social Skills on Student Learning Outcomes

The findings of this study demonstrate that social skills exert a positive and noteworthy influence on students' academic performance. The data analysis results indicate the significant impact of social skills on student learning achievement, evident from the t-test value of 2.972, surpassing the critical t-table value of 1.98217, with a significance level of 0.004, lower than 0.05. Consequently, it can be deduced that the social skills variable positively affects students' learning achievement, thereby supporting the acceptance of the first hypothesis in this research.

The findings show that social skills can influence student learning outcomes in elementary schools. Social skills are important for every student because they can guide students to succeed in their social life at school and in the community. Social skills can also make students more courageous in expressing feelings, speaking, and being able to face problems and solve problems they face. Therefore, social skills can play a role in determining relationships with other people because this golden period is when children are introduced to new people and new experiences. Hence, it impacts student learning outcomes in Muhammadiyah 4 elementary schools.

The results of this study are also in line with the research (Alfianti et al., 2019; Simbolon, 2018). social skills positively and significantly influence student outcomes. The learning outcomes for students with high social skills are higher than for students with low social skills. During the learning

process, students at Muhammadiyah 4 Elementary School were active in obtaining information and sharing information about what the teacher conveyed and learned during the learning process.

So, social skills are very important and must be possessed by students in terms of asking skills, obtaining information, skills in analyzing information, skills in presenting information, and being able to solve problems (Hidayat et al., 2021; Rosita et al., 2020; Syamsudin, 2020).

The researchers' findings in the study on Behavior that supports learners in learning activities highlight several indicators of social skills based on different learners' opinions. These indicators include:

1. Basic Interaction Skills

Basic interaction skills are part of the social skills that are important to develop in learners. Learners have a better understanding of themselves. Research (Rosita et al., 2020) states that positive interaction with other people or parents can have an effective impact on children in regulating their emotions and developing pleasant attitudes towards their social environment, especially with peers, and making it easier for them to interact with others, especially in learning at school. These results are reinforced by the statements of several students in grades IV, V, and VI at Muhamadiyah 4 Kandang Sapi Elementary School, which shows that they are able and accustomed to introducing themselves to others, can interact with friends and teachers so that it makes it easier for them to understand the lessons given by the teacher, and are willing to share the knowledge information gained with others so that they always apply their interpersonal well.

2. Communication

The research also highlights the role of interaction with others in strengthening relationships, building social networks, and creating new opportunities. Role-playing and group activities are mentioned as effective ways to improve learners' communication skills and social skills. These results are reinforced by the statements of several students in grades IV, V, and VI at Muhamadiyah 4 Kandang Sapi Elementary School, which shows that they can speak, express opinions, pay attention to others speaking, and convince others to argue, also can listen well when teachers or friends give explanations.

3. Cooperation

Cooperation requires individuals or groups to always interact with other people or groups. So that it is interdependent to achieve the desired goals together. This form of cooperation develops if individuals or students can be mobilized or active, and there is an awareness that the goal benefits all (Hidayat S et al., 2021). These results were reinforced by the statements of several students in grades

IV, V, and VI at Muhamadiyah 4 Kandang Sapi Elementary School, which showed that they were able to cooperate and participate in groups, trying to be the best group before making decisions, discussing first with group friends. So that when experiencing difficulties, the group team helps and does not undermine each other.

4. Problem-solving

Problem-solving is identified as a vital component of social skills. The study highlights that individuals with strong social skills can effectively resolve conflicts, find solutions, and achieve goals through interactions. The research suggests that providing students with problems to solve can enhance critical thinking and emotional awareness. These results were reinforced by the statements of several students in grades IV, V, and VI at Muhamadiyah 4 Kandang Sapi Elementary School, which showed that they were able to be responsible in solving problems and receiving help from others, listening to others talk and asking questions if they did not understand

The relationship between social skills and learning outcomes where social skills are the ability to interact and communicate with other people effectively, including the ability to collaborate, speak in public, and work in groups. Good social skills can contribute to better learning outcomes because they help students communicate with teachers and peers and increase participation in learning. So, it can be concluded that the findings of this study underline the importance of maintaining social skills in students. Basic interaction skills, effective communication, cooperation, and problem-solving abilities are important elements that contribute to successful learning activities and positive social interactions. Comments and feedback from students in grades IV, V, and VI at Muhamadiyah 4 Kandang Sapi Elementary School offer practical instances that underscore the significance of these social skills within the educational setting.

The Influence of Emotional Intelligence on Student Learning Outcomes.

The findings of this study unveil that emotional intelligence indeed affects students' academic performance. The research analysis results clearly illustrate emotional intelligence's positive and significant impact on learning achievement. This is evident from the t-test value of 2.469, surpassing the critical t-table value of 1.98217, with a significance level of 0.015, less than 0.05. This suggests that emotional intelligence positively and significantly influences students' learning achievement. Consequently, it can be concluded that the second hypothesis in this research is supported and accepted.

Further findings indicate that emotional intelligence influences student achievement in Muhammadiyah 4 Elementary School Kandang Sapi. These findings support the results of previous

research (Anggraini et al., 2022; Setyawan & Simbolon, 2018), which also showed an immediate positive impact on learning outcomes. In other words, the higher a student's emotional intelligence level, the better the learning outcomes. This positive effect indicates that increasing students' emotional intelligence will positively impact their learning performance. Emotional intelligence is an important factor because, without it, students may be unable to utilize their cognitive potential optimally. Emotional intelligence helps in self-control and being aware of personal boundaries. Students with good emotional intelligence can focus on the material the teacher delivers during the learning process.

Emotional intelligence is very important for the development of the personality of students, one of which is recognizing their own emotions, especially the emotions they feel, being able to control their own emotions, encouraging the desire and willingness to achieve certain goals, doing good to others, and being able to interact with peers and with their environment (Fenanlampir & Mutohir, 2021a; Shufaira Nur Faradillah et al., 2022). So that everything that is done in everyday life related to emotional intelligence can provide more value when they go about their daily activities. In addition, emotional intelligence can also help individuals recognize other people's emotions (empathy) and social skills, namely the basic capacity of wanting if individuals want to develop forward (Kustyarini, 2020; Nuralan & Damayanti, 2020).

The findings of researchers in learning activities are not inferior to the ability to control students' self-control, including indicators of emotional intelligence that are described based on the opinions of different students.

1. Recognizing emotions

Based on the analysis of the distribution of respondents' answers, the majority know what is felt at certain moments and use it to guide self-decision-making. The emotional awareness of learners can recognize their own emotions and their effects. Supporting research (Ibrahim, 2022) Emotional intelligence is very important for children's personality development, one of which is recognizing one's own emotions, especially the emotions they feel, being able to control their emotions, encouraging desires, and willingness to achieve certain goals, doing good to others, and being able to interact with peers and their environment. These results were reinforced by the statements of several students in grades IV, V, and VI at Muhamadiyah 4 Kandang Sapi Elementary School, which showed that students could realize emotions and have the confidence to assess themselves and express their feelings. For example, when students know the teacher will hold a test, they feel happy because they have learned. Some students are still unhappy when the test is held because they have not learned.

2. Managing emotions

Managing emotions correctly will positively impact students, who are sensitive to the heart and can postpone desires before achieving a goal and recovering from pressure. Students can maintain honesty and integrity, take responsibility for their performance, and are open to new ideas. Supporting research (Fenanlampir & Mutohir, 2021), emotional intelligence in managing emotions is useful for students and can provide more value during daily activities. These results were reinforced by the statements of several students in grades IV, V, and VI at Muhamadiyah 4 Kandang Sapi Elementary School, which showed that students could control themselves and be alert at all times, able to calm the mind when nervous or anxious when given questions by the teacher.

3. Motivation

Students have high emotions and are more passionate about achieving each goal and satisfying their inner needs. Supporting research (Suharto, 2016), emotional intelligence can also help individuals recognize the emotions of others (empathy) and social skills, which are the basic capacities of desire if individuals want to develop forward. For someone with good self-motivation skills, the experience becomes everything. Students, in motivating themselves, tend to be more action-oriented. They have high spirits, always try to improve, and have good initiative. These results were reinforced by the statements of several students in grades IV, V, and VI at Muhamadiyah 4 Kandang Sapi Elementary School, which showed that they were able to excel healthily and had an optimistic attitude in doing something, were not discouraged and active in learning and did not like to delay the tasks given by the teacher.

4. Recognize relationships

Good emotional understanding involves more understanding of one's emotions and others. The ability possessed by students in Muhammadiyah 4 Cowshed Elementary schools is listening actively, oral communication, and writing well. Supporting research (Ningtyas, 2021) explains that students with good emotional intelligence can foster good relationships with others. These results are reinforced by the statements of several students in grades IV, V, and VI at Muhamadiyah 4 Kandang Sapi Elementary School, which shows that they can establish relationships with others and accept the differences or diversity that others have, such as when discussing with friends, listening to opinions or ideas conveyed by them to completion and listening and paying attention to teachers or friends when explaining the subject matter.

5. Fostering relationships

Building a relationship wants a relationship that can last for a long time. It communicates well, using good language so that our interlocutor can be younger to accept it. If you want to release the emotions that exist in yourself, make sure the language used is specific and can answer every word or sentence thrown by the body's grinding fibers. Research (Nuralan & Damayanti, 2020.) explains that fostering relationships can improve interpersonal communication skills, such as listening with empathy and expressing what is desired clearly. These results are reinforced by the statements of several students in grades IV, V, and VI at Muhammadiyah 4 Elementary School Kandang Sapi, which show that they can communicate, have leadership characteristics and can manage teams or groups as well as respect decisions, give praise or encouragement to friends when friends succeed or have not succeeded.

The correlation between learning outcomes and emotional intelligence revolves around emotional intelligence, which encompasses the capacity to identify, comprehend, control, and judiciously utilize emotions. Students possessing strong emotional intelligence tend to exhibit heightened motivation, improved stress management abilities, and more favorable interpersonal relationships with peers. These qualities facilitate problem-solving and the acquisition of new insights during the learning process, ultimately leading to enhanced academic performance. The text concludes that students' emotional intelligence plays an important role in various aspects of their learning and personal development. Research findings show that students with higher emotional intelligence demonstrate better abilities in recognizing emotions, managing them effectively, maintaining motivation, understanding relationships, and fostering healthy relationships. This conclusion is based on observations and statements from students in grades IV, V, and VI at Muhammadiyah 4 Kandang Sapi Elementary School and supporting research studies.

CONCLUSION

In light of the findings from this investigation, it can be inferred that the impact of social skills and emotional intelligence on learning outcomes at Muhammadiyah 4 Elementary School, Jebres, during the 2022/2023 academic year demonstrates the presence of a positive and substantial influence of social skills on student learning outcomes with a count of 2,972 with its significance value is 0.004. This shows that the existing components of social skills from Muhammadiyah 4 Elementary School students can communicate well and solve the problems they face, thereby increasing learning outcomes. Furthermore, a positive and noteworthy correlation exists between emotional intelligence and learning outcomes, evident from a score of 2.469 and a significance value of 0.015. As students'

emotional intelligence increases, their learning outcomes at Muhammadiyah 4 Kandang Sapi Elementary School also tend to improve. Simultaneously, social skills and emotional intelligence affect 14.8% of student learning outcomes.

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