

**THE INFLUENCE OF INTELLECTUAL QUOTIENT (IQ) AND
EMOTIONAL QUOTIENT (EQ) ON LEARNING ACHIEVEMENT
OF AKIDAH AKHLAK FOR TENTH GRADE STUDENTS AT MAN
1 PASURUAN**

THESIS

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ISLAMIC EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHING TRAINING

**MAULANA MALIK IBRAHIM MALANG STATE ISLAMIC
UNIVERSITY MALANG**

JUNE, 2019

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EMOTIONAL QUOTIENT (EQ) ON LEARNING ACHIEVEMENT
OF AKIDAH AKHLAK FOR TENTH GRADE STUDENTS AT MAN
1 PASURUAN**

THESIS

Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State
Islamic University Malang

In Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan* (S.Pd)

Written By:

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APPROVAL SHEET
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DEDICATION

First, We present this thesis to Allah SWT. Which has led the author to take the path *Fii Sabilillah*. And the second to the prophet Muhammad SAW. As an *Uswatun Hasanah* for all of us. The author also presents this thesis to beloved family, especially to my parents who have given their dedication, support, sacrifice and motivation so that the writer is able to complete this study well even though the road of Author traveled is not as easy as the road in general. However, the author is grateful and takes many lessons on all of this. And hopefully what the author gets can be beneficial to others.



MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ
اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ
أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“O, you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.” (QS. Al-Mujadilah:11)¹

¹Departemen Agama RI, Al-Qur'an dan terjemahan. (PT Syamil Cipta Media)

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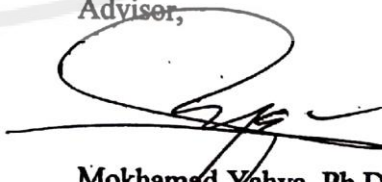
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I hereby declare that this skripsi is originally written by Mochamad Nur Hadi Saputro, student of Islamic Education Department (PAI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which indicated in the note, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, Mei 07th, 2019

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PREFACE

Alhamdulillah all praise be to Allah SWT who has bestowed His grace and guidance so that the author is able to complete this thesis with the title "The Influence of Intellectual Quotient (IQ) and Emotional Quotient (EQ) on Learning Achievement of *Akidah Akhlak* for Tenth Grade Students at MAN 1 Pasuruan" without any obstacles and significant obstacles. *Sholawat* and *salam* the author devotes to the Prophet Muhammad, the brothers, *tabi'in* and the people who always walk in His protection.

This thesis is proposed to fulfill the last of academic requirement as the task for getting bachelor or under-graduate degree.

With the completion of this thesis, the author thanks all parties who have provided support both morally and spiritually. Furthermore, with all humility, the author expresses his deepest gratitude to:

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Finally, the authors apologize if in the preparation of this thesis there are still shortcomings, although the author has tried everything possible to make the best. For this reason, with all humility and with open arms the writer hopes for criticism and suggestions. The author hopes that the preparation of this simple thesis can be useful for us. Aamiin.

Malang, May 7th, 2019

Author,

Mochamad Nur Hadi Saputro

TRANSLITERATION GUIDELINE

Transliteration of Arabic- Latin in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs ad the Minister of Education and culture of Republic Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be broadly describe, as follows:

A. Alphabet

ا	= A	ز	= Z	ك	= Q
ب	= B	س	= S	ل	= K
ت	= T	ش	= SY	م	= M
ث	= TS	ص	= SH	ن	= N
ح	= J	ض	= DL	و	= W
ح	= H	ط	= TH	ه	= H
خ	= KH	ظ	= ZH	ء	= ,
د	= D	ع	= ‘	ي	= Y
ذ	= DZ	غ	= GH		
ر	= DR	ف	= F		

B. Long Vocal

Vocal (a) long	= â
Vocal (i) long	= î
Vocal (u) long	= û

C. Diphtong Vocal

أو	= Aw
أي	= Ay
أو	= û
إي	= i

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ABSTRAK

Saputro, Mochamad Nur Hadi. 2019. *Pengaruh Kecerdasan Intelektual (IQ) dan Kecerdasan Emosional (EQ) terhadap Prestasi Belajar Mata Pelajaran Akidah Akhlak Pada Siswa Kelas X MAN 1 Pasuruan*. Skripsi. Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Mokhammad Yahya, Ph.D

Prestasi belajar adalah hasil yang diperoleh seseorang setelah mengikuti proses belajar mengajar dalam jangka waktu tertentu yang mengakibatkan perubahan dalam diri individu sebagai hasil dari aktivitas dalam belajar. Untuk mencapai prestasi belajar yang tinggi dipengaruhi oleh banyak faktor yang berasal dari dalam (internal) maupun dari luar (eksternal) diri orang yang belajar. Faktor dari dalam yang mempengaruhi prestasi belajar siswa di antaranya adalah kecerdasan intelektual (IQ) dan kecerdasan emosional (EQ).

Penelitian ini bertujuan untuk memperoleh kajian lapangan tentang: (1) Pengaruh kecerdasan intelektual (IQ) terhadap prestasi belajar mata pelajaran Akidah Akhlak di MAN 1 Pasuruan. (2) Pengaruh kecerdasan emosional (EQ) terhadap prestasi belajar mata pelajaran Akidah Akhlak di MAN 1 Pasuruan. (3) Pengaruh kecerdasan intelektual (IQ) dan kecerdasan emosional (EQ) terhadap prestasi belajar mata pelajaran Akidah Akhlak di MAN 1 Pasuruan.

Penelitian ini termasuk jenis penelitian kuantitatif. Subyek penelitian sebanyak 111 responden. Pengumpulan data variabel (X_1) yaitu kecerdasan intelektual (IQ) diambil dari data test kecerdasan intelektual yang telah dimiliki oleh sekolah dan teknik angket untuk data variabel (X_2) yaitu: Kecerdasan emosional (EQ). Sedangkan nilai hasil rapor Akidah Akhlak pada semester ganjil digunakan untuk memperoleh data variabel (Y) yaitu: prestasi belajar Akidah Akhlak.

Data penelitian yang telah terkumpul kemudian dianalisis dengan menggunakan teknik analisis deskriptif dan analisis inferensial. Pengujian hipotesis penelitian menggunakan analisis regresi sederhana dan analisis regresi berganda. Dalam pengujian hipotesis penelitian menunjukkan bahwa: (1) Terdapat pengaruh yang signifikan dari kecerdasan intelektual (IQ) terhadap prestasi belajar mata pelajaran Akidah Akhlak di MAN 1 Pasuruan, sebesar 16,5%. (2) Terdapat pengaruh yang signifikan dari kecerdasan emosional (EQ) terhadap prestasi belajar mata pelajaran Akidah Akhlak di MAN 1 Pasuruan, sebesar 8,1%. (3) Terdapat pengaruh yang signifikan dari kecerdasan intelektual (IQ) dan kecerdasan emosional (EQ) terhadap prestasi belajar mata pelajaran Akidah Akhlak di MAN 1 Pasuruan, sebesar 20,9 %.

Kata Kunci: Kecerdasan Intelektual (IQ), Kecerdasan Emosional (EQ), Prestasi Belajar.

ABSTRACT

Saputro, Mochamad Nur Hadi. 2019. *The Influence of Intellectual Quotient (IQ) and Emotional Quotient (EQ) on Learning Achievement of Akidah Akhlak for Tenth Grade Students at MAN 1 Pasuruan*. Thesis. Islamic Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Thesis Advisor: Mokhammad Yahya, Ph.D

Learning achievement is the result obtained by someone after following the teaching and learning process in a certain period of time which results in changes in the individual as a result of learning activities. To achieve high learning achievement is influenced by many factors that come from inside (internal) and from outside (external) ones who learn. Internal factors that influence to learning achievement include intellectual quotient (IQ) and emotional quotient (EQ).

The aims of the research are to find out the result of: (1) The Influence of intellectual quotient (IQ) on learning achievement in *Akidah Akhlak* subjects at MAN 1 Pasuruan. (2) *The Influence* of emotional quotient (EQ) on learning achievement in *Akidah Akhlak* subjects at MAN 1 Pasuruan. (3) The Influence of intellectual quotient (IQ) and emotional quotient (EQ) on learning achievement in *Akidah Akhlak* subjects at MAN 1 Pasuruan.

This research is categorized to quantitative research. The sum of research subjects is 111 respondents. Variable data collection (X_1): intellectual quotient (IQ) is taken from the intellectual quotient test data that has been owned by the school and questionnaire techniques for variable data (X_2): Emotional Quotient (EQ). While the value of the *Akidah Akhlak* report in odd semester is used to obtain variable data (Y): *Akidah Akhlak* learning achievement.

After the data were collected then they were analyzed using descriptive analysis techniques and inferential analysis. Testing the research hypothesis using simple regression analysis and multiple regression analysis. In testing the hypothesis of researchs shows that: (1) There is significant influence of intellectual quotient (IQ) on the learning achievement of *Akidah Akhlak* subjects in MAN 1 Pasuruan about 16.5%. (2) There is significant influence of emotional quotient (EQ) on the learning achievement of *Akidah Akhlak* subjects in MAN 1 Pasuruan about 8.1%. (3) There is significant influence of intellectual quotient (IQ) and emotional quotient (EQ) on the learning achievement of *Akidah Akhlak* subjects in MAN 1 Pasuruan, about 20.9%.

Keywords: Intellectual Quotient (IQ), Emotional Quotient (EQ), Learning Achievement.

مستخلص البحث

سافترا, محمد نور هادي. 2019. تأثير ذكاء الفكري (IQ) وذكاء العاطفي (EQ) على إنجاز التعلم العقيدة والأخلاق في صف العاشر بمدرسة الثانوية الإسلامية الحكومية واحدة باسوروان. البحث الجامعي, قسم تربية الإسلامية, كلية علوم التربية والتعليم, جامعة مولانا مالك إبراهيم الإسلامية مالانج.

المشرف: محمد يحيى. Ph.D.

الكلمات المفتاحية: ذكاء الفكري (IQ), ذكاء العاطفي (EQ), إنجاز التعلم.

إنجاز التعلم هو نتيجة التي إكتسبها الشخص بعد متابعة عملية التعليم والتعلم في فترة زمنية معينة مما أدى إلى تغييرات في فرد النتيجة لأنشطة التعلم. يتأثر تحقيق إنجاز التعلم العالي بالعديد من العوامل الداخلي أو الخارجي. يتأثر العوامل الداخلية في إنجاز التعلم هي الذكاء الفكري والذكاء العاطفي.

الأهداف من هذا البحث يعني: (1) لوصف تأثير ذكاء الفكري (IQ) على إنجاز التعلم العقيدة والأخلاق في صف العاشر بمدرسة الثانوية الإسلامية الحكومية واحدة باسوروان. (2) لوصف تأثير ذكاء العاطفي (EQ) على إنجاز التعلم العقيدة والأخلاق في صف العاشر بمدرسة الثانوية الإسلامية الحكومية واحدة باسوروان. (3) لوصف تأثير ذكاء الفكري (IQ) وذكاء العاطفي (EQ) على إنجاز التعلم العقيدة والأخلاق في صف العاشر بمدرسة الثانوية الإسلامية الحكومية واحدة باسوروان.

يستخدم هذا البحث بمنهج الكمي. كانت الموضوعات البحثية 111 من أفراد العينة الذين يستخدمون تقنية solvin في أخذها. جمع البيانات المتغيرة (X1) وهي الذكاء الفكري (IQ) من بيانات اختبار الذكاء الفكري التي تملكها المدرسة وتقنيات الاستبيان للبيانات المتغيرة (X2) ، وهي: الذكاء العاطفي (EQ). بينما يتم استخدام قيمة كشف الدرجة مادة العقيدة والأخلاق في الفصل الدراسي الفردي للحصول على البيانات المتغيرة (Y) ، وهي: إنجاز التعلم العقيدة والأخلاق.

تم تحليل البيانات البحثية التي تم جمعها باستخدام تقنيات التحليل الوصفي والتحليل الاستنتاجي. اختبار فرضية البحث باستخدام تحليل الانحدار البسيط وتحليل الانحدار المتعدد. في اختبار الفرضيات ، يظهر البحث ما يلي: (1) هناك تأثير كبير وإيجابي للذكاء الفكري (IQ) على إنجاز التعلم اعقيدة والأخلاق بمدرسة الثانوية الإسلامية الحكومية واحدة باسوروان ، بنسبة 16.5٪. (2) هناك تأثير كبير وإيجابي للذكاء العاطفي (EQ) على إنجاز التعلم اعقيدة والأخلاق بمدرسة الثانوية الإسلامية الحكومية واحدة باسوروان ، بنسبة 8.1٪. (3) هناك تأثير كبير وإيجابي للذكاء الفكري (IQ) والذكاء العاطفي (EQ) على إنجاز التعلم اعقيدة والأخلاق بمدرسة الثانوية الإسلامية الحكومية واحدة باسوروان ، بنسبة 20.9٪.

CHAPTER I

INTRODUCTION

A. Background of the Research

In this era, education is required to make students has good abilities, not only theoretical but also soft skill ability in the school and community. As the goal of national education is to develop the potential of students to become human beings who believe and fear God Almighty, are noble, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens.

The learning process in school is complex and comprehensive. Many people argue that to achieve high achievement in learning, a student must have a high intellectual quotient (IQ), because IQ is a potential provision that will facilitate learning and in turn will produce optimal learning achievement.

This is a fundamental idea of the need to improve intellectual quotient. Intellectual quotient according to Robin and Judge is the ability needed to perform various mental activities of thinking, reasoning and solving problems. In fact, in the teaching and learning process at school, students are often found unable to achieve learning achievements that are equivalent to their intellectual abilities. There are students who have high intellectual but have relatively low learning achievements. But there are also students with low intellectual, who can achieve relatively high learning achievements.

At this time people began to realize that not only intellectual superiority was needed to achieve success, but needed another kind of skill to be superior. Therefore, the level of intellectual quotient is not the only factor that determines a person's success, because there are other factors that influence to it. According to Goleman; "Intellectual quotient (IQ) only contributes not more 20% to success, while 80% is contributed by other strength factors, including Emotional Quotient (EQ)".²

Learning activities are the most basic activities in the whole process of education. This implies that the success or failure of achieving educational goals depends much on how the learning process is experienced by students. In the mid-1990s a second type of intelligence was discovered called emotional intelligence. Daniel Goleman popularized this intelligence or commonly abbreviated as EQ, as important as intellectual quotient, EQ provides awareness about feelings belonging to oneself and others, gives a sense of empathy, love, motivation, and the ability to respond to sadness or joy appropriately. In the learning process of students, both intelligences are very necessary. IQ cannot function properly without emotional appreciation of the subjects delivered at school. But usually these two intelligences complement each other. The balance between IQ and EQ is one of the keys to the success of student learning at school. Education in schools is not only necessary to develop rational intelligence, which is a model of understanding that is usually

² Daniel Goleman, *Kecerdasan Emosional untuk Mencapai Puncak Prestasi* Terj. Alex Tri Kentjono Widodo, (Jakarta: PT. Gramedia Pustaka Utama, 2000), hlm.42

understood by students only, but also needs to develop students' emotional intelligence.

Islamic education, especially *Akidah Akhlak* subject is a subject given at all levels of education, both elementary, junior and high school. *Akidah Akhlak* subject emphasizes the balance, harmony, and harmony between human relations with Allah SWT, human relations with fellow humans, human relations with oneself, and the relationship between humans and their natural surroundings. Therefore, with the complexity of these subjects, it is not only high intellectual intelligence that is needed to succeed in achieving the learning achievement of *Akidah Akhlak* subject, but also allows there are several other factors that allow influence.

It cannot be denied if parents expect a lot of *Akidah Akhlak*, because by studying *Akidah Akhlak* students are expected to be able to practice the teachings of Islam in everyday life, this experience can be realized with Islamic behaviors taught in Islam, thus the character Islam will be formed, with this juvenile delinquency can be minimized or even alleviated.

Researchers are interested researching in MAN 1 Pasuruan because MAN 1 Pasuruan is one of the best and favorite schools in East Java. In addition, in the learning process at MAN 1 Pasuruan seeks to harmonize the needs of the interests of the world and the hereafter and balance emotional sensitivity (EQ) with intellectual intelligence (IQ). This is in accordance with the character education found in the 2013 curriculum. So it is not surprising

that there are many students who contribute their achievements both in the academic and non-academic fields.

In addition, the researcher chose tenth grade level because generally students in the tenth grade were students who had just moved from the junior high school level to high school and had a level of intellectual and emotional quotient state that had not been stable because it was in transition. So it is interesting to know how the level of intellectual and emotional quotient possessed by these students and also expected from the results of this study can later be a benchmark both for students and teachers to direct students in the future and they can determine the direction in accordance with their abilities.

Thus, by referring to the information above about students' intellectual and emotional quotient which is one of the important factors in achieving academic achievement. The researcher on this thesis intends to examine more deeply about "The Influence of Intellectual and Emotional Quotient on Learning Achievement of *Akidah Akhlak* for Tenth Grade Students at MAN 1 Pasuruan. In addition, the researcher was interested in researching intellectual, emotional, and learning achievement at MAN 1 Pasuruan.

B. Problems of the Research

Based on the background of the problem above, there are three problems in this research, namely as follows:

1. Is there any influence of IQ (Intellectual Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan?

2. Is there any influence of EQ (Emotional Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan?
3. Is there any influence of IQ (Intellectual Quotient) and EQ (Emotional Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan?

C. Objectives of the Research

Based on the background of the problem above, the objectives of this study are as follows:

1. To explain how the influence of IQ (Intellectual Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan
2. To explain how the influence of EQ (Emotional Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan
3. To explain how the influence of IQ (Intellectual Quotient) and EQ (Emotional Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan.

D. Significances of the Research

Based on the formulation of the problem above, the benefits that can be drawn from this research are:

1. Theoretical Significances of the Research

- a. Complementing science in the field of IQ (Intellectual quotient), EQ (Emotional quotient) and learning achievement of *Akidah Akhlak* subjects.
- b. Improve IQ (Intellectual quotient) and EQ (Emotional quotient) in the upper secondary education unit.

2. Practical Significances of the Research

a. For Researchers:

- 1) Enriching scientific treasures, especially in the field of IQ (Intellectual quotient), EQ (Emotional quotient), and learning achievement of *Akidah Akhlak* subjects.
- 2) The contribution of researchers in the scientific field of *Akidah Akhlak* in order to improve the quality of students in Indonesia.

b. For Islamic Education Institutions

- 1) As a source of data and information relating to IQ (Intellectual quotient), EQ (Emotional quotient) and learning achievement of *Akidah Akhlak* subjects.
- 2) As a basis for policy planning in improving learning achievement of *Akidah Akhlak* subjects through IQ (Intellectual quotient) and EQ (Emotional quotient).

E. Hypothesis of Research

The research hypotheses are interpreted as a temporary answer to the problem statement. There are two kinds of hypotheses, namely the null

hypothesis and the alternative hypothesis. The zero/null hypothesis (H₀) suggests no difference / no influence / no relationship. While the alternative hypothesis (H_a) is the opposite which states there is a difference / there is an influence / there is a relationship between research variables.

The determination of the hypothesis in this study is as follows:

1. Zero/Null Hypothesis (H₀)
 - a. There is no influence of IQ (Intellectual Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan
 - b. There is no influence of EQ (Emotional Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan.
 - c. There is no influence of IQ (Intellectual Quotient) and EQ (Emotional Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan.
2. Alternative Hypothesis (H_a)
 - a. There is influence of IQ (Intellectual Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan
 - b. There is influence of EQ (Emotional Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan.
 - c. There is influence of IQ (Intellectual Quotient) and EQ (Emotional Quotient) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan.

F. Scope of the Research

This research limits the problem by using a research conceptual framework, in order to facilitate researchers and readers in achieving one goal. Through the conceptual framework, researchers can explain the definition of the variables studied in accordance with the explanations of experts in the fields relevant to the research being carried out. From the description of this study is as follows:

Table 1.1 Emotional Quotient Sub Variables and Indicators by Daniel Goleman

Variable	Sub Variable	Indicator
Emotional Quotient	a) Self-awareness	<ol style="list-style-type: none"> 1. Able to know self-strength 2. Able to know self-limitation 3. Having confidence in one's abilities
	b) Self-regulation	<ol style="list-style-type: none"> 1. Able to understand self-emotions and negative impulses 2. Able to maintain the norms of honesty and integrity 3. Responsible for personal performance 4. Open to new ideas and information
	c) Motivation	<ol style="list-style-type: none"> 1. Have a drive to be better 2. Able to adjust to the goals of a group or organization 3. Have readiness to take advantage of opportunities 4. Having perseverance in fighting for failure and obstacles
	d) Empathy	<ol style="list-style-type: none"> 1. Being able to understand others 2. Able to give encouragement to others 3. Able to provide benefits to others

		4. Able to read the relationship between the emotional state and the strength of the relationship of a group
	e) Skills in building relationships with other people	1. Having persuasion skills 2. Able to listen openly 3. Able to give a clear message 4. Able to resolve opinions 5. Have a leadership spirit 6. Have a spirit of collaboration and cooperation and team building
Intellectual Quotient (IQ)	In this research the level of intellectual quotient (IQ) will be measured using a test of intellectual quotient that has been carried out by the school.	
Learning Achievement	In this research student learning achievement <i>Akidah Akhlak</i> subject was taken from the results of odd <i>semester</i> report cards of the 2018/2019 academic year of tenth grade student at MAN 1 Pasuruan.	

G. Previous Research

The researcher will present the differences and similarities in the field of study that were examined by previous studies. This aims to avoid research in the same field of study. The several studies that have similarities are as follows:

Table 1.2 Previous Research

No.	Name of Researcher, Title and Year of Research	Similarity	Difference	Originality of Research
1.	Akmal Mandiri, Hubungan antara kecerdasan emosional, motivasi kerja dan kinerja guru dengan prestasi belajar siswa	a. Involve the free variable of emotional intelligence and the dependent	a. Involve variable work motivation and teacher performance	The influence of intellectual quotient (IQ) and emotional quotient (EQ) on learning

	<p>madrasah Aliyah negeri se-kabupaten dan kota probolinggo, 2011.</p>	<p>variable of student learning achievement. b. the research location is located at all levels of the state Aliyah madrasa.</p>	<p>b. In the realm of management</p>	<p>achievement of <i>Akidah Akhlak</i> for tenth grade students at MAN 1 Pasuruan.</p>
2.	<p>Febri Sulistya. Pengaruh tingkat kecerdasan intelektual dan kecerdasan emosional terhadap prestasi belajar Pendidikan jasmani, olahraga dan kesehatan pada siswa di SMPN 15 Yogyakarta. 2016.</p>	<p>a. Involves variable IQ, EQ and learning achievement.</p>	<p>a. Subjects in physical education, sports and health. b. The research location is located at the junior high school level</p>	
3.	<p>Fitria Nur Sholichah, pengaruh EQ (emotional quotient), SQ (spiritual quotient) terhadap prestasi belajar siswa. 2015</p>	<p>a. Involving the emotional Quetion free variable (EQ) and the dependent variable of learning achievement.</p>	<p>a. Involves the quetion free spiritual variable (SQ). b. The research location is located at the junior high school level.</p>	

H. Operational Definitions

1. Intellectual Quotient (IQ)

Intellectual Quotient is the ability needed to perform various mental activities to think, reason and solve problems. In this research the level of intellectual quotient will be measured using a test of intellectual intelligence that has been carried out by the school.

2. Emotional Quotient (EQ)

Emotional Quotient is a person's ability to manage emotions and feelings appropriately and effectively to relate and work with other people, to achieve a goal. In this research the level of emotional quotient will be measure using questionnaire.

3. Learning Achievement

Learning achievement is the abilities possessed by students as a result of the act of learning or after receiving a learning experience, which can be categorized into three domains, namely the cognitive, affective, and psychomotor domains. In this research, researchers looked at learning achievements was taken from the results of odd *semester* report cards of the 2018/2019 academic year of tenth grade student at MAN 1 Pasuruan.

I. Composition of research findings

CHAPTER I This chapter contains the background of the problem, the formulation of the problem, the purpose of the study, the benefits of research, the research hypothesis, the scope of research, research originality, operational definitions, and systematics of writing.

CHAPTER II This chapter contains the theoretical foundation of IQ, EQ, and learning achievement of *Akidah Akhlak* subjects and the influence of intellectual and emotional quotient on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan.

CHAPTER III This chapter discusses research methods that cover; approach and type of research, research variables, population and sample research, data collection, research instruments, validity and reliability testing and data analysis.

CHAPTER IV This chapter contains exposure to data and research results. Analytical prerequisite results, analysis results and / or results of hypothesis testing results.

CHAPTER V This chapter is about discussion. It is a discussion of the findings of this research with the title "The Influence of Intellectual and Emotional Quotient on Learning Achievement of *Akidah Akhlak* for Tenth Grade Students at MAN 1 Pasuruan."

CHAPTER VI This concluding chapter includes; conclusions and suggestions given to the place of research and for future researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Intellectual Quotient (IQ)

1. Definition of Intellectual Quotient (IQ)

In large dictionaries Indonesian language intellectual means smart, intelligent, and clear-minded based on science.³ In everyday life people work, think using the mind of the intellect. The speed or failure or failure of a problem depends on the ability of intelligence. Judging from the intellectual, we can say intelligent, intelligent and clear-minded based on knowledge, which has high intelligence, especially those concerning thinking and understanding.

According to Robin and Judge said that intellectual intelligence is the ability needed to perform various mental activities to think, reason and solve problems. According to Binet and Simon intellectual intelligence as an ability that consists of three characteristics, namely: a) The ability to direct the mind or direct action. b) The ability to change the direction of action if the action has been taken. c) The ability to criticize yourself.⁴

Intellectual intelligence is the ability to analyze, logic and rational someone. Thus, this relates to speaking skills, intelligence of space,

³ Depdikbud. *Perpustakaan Perguruan Tinggi: Buku Pedoman*. (Jakarta: Departemen Pendidikan Nasional RI, 2000), hlm. 20

⁴ Retno Ayu Pratiwi. *Psikologi Remaja*. (Jakarta: Raja Grafindo Persada, 2011) hlm. 43

awareness of something that appears, and mastery of mathematics. IQ measures our speed to learn new things, focuses on various tasks and exercises, saves and recalls objective information, engages in the process of thinking, works with numbers, abstracts and analytical thinking, and solves problems and applies existing knowledge.

From some of the definitions above, intellectual intelligence is a person's ability to gain knowledge, master and apply it in dealing with problems.

2. Components of Intellectual Quotient (IQ)

The components of Intellectual Quotient according to Stenberg in are as follows:⁵

a. Problem Solving Skills

The ability to solve problems that is able to show knowledge about the problem at hand, make the right decisions, solve problems optimally, show clear thoughts.

b. Verbal Intelligence

Verbal intelligence is good vocabulary, reading comprehensively, intellectually curious, showing curiosity.

c. Practical Intelligence

⁵ Dwijayanti Pangestu. *Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional, dan Kecerdasan Sosial Terhadap Pemahaman Akuntansi*. (Jakarta. Skripsi. Universitas Pembangunan Nasional Veteran, 2009). Hlm 20

Practical intelligence that is knowing the situation, knowing how to reach the goal, being aware of the world around, showing interest in the outside world.

3. Factors Affecting Intellectual Quotient (IQ)

According to Ngalim Purwanto, human intellectual intelligence is influenced by several factors, namely:⁶

a. Character

The traits are determined by the characteristics and characteristics of being born, namely the ability to solve a problem, first determined by our nature.

b. Maturity

Every organ in the human body experiences growth and development. Every organ (physical and psychological) can be said to be mature if it has achieved the ability to carry out its respective functions. Children cannot solve certain problems, because the questions are too difficult. The organs of his body are still immature to do about the matter. Maturity is closely related to age.

c. Formation

⁶ Ngalim Purwanto. *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. (Bandung: PT Remaja Rosdakarya. 2002), hlm. 55-56

Formation is any condition outside one's self that influences the development of intelligence. We can distinguish it intentionally (as it is told in schools) and accidental formation.

d. Typical Interests and Dispositions

Interest in directing actions to a purpose and is an impetus for that activity. In humans interact with the outside world. The motive of using and investigating the outside world (manipulate and exploring motives). From the manipulation and exploration of the outside world, there will be interest in something. What interests a person encourages him to do more active and better.

e. Freedom

Freedom means that humans can choose certain methods in solving problems.

All of the factors mentioned above are related. To determine intelligence or not a child, we cannot only be guided by one of the factors mentioned above. Intelligence is a total factor. The whole person participates in determining one's intelligence.

B. Emotional Quotient (EQ)

1. Definition of Emotional Quotient (EQ)

Feldam defines intelligence as the ability to understand the world, think rationally, and use resources effectively when faced with challenges.⁷ In this

⁷ Hamzah B. Uno, *Orientasi Baru dalam Psikologi Pembelajaran*, (Jakarta: PT Bumi Aksara, 2010), hlm. 59

sense, intelligence is related to the ability to understand the surrounding environment or nature, reasoning ability or logical thinking, and the attitude of survival by using available means and resources.

Emotional words taken from the Latin language *emovere*, which translates as moving, pleasing, controlling, or overcoming. While emotional itself is interpreted as something related to any aspect of emotion; characterize conditions, processes, and expressions that contain emotional qualities.

Emotional Quotient or emotional intelligence refers to the ability to recognize our own feelings and other people's feelings. Emotional intelligence includes different abilities, but complement each other with academic intelligence.

Salovey also provides a basic definition of emotional intelligence in the five main areas, namely, the ability to recognize emotions, manage emotions, motivate yourself, recognize the emotions of cloth people, and the ability to build relationships with others. An expert in emotional intelligence, said that what is meant by emotional intelligence in it includes the ability to control themselves, spur, remain diligent, and can motivate yourself. These skills include the management of positive and negative forms of emotions.⁸

⁸ Arthor S. Reber dan Emily S. Reber, *Kamus Psikologi*, (Yogyakarta: Pustaka Pelajar, 2010), hlm 134

According to Daniel Goleman, emotional intelligence is a person's ability to regulate his emotional life with intelligence (to manage our emotional life with intelligence), maintain emotional harmony and expression (the appropriateness of emotion and its expression), through self-awareness skills, self-control, self-motivation, empathy and the efficiency of social.

Goleman, mood coordination is the essence of good social relations. If someone is good at adjusting to other people's moods or can empathize, that person will have a good level of emotionality and will be more adaptable to social and environmental interactions. Goleman further argued that emotional intelligence is more ability a person has in motivating themselves, endurance in facing failure, controlling emotions and delaying satisfaction, and regulating the state of the soul. With emotional intelligence a person can put his emotions in the right portion, sort satisfaction and set the mood.

Based on the description above, emotional intelligence requires self to learn to recognize and appreciate the feelings of oneself and others and to respond appropriately. Effectively applying emotional energy in life and daily work, and is a person's ability to recognize emotions themselves, manage emotions, motivate themselves, recognize the emotions of others (empathy) and the ability to build relationships with others (social skills). This implies that emotions can be intelligent. This intelligent emotion is called emotional intelligence.

2. Aspects of Emotional Quotient (EQ)

Goleman broadens the ability into five main abilities, namely:⁹

a. The Ability to Recognize Emotions Themselves

The ability to recognize your own emotions (self-awareness) is the main foundation of all the elements of emotional intelligence as an important first step to understanding yourself and changing for the better. Recognizing self-emotion is very closely related to the ability to recognize one's feelings when those feelings arise, and are important for deep mental understanding. Psychologists refer to self-awareness as *metamood*, namely one's awareness of his own emotions.

There are three abilities that are characteristics of recognizing one's own emotions (self-awareness), namely:

- 1) Emotional awareness, which is recognizing self-emotion and knowing the influence of emotions on their performance.
- 2) Careful self-assessment, which is knowing the strengths and weaknesses and being able to learn from experience.
- 3) Self-confidence, namely courage that comes from self-confidence in self-esteem and one's own abilities.

b. Ability to Manage Emotions Themselves

⁹ Daniel Goleman, *Kecerdasan Emosional untuk Mencapai Puncak Prestasi* Terj. Alex Tri Kentjono Widodo, (Jakarta: PT. Gramedia Pustaka Utama, 2000), hlm.42

Managing emotions is an individual's ability to handle feelings so that they can be revealed correctly or in harmony, so that morality is balanced in the individual. The goal is to maintain emotional balance, not to suppress and hide the turmoil of feelings and not to directly express feelings. This ability includes the ability to entertain oneself, let go of anxiety, moodiness or offense and the consequences it causes and the ability to rise from pressing feelings.

There are five main abilities which are characteristics of managing emotions (self-control), namely:

- 1) Self-control, which is to keep emotions and negative impulses under control.
- 2) Trustworthy, namely showing integrity and honesty.
- 3) Vigilance, which is reliable and responsible for fulfilling obligations.
- 4) Adaptation, which is flexibility in facing challenges and changes and can adapt easily.
- 5) Innovation, namely being open to new ideas, approaches and information.

c. Ability to Motivate Yourself

Organizing emotions as a tool to achieve goals is very important in terms of giving attention, motivating yourself, mastering yourself, and creating. Emotional self-control, restraint of satisfaction, and controlling

impulses are the cornerstones of success in various fields. People who have these skills tend to be far more productive and effective in whatever they do. There are four main skills in the ability to motivate oneself and others, namely:¹⁰

- 1) Encouraging achievement: The drive to be better or meet the standards of success.
- 2) Commitment: Align with group goals or institutions
- 3) Initiatives: Readiness to take advantage of opportunities.
- 4) Optimism: Persistence in fighting for goals despite obstacles and failures.

d. The Ability to Recognize Other People's Emotions (Empathy)

The ability to recognize other people's feelings and understand other people's perspectives. Empathy is the ability to respond to other people's feelings with an emotional response that fits the person's desires. Empathizing with other people's feelings is the basis for building healthy interpersonal relationships. According to Daniel Goleman the characteristics of empathy include:

- 1) Understanding other people, namely understanding the feelings and perspectives of others and showing an active interest in their interests.

¹⁰ Ibid. hlm. 43

- 2) Service orientation, namely recognizing and trying to meet the needs of others.
- 3) Develop other people, namely feeling the needs of others to develop and improve their abilities.
- 4) Overcoming diversity is to grow diversity through association with many people.
- 5) Political awareness, which is able to read the emotional currents of a group and its relationship with power.

e. Ability to Interact Socially

Social interaction can be understood as the ability to manage emotions well when dealing with other people. Someone with this ability is good at responding to other people's responses as desired, people who do not have these skills will be considered arrogant, arrogant, unfeeling and eventually shunned by others. The characteristics of social skills are:

- 1) Influence, namely the skill to use persuasion tools actively to influence others in a positive direction.
- 2) Communication, that is listening openly and sending messages in a straightforward, solid and convincing manner.
- 3) Conflict management, namely negotiating and resolving disagreements.
- 4) Leadership is to inspire and guide individuals or groups.

- 5) Change catalysts, namely managing and initiating change.
- 6) Collaboration and cooperation, namely working with other people towards common goals. These skills include a person's skills in balancing concentration, collaboration, promoting friendly cooperation, and fostering opportunities for collaboration.
- 7) Team capability, which is creating synergy in an effort to reach collective goals. People in this skill are able to be role models in the team, encourage each member to participate actively, and build a team identity with a spirit of togetherness and commitment.

C. Learning Achievements

1. Definition of Learning Achievement

Learning achievement is a sentence consisting of two words, namely; "Achievement" and "Learning". Between the words "Achievement" and "Learning" have different meanings. Therefore, before discussing the meaning of learning achievement, we must know what is meant by "Achievement" and "Learning". Achievement according to language is the learning outcome that has been achieved.¹¹

According to Suharsini Arikunto means learning as something that happens because of an effort to make changes to the learner. Whereas Syaiful Bahri (quoting from Masud Hasan Abdul Qahar) defines achievement as what

¹¹ Lukman ali, KBBI (Jakarta: balai pustaka, 1991), hlm. 797

can be created, the results of work, the results that please the hearts obtained by working tenacity.¹²

So achievement is the result of an activity that has been done, created both individually and in groups. Achievements will never be produced as long as someone has never done an activity. Achievement of achievement is not easy, but we must face various obstacles and obstacles only with tenacity and optimism that can help to achieve it.

Then the meaning of learning always has a relationship with the meaning of change, whether this change covers the whole behavior or only occurs some aspects of the personality of the person who learns. This change in every human being in his life from birth. Learning has a very general and broad sense. It can be said that throughout his life a person experiences a learning process from his experience. Learning according to language is trying to gain knowledge or knowledge.

Meanwhile, according to Oemar Hamalik, learning is a form of new growth and change in behaving thanks to experience and practice.¹³ Muhibbinsyah added that learning is a stage of change in all individual behavior that is relatively settled as a result of experience and interaction with the environment that involves cognitive processes.¹⁴

¹² Suharsini Arikunto, manajemen pengajaran secara manusiawi (Jakarta: Rineka Cipta, 1993), hlm.19

¹³ Oemar hamalik, metode belajar dan kesulitan belajar (Bandung: tarsito), hlm. 19

¹⁴ Muhibbinsyah, psikologi Pendidikan dengan pendekatan baru (Bandung: Remaja Rosdakarya, 2000), hlm. 25.

Departing from the above opinion clearly states that learning aims to develop a human person not only to educate mere humans but to become human beings with a noble personality that is the essence of learning. In developing the whole human personality it involves elements of creativity or making things, feeling / feeling, intention / desire, cognitive, affective and psychomotor. So learning is an activity that is conscious of purpose.

The goal is the occurrence of a change in the individual. The intended change of course involves all the elements that exist in the individual. According to Djamarah saving, learning achievement is as a result obtained in the form of impressions that result in changes in the individual as a result of learning activities. If behavior change is a goal that is to be achieved from learning activities, then behavior change is one indicator that is used as a guide to know the progress of the individual in everything he gets at school.

In other words, learning achievement is the abilities possessed by students as a result of the act of learning or after receiving a learning experience, which can be categorized into three domains, namely the cognitive, affective, and psychomotor domains.

After seeing the description above, it can be concluded that the notion of learning achievement is the result of a person after participating in activities or teaching and learning in a certain period of time or after completing a certain program that results in changes in the individual as a

result of learning activities, and usually indicated by values test or number value given by the teacher, and it is listed in the report card book.

2. Factors of Learning Achievement

According to Slameto, there are two kinds of factors that influence learning achievement, namely internal factors and external factors.¹⁵

a. Internal Factors

It is a factor in individuals who are studying, which includes:

1) Physical Factors, including;

a) Health Factors

A person's learning process will be disrupted if people's health is disturbed, besides that it will also get tired, lack of enthusiasm, easy dizziness, drowsiness, lack of blood or impaired sensory function.

b) Body Defects

These bodily defects can include blindness, deafness, broken legs and broken hands.

2) Psychological Factors, including;

a) Intelligence

¹⁵ Slameto, belajar dan faktor-faktor yang mempengaruhinya (Jakarta: rineka cipta, 2003), hlm. 54

Intelligence is the ability of a person to think to understand something with reason. There are several intelligences, including; (1) Intellectual intelligence (IQ), is intelligence used to relate to nature and its management. The IQ of each person is influenced by the material of his brain, which is determined by genetic factors. This mind intelligence is intelligence that is able to rely on our brain's ability to think and solve problems; (2) Spiritual Intelligence (SQ), is intelligence that humans use to connect with God. The potential of each person is very large, and is not limited by heredity, environment, or other material; (3) Emotional Intelligence (EQ), is the ability to balance the mind with feelings so that relationships between individuals can be controlled. Emotional intelligence refers to an ability to understand each other's feelings and the feelings of others, the ability to motivate themselves and organize emotions that arise in him and in dealing with others.

b) Attention

Attention according to Ghazali quoted by Slameto is the activeness of the soul that is heightened, the soul is solely directed to an object object / thing or a set of objects. To be able to guarantee good learning outcomes, students must have attention to the material being studied.

c) Interest

Interest is a fixed tendency to pay attention and remember some activities. Great interest in learning. Learning material that attracts students' interest is easier to learn and save because of the interest in increasing learning activities.

d) Talent

Talent is the ability to learn. This new ability will be realized into real skills after learning or practicing.

e) Motivation

A person will succeed in learning if he has a driver or driver to achieve the goal. This driver or driver is called motivation.

f) Maturity

Maturity is a level or phase in a person's growth, where the body's instruments are ready to carry out new skills. Learning will succeed if the child is ready (mature).

g) Readiness

Readiness is the willingness to respond or react. This readiness needs to be considered in the teaching and learning process because if students already have readiness in learning, the learning outcomes will be better

3) Fatigue Factors

Fatigue is divided into two types, physical fatigue and spiritual fatigue. Physical fatigue is seen with weakness, while spiritual fatigue is seen with lethargy and boredom.

b. External Factors

Factors that come from outside the individual, include:

1) Family Circumstances

Family is the main environment in the learning process. Circumstances that exist in the family have a large influence on learning achievement, for example the way parents educate, family members relations, home atmosphere, family economic conditions, understanding of parents.

2) School Conditions

School environment is an environment where students learn systematically. This condition includes teaching methods, curriculum, teacher relations with students, student relations with students, school discipline, learning tools, learning methods and other supporting facilities.

3) Community Circumstances

Students will be susceptible to the influence of the community due to their presence in the environment. Activities in society, mass media,

friends associate, neighboring environment are things that can affect students so that a positive environment is needed to support student learning.

Based on the opinion above, it can be concluded that the factors that can affect student learning achievement are two, namely internal factors that originate from within students and external factors that come from outside students.

D. Akidah Akhlak

1. Definition of *Akidah Akhlak*

Akidah in terms of language (etymology) means "bond". A person's *Akidah*, meaning "someone's bond with something". The word *Akidah* comes from Arabic, namely *Aqoda-Ya'qudu-Aqidatan*.¹⁶ Whereas according to the term *Akidah* that is the belief or belief in something in every person's heart that makes the heart calm. In Islam, this faith then gave birth to faith. According to Al-Ghazali, as quoted by Hamdani Ihsan and A. Fuad Ihsan, faith is to say with the tongue to acknowledge the truth with the heart and practice it with limbs.¹⁷

Akidah has three main principles; first, surrender to God with monotheism.

The purpose of this principle is to worship purely to Allah alone. Second,

¹⁶ Taufik Yumansyah, *Buku Aqidah Akhlak cetakan pertama*, (Jakarta: Grafindo Media Pratama, 2008), hlm. 3

¹⁷ Hamdani Ihsan dan A. Fuad Ihsan, *Filsafat Pendidikan Islam*, (Bandung: Pustaka Setia, 2007), hlm. 235

obey God by doing obedience. This means that a monotheistic person means having the principle of carrying out God's commands and avoiding his prohibitions. Obedience means carrying out orders and avoiding prohibitions. So, it is not enough to be a *Muwahhid* (believing Allah is done in worship) without any charity. Third, Escape from shirk and shirkers. This means, it is not enough for a person to have principles with the two principles above. It is not enough for him to only worship God, he must also be free from shirk and shirkers. A Muslim must hate and be hostile to them because of Allah. Because the principle of a Muslim is to love what and who Allah loves and hate what and who Allah hates. This is exemplified by Prophet Ibrahim as. where he and the people who with him separated themselves from the shirkers.

قَدْ كَانَتْ لَكُمْ أُسْوَةٌ فِي إِبْرَاهِيمَ وَالَّذِينَ مَعَهُ إِذْ قَالُوا لِقَوْمِهِمْ إِنَّا بُرَاءُ مِنْكُمْ
وَمِمَّا تَعْبُدُونَ مِنْ دُونِ اللَّهِ

Which mean; "Surely there has been a good example for you to Abraham and those who are with him; when they said to their people: "Surely we have departed from you from what you worshiped besides Allah." (QS. *al-Mumtahanah*:4) Abraham was released from the shirkers and their worshipers.

كَفَرْنَا بِكُمْ وَبَدَا بَيْنَنَا وَبَيْنَكُمْ الْعَدَاوَةُ وَالْبَغْضَاءُ أَبَدًا حَتَّى تُؤْمِنُوا بِاللَّهِ
وَخَدَّهٗ

Meaning; "We deny (your disbelief) and have manifested between us and you enmity and hatred for ever and ever, you have faith in Allah alone." (QS. *Al Mumtahanah*: 4) In other verses, too,

لَا تَجِدُ قَوْمًا يُؤْمِنُونَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ يُوَادُّونَ مَنْ حَادَّ اللَّهَ وَرَسُولَهُ وَلَوْ
كَانُوا آبَاءَهُمْ أَوْ أَبْنَاءَهُمْ أَوْ إِخْوَانَهُمْ أَوْ عَشِيرَتَهُمْ

Which mean; "You will not find the people who believe in Allah and the Hereafter, love each other with those who oppose Allah and His Messenger, even if those people are fathers, or children or brothers or their families." (QS. *Al Mujadilah: 22*).

These three principles must be carried out as true Muslims, namely monotheism, obedience and release from shirk and shirkers. This is very important to teach to each student. Because if the faith contained in the student is wrong, then it will impact on morals and even behavior that he does in everyday life. Namely poor behavior can even be called despicable morals.

While the understanding of morals in Indonesian, moral words derived from Arabic *Akhlak*, plural forms of the word *Khuluq* or *Al-Khulq*, which are etymologically (concerned with branches of linguistics which investigates the origin of words and changes in form and meaning), among others, mind character, temperament, behavior, or *tabi'at*.¹⁸

As for terminology there are several meanings that have been stated by experts including:¹⁹

- a. Ibnu Miskawaihi gives a sense of morality as quoted by Humaidi Tatapangarsa. Moral is the state of the soul of someone who encourages him to do actions without going through consideration of the mind first.
- b. Abdullah Diros argues that morality is a force in a firm will, the strength and will of combining bring a tendency to the choice of the right and evil

¹⁸ Mohammad Daud Ali, Pendidikan Agama Islam, (Jakarta: PT Raja Grafindo Persada, 2006), hlm. 346

¹⁹ Humaidi Tatapangarsa, Pengantar Kuliah Akhlak, (Surabaya: PT Bina Ilmu, 1984), hlm. 14

parties. According to Diros, human actions can be considered as manifestations of morality if two conditions are met, namely:²⁰

- 1) Actions carried out repeatedly in the same form as a habit.
- 2) The act is not due to pressure and is carried out on the emotional impulse of his soul such as coercion from others raises strength, or persuasion with beautiful hopes and so forth.

From the above understanding can the writer conclude that *Akidah Akhlak* is a conscious and planned effort in preparing students to recognize, understand, appreciate and believe in Allah SWT and realize it in noble moral behavior in daily life based on the Qur'an and Hadith through activities guidance, teaching, training and use of experience. Coupled with guidance to respect the adherents of other religions and their relationship with the harmony between religious people in the community to realize the unity and unity of the nation.

The subjects of *Akidah Akhlak* have characteristics namely, *Akidah Akhlak* emphasizes the ability to understand the faith and beliefs of Islam so that they have strong beliefs and are able to maintain their beliefs or beliefs and live and practice the values of *al-asma 'al-husna*. Morals emphasize habituation to apply and adorn the noble (easy) morals and avoid oneself from despicable morality (*madzmumah*) in daily life.

²⁰ Djazuli, Akhlak Dasar Islam, (Malang: Tunggal Murni, 1982), hlm. 29-30

2. Object of *Akidah Akhlak*

Akidah Akhlak subject is intended to provide knowledge of understanding and appreciation of faith and moral values which are the main basis in the formation of Muslim personalities, by directing students to become human beings who believe and believe in the Almighty God and noble character. Purpose of moral education Islam is guiding humanity to obtain truth and straight path, the way of Allah that can realize their happiness in the hereafter and have a noble character, both to Allah, to others and their environment.²¹

3. The Scope of *Akidah Akhlak*

The scope of *Akidah Akhlak* includes material and practices that include:

- a. Human relations with Allah SWT, in terms of *Akidah*, include faith in Allah SWT, angels, His Book, His Prophet and Judgment Day and *Qodho'* and *Qodar*. And more important than mastery is how moral to Allah SWT and Rasul.
- b. The horizontal relationship between humans and humans, which includes the obligation to have a good morality towards oneself and others. And keep away from bad morals.

²¹ Menteri Agama, Peraturan Menteri Agama Republik Indonesia Nomor 000912 Tahun 2013 tentang Kurikulum Madrasah 2013 Mata Pelajaran Pendidikan Agama Islam dan Bahasa Arab, (Jakarta: Kemenag, 2013), hlm. 35

- c. Human relations with the natural environment, namely maintaining, preserving, developing, and utilizing nature, animals and increasing-increasing as human needs properly and correctly.

E. The Influence of Intellectual Quotient (IQ) on Learning Achievement

This research means intellectual intelligence in general is an ability that distinguishes a person's quality from others. Intellectual intelligence is also commonly referred to as intelligence which is a cognitive ability that a person has to adapt effectively to a complex environment.

As time goes by, it is known that intellectuals are not the only determinant of success. Goleman states in his book that intellectual intelligence only affects about 20% of one's success. However, however, intellectual intelligence has a role in determining one's success, although not as the previous assumption which states that intellectual intelligence is the only determinant of one's success.

This is reinforced by the results of Febri Sulistya's research in the form of a thesis entitled. The influence of the level of intellectual intelligence and emotional intelligence on learning achievement in physical, sports and health education in students at SMPN 15 Yogyakarta. Stating, that there is a significant influence between intellectual intelligence on student achievement in subjects of physical education, sports and health by 14.9%.

Based on the above theory, researchers are interested in examining more deeply the influence of intellectual intelligence, especially on student learning

achievement in *Akidah Akhlak* subjects to ensure the level of intellectual intelligence that influences student achievement. So, with the existence of a high IQ it will make it easier for students to understand the subject matter, especially moral subjects. Likewise with a low IQ will be an obstacle for students in achieving successful learning.

F. The Influence of Emotional Quotient (EQ) on Learning Achievement

Learning achievement is a result obtained by someone after participating in activities or teaching and learning in a certain period of time or after completing a particular program that results in changes in the individual as a result of learning activities, and is usually indicated by test scores or numbers given by the teacher, and it is listed in report cards.

According to Slameto, there are two kinds of factors that influence learning achievement, namely internal factors and external factors. As explained above that intelligence is one of the internal factors that influence student achievement.²²

In the beginning, people assumed that the most important thing was intellectual intelligence, while other abilities became less important. However, this opinion was denied by Goleman in his book explaining that intellectual intelligence only affects 20% of one's success. So that it allows about 80% of

²² Slameto, belajar dan faktor-faktor yang mempengaruhinya (Jakarta: rineka cipta, 2003), hlm. 54

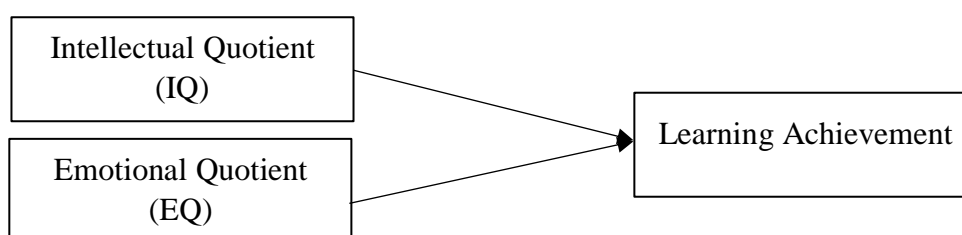
other abilities to influence learning achievement including emotional intelligence.

There is also a report from the National Center for Clinical Infant Programs stating that success in school is not predicted by a collection of facts a student or his ability to read, but by emotional and social measures; that is, on oneself and have interests, know the behavioral patterns expected by others and how to control impulses to do mischief, be able to wait, follow instructions and refer to the teacher to seek help, and express needs when associating with other students. Almost all students with poor school performance, according to the report do not have one or more elements of emotional intelligence (regardless of whether they also have cognitive difficulties such as learning disabilities).²³

This is reinforced by the results of Fitri Nur Sholichah's research in the form of a thesis entitled The Effect of Emotional Intelligence and Spiritual Intelligence on PAI Learning Achievement in Al-Kautsar Plus Middle School Blimbing-Malang. Stating, that there is a significant influence between emotional intelligence on student achievement in PAI subjects by 19%.

G. Research Roadmap

Figure 2.1 Research roadmap



²³ Daniel Goleman, *Kecerdasan Emosi*, hlm. 39

CHAPTER III

METHOD OF RESEARCH

A. Research Setting

This research was conducted at MAN 1 Pasuruan which is located on Jl. Balai Desa Glanggang No. 3A/17 Bangil-Pasuruan. East java.

B. Approach and Research Method

In this research, researchers used a quantitative approach. Because this research is used to answer the problem, whether, is there and meaning interpreted by the researcher and not by the subject under study.

The type of research used is the type of ex post facto research which consists of three words, ex interpreted by observation or observation, post means after, and facto is a fact or event.²⁴ So this research aims to find causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or things that cause changes to the overall independent variable that has occurred.

C. Research Variables

The variable of this research consisted of two variables, namely IQ (Intellectual Quotient) (X_1) and EQ (Emotional Quotient) (X_2) as independent variables, then Learning Achievement (Y) as dependent variables.

D. Population and Sample

²⁴ Suharsimi arikunto, prosedur penelitian suatu pendekatan praktik (Jakarta: rieneka cipta, 2010), hlm. 17

Population is the whole object under study which can consist of humans, objects, plant animals, symptoms, test scores or events as data sources that have certain characteristics in a research. While the sample is part of the population.

Samples are a portion of the population that has the same characteristics as the population. The sampling technique in this study uses probability sampling techniques, namely sampling techniques that provide equal opportunities for each element (member) of the population to be selected as sample members. There are various probability sampling techniques, namely simple random sampling, proportionate stratified random sampling, disproportionate stratified random, sampling area (cluster) sampling. The sample is a part or representative of the population to be studied. Sampling for research according to Suharsimi Arikunto, if the subject is less than 100 people, all should be taken, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more.²⁵

Based on the above understanding, the population in this research were all students of tenth grade at MAN 1 Pasuruan with a total of 446 students and the number of samples taken by researchers with 25% from population includes; X-MIA1, X-MIA2, and X-IIA classes with a total of 221 students.

E. Data and Data Sources

Data is information or real material that can be used as a basis for study (analysis / conclusion). Data collected can be in the form of primary data, namely data obtained directly from the source. In this research source data divided into two kind, primary data for emotional quotient variable by distributing research

²⁵ Ibid. 112

questionnaires to the object of research that is filled directly by the respondents and secondary data for intellectual and learning achievement variable that obtained from information that has been processed by school, such as all kinds of documents.

F. Research Instrument

Research instrument is a tool that can be used to obtain, process and interpret information obtained from respondents conducted using the same measuring pattern. Instrument research is something important because it determines the results of the research.

The steps in preparing this research instrument are as follows:

- a. Identify variables in the formulation of the research title
- b. Describes this variable to be sub variable
- c. Look for indicators / aspects of each sub variable
- d. Sets the descriptor of each indicator
- e. Formulate each descriptor into instrument items
- f. Completing instruments with instructions for filling and preface

To facilitate the understanding of the reader, the researcher will focus on the Arikunto opinion in the use of the variable drafting model,²⁶ namely; Variables are broken down into sub variables, then sub-variables are broken down into Indicators, then each indicator is spelled out being a descriptor so that it can be easily formulated into the Item Number of questions or statements

²⁶ Suharsimi Arikunto, *Prosedur Penelitian* ,,, hlm. 164

All the details of the variables into sub-variables have been described in the form of tables in chapter I (see table 1.1 p. 7), then forwarded as indicators and descriptors which are referred to as "lattice preparation instruments." Using the instrument lattice the researcher has trying to achieve content validity for the instrument. The preparation grid of instruments can be written in the following table:

Table 3.1 Emotional Quotient Blu Print

No	Aspect	Total Item	Number of Item		
			Favorable	Unfavorable	Total Item
1	Self-Awareness	1. Able to know self-strength 2. Able to know self-limitation 3. Having confidence in one's abilities	1, 2, 3, 4, 5	-	5
2	Self-regulation	1. Able to understand self-emotions and negative impulses 2. Able to maintain the norms of honesty and integrity 3. Responsible for personal performance 4. Open to new ideas and information	6, 7, 8, 9, 10, 11, 12, 13	-	8
3	Motivation	1. Have a drive to be better 2. Able to adjust to the goals of a group or organization 3. Have readiness to take advantage of opportunities 4. Having perseverance in fighting for failure and obstacles	14, 15, 16, 17	-	4

4	Empathy	1. Being able to understand others 2. Able to give encouragement to others 3. Able to provide benefits to others 4. Able to read the relationship between the emotional state and the strength of the relationship of a group.	18, 19, 20, 21, 22, 23, 24, 25	-	8
5	Skills in building relationships with other people	1. Having persuasion skills 2. Able to listen openly 3. Able to give a clear message 4. Able to resolve opinions 5. Have a leadership spirit 6. Have a spirit of collaboration and cooperation and team building	26, 27, 28, 29, 30, 31, 32, 33,	-	8
Total					33

Furthermore, giving scores, in this study researchers used a Likert scale. Likert scale is used to measure attitudes, opinions and perceptions of a person or group about social events or symptoms. Then the variables to be measured are translated into indicators of variables and indicators are used as a starting point for compiling instrument items that can be in the form of statements or questions that need to be answered by respondents.

Table 3.2 Rating System in Likert Scale:

Statement	Scores / values
Strongly Agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Very Disagree (STS)	1

G. Data Collection

1. Observation

In this research using a type of structured observation, namely; observations that have been systematically designed, about what will be observed, when and where it will be. The researcher prepares that what will be studied is students of MAN 1 Pasuruan. As for what will be examined is the intellectual and emotional quotient of tenth grade students at MAN 1 Pasuruan through questionnaire instruments and collecting documents.

The researcher observed at MAN 1 Pasuruan on February 4, 2019 at 08.00 WIB.

2. Questionnaire

Questionnaires are a set of questions that are logically followed, systematic about concepts that explain the variables studied, namely EQ (Emotional Quotient). This questionnaire was distributed to tenth grade students of MAN 1 Pasuruan. Aim to obtain data on the Emotional Quotient

of the students of MAN 1 Pasuruan. Researchers distributed one recalcitrant questionnaire to respondents without having to submit each question. Then the respondents filled out questionnaire answers according to the instructions of the researcher.

The time used in filling out this questionnaire ranged from 20 minutes to the number of 33 questions. While in the measurement on the questionnaire, researchers used a Likert scale. Because the Likert scale is used to measure attitudes, opinions and perceptions of someone or a group of events or social symptoms.²⁷

3. Interview

According to Sugiono, interviews can be conducted in a structured or unstructured manner, and can be done face to face (face to face) or by using a telephone. Structured interviews are used as data collection techniques, if the researcher or data collector knows for sure what information will be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of written questions that are alternative answers have also been prepared. Whereas unstructured interviews are free interviews where researchers do not use interview guidelines that have been

²⁷ Riduwan, *Skala Pengukuran Variabel-Variabel Penelitian* (Bandung: Alfabeta, 2005), hlm. 12

systematically arranged and complete for data collection. The interview guide used is only the outlines of the problems that will be asked.²⁸

In accordance with the above understanding, the researcher conducted an unstructured interview aimed at obtaining adequate data as a cross section, and to obtain data on the background of the establishment of MAN 1 Pasuruan which became the object of research and other related data with research variables.

4. Documentation

Documentation is a technique of collecting data by collecting and analyzing documents both written, drawing and electronic documents. Data collection using this technique is to collect data relating to the influence of intellectual and emotional quotient on learning achievement for tenth grade students at MAN 1 Pasuruan, the researcher will collect documents about Intellectual Quotient from Guidance and counseling (BK) teacher and learning achievement from *Akidah Akhlak* Teacher and The history of the establishment of MAN 1 Pasuruan and retrieve documents during research.

H. Test Reliability and Validity

The results and conclusions of this research were obtained from the data testing process. to get quality data, a quality instrument is needed to collect

²⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Cet ke-8, Bandung: ALfabeta, 2009), hlm. 146

research data. There are two concepts for measuring data quality, namely validity and reliability.

1. Reliability Test

A reliability instrument is the level of consistency of results achieved by morals by a measuring instrument, even though it is used repeatedly on the same or different subjects.

The testing technique uses the *alpha Cronchbach* coefficient, with a real level of 5%. This reliability testing uses a computer with the help of SPSS 25. The criteria are if the correlation coefficient is greater than the critical value or if Cronbach's alpha value is > 0.6 then the instrument is declared reliable.

The following is a manual formula for calculating reliability testing using the Cronbach alpha technique:

$$r = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_{b^2}}{\sigma_{t^2}} \right]$$

Information:

r = instrument reliability coefficient

k = number of questions

$\sum \sigma_{b^2}$ = number of item variances

σ_{t^2} = total variance

2. Validity Test

Validity test is a test of the instrument to determine the extent to which the quality of measurement of a measuring instrument to be used. Through this validity test the researcher found that the instrument used was valid. Valid means that the instrument can be used to measure what should be measured. If the value of $r_{count} > r_{table}$, with a significant value (p) < 0.005 , then H_0 is rejected and it is concluded that the item score is positively correlated with the score factor, so that the item concerned is valid, and does not need to be excluded from the questionnaire.

Product moment correlation techniques will be used in the validity test of the associative hypothesis in this study by using a significant level of 5% to determine the closeness between the independent variables and the dependent variable using a computer with the help of SPSS 25 with criteria if the probability is less than 0.005, then the instrument declared valid.

Here is the formula for manual product moment correlation:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X^2)] [N \sum Y^2 - (\sum Y^2)]}}$$

r_{xy} = Correlation coefficient between variable X and variable Y

N = Number of case

$\sum XY$ = Number of results of multiplication of scores X and Y

$\sum X$ = Amount of all X scores

$\sum Y$ = Amount of all Y scores

Whereas to find the validity of the double hypothesis, the researcher will use the multiple correlation formula ($R_{yx_1x_2}$), as revealed by Sugiyono, namely:

$$r_{yx_1x_2} = \sqrt{\frac{r^2_{yx_1} + r^2_{yx_2} - 2r_{yx_1}r_{yx_2}r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

$R_{yx_1x_2}$ = correlation coefficient between variable X_1 and X_2 Together with variable Y

R_{yx_1} = product moment correlation between X_1 and Y

R_{yx_2} = product moment correlation between X_2 and Y

$R_{x_1x_2}$ = product moment correlation between X_1 and X_2

To test the significance of the relationship, it is necessary to test its significance. The test formula for the significance of product moment correlation is shown in the formula below:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = Value of t calculated

r = The result of two correlated variables

n = Number of samples

1 = constant value

2 = constant value

3.3 Table of Interpretations of the R Product Moments:

Coefficient Interval	Level of Relationship
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	moderate
0,60 – 0,799	strong/high
0,80 – 1,000	Very strong / high

I. Data Analysis

1. Descriptive Analysis

Descriptive analysis is used to assess the frequency distribution, mean, median, standard deviation, and so on. This analysis does not aim to conclude the results of research on the population, but only gives a description of the object being observed.

The following steps will be explained and the formula for determining the empirical score. However, this process was also carried out with the help of the program SPSS 25.

a. The Formula Calculates the Empiric Mean:

$$M = \frac{\sum X}{N}$$

Information:

M : mean

$\sum X$: number of items

N : number of respondents

b. Standard Deviation Formula

$$S = \sqrt{\frac{\sum (x_i - \bar{x})^2}{N-1}} \text{ or } S = \sqrt{\frac{\sum x_i^2 - \frac{(x_i)^2}{N}}{N-1}}$$

Information:

S : standard deviation

x_i : mean observed data

\bar{x} : overall data mean

N : number of samples

c. Categorization Formula:

Low : $X \leq (M-1s)$

Medium : $(M-1s) \leq X \leq (M + 1s)$

Height : $X \geq (M + 1s)$

d. Percentage Formula

$$P = \frac{f}{N} \times 100\%$$

Information:

P : percentage

F : frequency

N : number of respondents

2. Inferential Analysis

Inferential analysis aims to make inferences or conclusions that apply to the population, which is based on the sample. Here are some formulas used in inference tests:

a. Regression Test

1) Simple Regression Analysis

Is to make a decision whether the rise and fall of the dependent variable can be done through increasing the independent variable or not. There are fundamental differences between correlation and regression. Correlation analysis is used to find the direction and strength of the relationship between two or more variables, both relationships are symmetrical, causal, and reciprocal. Whereas regression analysis is used to predict how far the value of the dependent variable changes, if the value of the independent variable is manipulated / changed or increased.

The following are simple general linear regression equations:

$$\hat{Y} = a + bX_1$$

$$\hat{Y} = a + bX_2$$

Information:

\hat{Y} = Prediction value of the dependent variable

a = constant; Y value if $X = 0$

b = regression coefficient, namely the value of the increase or decrease in the Y variable based on variable X

X_1 = independent variable IQ

X_2 = independent variable EQ

2) Multiple linear Regression Test

It is an extension of regression techniques if there are more than one independent variable to make predictions on the dependent variable. Multiple regression is useful for getting the effect of two variable criteria, or looking for functional relationships of two predictor variables or more for the variable criteria.

The equation in this multiple linear regression is as follows:

$$\hat{Y} = a + bX_1 + cX_2$$

Where:

\hat{Y} : predictive value of the dependent variable

a: constant, Y value if $X_1 = 0$, and $X_2 = 0$

b: regression coefficient, namely the value of the increase or decrease in the Y variable based on the variables X_1 and variable X_2

3) Test Multiple Linear Regression Requirements

a) Normality Test

The normality test is done to see whether the independent variables and dependent variables have a normal distribution. In other words, this normality test is used to determine the normal distribution of variable scores for parents' level of education and student achievement. The method used to test normality is to use the Kolmogorov-Smirnov test. Significance value from the Kolmogorov-Smirnov test results > 0.05 , then the assumption of normality is fulfilled.

b) Multicollinearity Test

Multicollinearity is the existence of a definite linear relationship between free modifiers. So the test of assumptions about multicollinearity is intended to prove or test whether there is a linear relationship between independent variables one with the other independent variables. To find out whether there is a multicollinearity problem, it can use the VIF value (variance inflation Factory).

c) Heterocedasticity Test

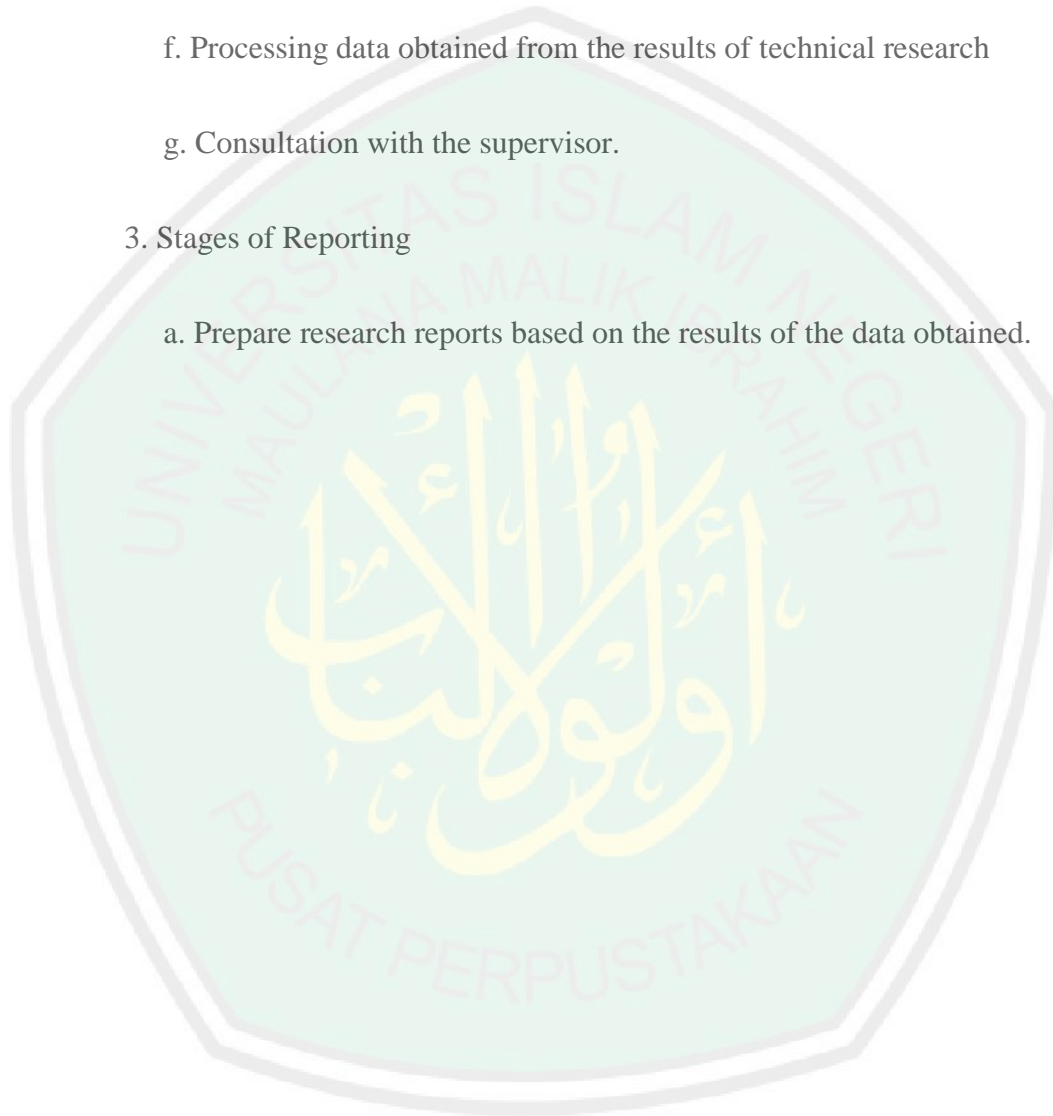
The test of this assumption aims to determine whether in a regression there is an inequality of variance from the residual between one observation and another observation. In regression, one of the assumptions that must be fulfilled is that the residual variance in one observation to another does not have a certain pattern. If the variance of the residuals between one observation and another observation is different, it is called heterocedasticity. one tool to test heterocedasticity is to look at the spread of residual variance.

J. Research Procedure

In this research there are several stages of research:

1. Field stages (Pre-field)
 - a. Determining the field by considering MAN 1 Pasuruan is one of the best quality schools.
 - b. Managing research permit letters at MAN 1 Pasuruan
 - c. Field assessment
2. Stages of Field Work
 - a. Conducting direct observation to MAN 1 Pasuruan regarding intellectual quotient, emotional quotient and learning achievement
 - d. Collect all data relating to research.
 - c. Dig data through the required documents.

- b. Conducting unstructured interviews with informants to check data.
 - e. Distribute questionnaires about emotional quotient to the object of research
 - f. Processing data obtained from the results of technical research
 - g. Consultation with the supervisor.
3. Stages of Reporting
- a. Prepare research reports based on the results of the data obtained.



CHAPTER IV

EXPOSURE DATA AND RESEARCH RESULTS

A. General Description of Research Location

1. The History of MAN 1 Pasuruan

MAN 1 Pasuruan is one of the educational institutions in Pasuruan Regency, East Java Province which was established much earlier than other MANs. The establishment of MAN 1 Pasuruan began with ideas and hopes of a number of people who hoped that in the Republic of Indonesia there would be a State *Madrasah Aliyah* with noble goals to meet the needs and desires of the need for a *Madrasah* at the *Aliyah* level which was a continuation of the existing State *Madrasah Tsanawiyah* in Pasuruan regency and building a strong generation of Islam, living and practicing the knowledge of religion, knowing the obligations towards the development of the generation of *Madrasah* at the middle to upper levels.

Historically in 1982, the management of the Al-Hikmah Bangil foundation (before the institution became state institution) had the idea of establishing a *Madrasah Aliyah* in Bangil District with a state status, with the consideration that there was no State *Madrasah Aliyah* in Pasuruan regency, there were already several in Pasuruan Regency. *Madrasah Tsanawiyah* (MTs) which requires the presence of an upper secondary level *Madrasah* education institution for the continuation of the study of MTs graduates in Pasuruan regency.

In connection with this matter, the management of the foundation as the pioneer of the founding of the *Madrasah Aliyah* was very eager to realize the State *Madrasah Aliyah* for the following reasons:

- a. Fulfilling the expectations of the Bangil community who are 95% Muslim, towards the need for an Islamic educational institution with a state status in a tiered manner.
- b. Not yet owned by a level of *Madrasah Aliyah* institution with the status of a State.
- c. There needs to be an integrated madrasa institution from the level of MI, M Ts and MA.
- d. With the existence of the *State Aliyah Madrasah*, it is hoped that it will help the students of *Tsanawiyah* graduate to continue their advanced studies so that Islamic-based madrasahs will be realized from the MI, MTs, and MA levels.

Then on 27 Rajab 1402 H, precisely on May 28, 1982 the idea of the establishment of the *Madrasah Aliyah* was realized under the Al-Hikmah Foundation which at that time was named the *Madrasah Aliyah Preparation* (MAPN).

After standing for approximately 1 (one) year, a turbulent or problem arises in the existence of the *Madrasah Aliyah*, namely with the dissatisfaction of someone from outside parties who do not want and are not willing if MAN Preparation is in Bangil. They reasoned and accused that

the State *Madrasah Aliyah* Preparation (MAPN) turned off existing *Madrasah Aliyah* (MA) and still private status.

In the year 1983/1984 to adjust the situation and conditions at that time, the MAN was returned to the foundation that manages and is responsible for the existence of the *Madrasah* by changing the name of *Madrasah Aliyah Al-Hikmah*. Around the academic year 1984/1985 for the persistence and sincerity of the management of the *Madrasah Aliyah Al-Hikmah*, they sought to prepare for the future continuity of the *Madrasah Aliyah Al-Hikmah* Bangil to become a State *Madrasah Aliyah*, although eventually only the *Filial* status of the Pasuruan *Madrasah Aliyah*.

Then in the 1993/1994 academic year MAN Pasuruan *Filial* in Bangil with the Ministry of Religion Decree. Number: 244 dated October 25, 1993 MAN Pasuruan *Filial* in Bangil was officially declared as MAN Bangil which is located in Kelurahan Glanggang, Beji District, Pasuruan Regency. Now the existence of State *Madrasah Aliyah* is not the only State *Madrasah Aliyah* in Pasuruan Regency area, because in the year of 2010 there has been a MAN.

Therefore, the demands of the needs of the State are not only their existence but also the demands for quality and competitiveness with high schools in the Bangil and surrounding areas and the *Madrasah Aliyah* with private status. In its long journey MAN Bangil Kab. Pasuruan starts from:

- a. MAS Al-Hikmah (28 May 1982) has a registered status

- b. MAN Pasuruan *Filial* in Bangil (1982-1993) State *Filial*
- c. MAN 1 Pasuruan (stand alone as a state *madrasah*) in Bangil Kab. Pasuruan with RI Minister of Religion Decree No. 224. October 25, 1993.

As a Islamic education institution, MAN 1 Pasuruan must be able to appear to be a modern *Madrasah* educational institution that is not just a place for formal transformation that takes place in a formal and mechanical manner. More than that, MAN 1 Pasuruan must be able to make itself truly a house of knowledge and a house for moral religious formation. Therefore, religious and general curriculum integration is not only formulated into formal learning practices in the classroom but also must be transformed in the lives of students in the *Madrasah*. Thus, as a science house, the occupants always prioritize love of knowledge, have personal competence, are responsible, and have the ability to express themselves in every action and behavior based on the strength of solid reasoning, and openness in receiving all necessary scientific information. So MAN 1 Pasuruan is able to make its graduates appear as future humans who have intellectual integrity, spiritual depth, high moral, reliable skills, all of which manifest in the form of theological piety and social piety and have a clear vision and broad insight. Even in the future, MAN 1 Pasuruan is expected to become an international standard madrasah institution with basic capital as stated in the situation and overall picture of MAN 1 Pasuruan.

2. School Identity

- a. School Name : MAN 1 PASURUAN
- b. Madrasah Statistics Number: 13113540001
- c. Status : State (Accreditation A)
- d. Address : Jl. Balai Desa Glanggang 3A
- e. Kelurahan : Glanggang
- f. District : Beji
- g. Regency : Pasuruan
- h. Postal Code : 67153
- i. Phone : (0343) 742690
- j. Name of Madrasah Head : H. AGUS SUWITO, S.Ag, M.Pd.I
- k. Name of Committee Chairperson: Drs. H. A. Fatah Karnadi, M.Pd.I

3. Vision and Mission

a. Vision

"The realization of an Islamic, Competitive, *Akhlakul Karimah*, and Environmental-minded."

The vision of MAN 1 Pasuruan is a strong commitment of the *Madrasah* community to strive to realize MAN 1 Pasuruan as a future *Madrasah* that is sought after by the user community, including indicators as quality madrassas including:

- 1) Has excellence in the field of academic achievement / UN and is able to enter PTN / PTS and other higher education institutions

- 2) Has excellence in non-academic achievements, art sports, Olympiad competition subjects and adolescent scientific work.
- 3) Instill Islamic faith that is strong and obedient in carrying out worship and has *Akhlakul Karimah* in daily life in the *Madrasah* and outside the *madrasah*
- 4) Can provide graduate supplies with basic skills in the form of ICT Multimedia and mastery of language to enter the world of work that has global insight.
- 5) Having a conducive environment with the pattern of SBM management and Islamic nuances
- 6) Get public trust as an educational institution that is in demand with improved service excellence to the community in selectively recruiting new students

b. Mission

- 1) Prioritizing student-oriented learning and providing learning guidance and motivation to students to gain national examination / enter PTN / PTS with a sharpening of *Mafikib* and Religious subjects by conducting intensive training
- 2) Increasing *Madrasah* human resources with professional training and teacher / TU / Waka creativity training and *Madrasah* Head
- 3) Carry out extra-curricular activities programs with emphasis on mastering foreign languages (English-Arabic / Foreign Language Education Institutions (LPBA) as well as fostering a reliable basketball

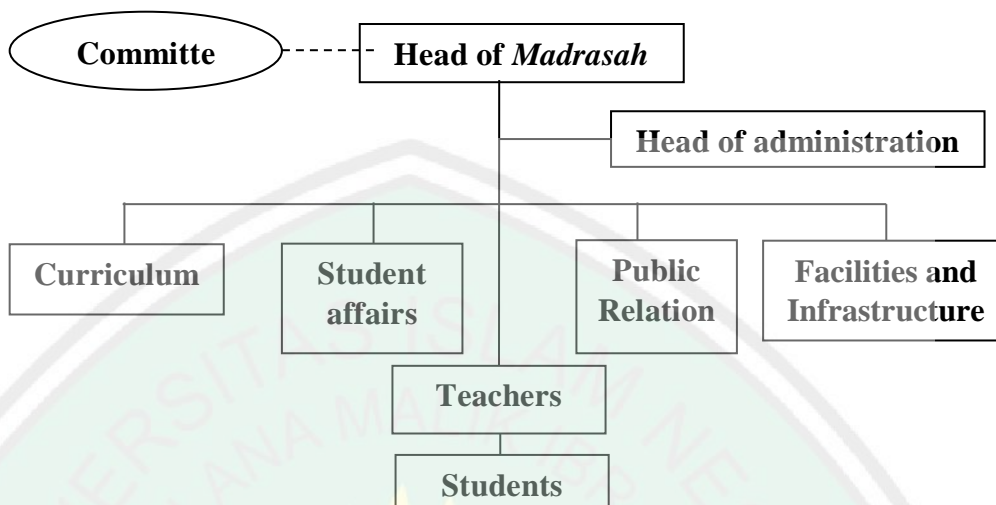
sports team, Islamic art clubs and KIR groups - as well as the Internet Club.

- 4) Developing a religious program by emphasizing observing Islamic values by applying minimum skills standards (SKM) and practical religious trainings (*Qur'an tartil*, translation of the Qur'an for 4 hours system, *Muballigh* training - *Khitobah*, banking knowledge, etc.)
- 5) Building cross-agency cooperation in the field of skill skills with a training system, and adding intra hours with multimedia computer governance skills as a life skill program
- 6) Carry out changes to the madrasah management system with a participatory management approach oriented to SBM by improving the learning system, developing an adequate system of facilities and an independent system of extracting madrasa resources
- 7) Empowering the potential of the community that can help organize education in *Madrasah* committees
- 8) Creating education that is environmentally, clean, religious, beautiful, leafy and comfortable.

4. Organizational Structure

The organizational structure in an institution is something important, therefore, researchers attach the organizational structure at MAN 1 Pasuruan as follows:

Figure 4.1 Organizational Structure of MAN 1 Pasuruan



5. Number of Teachers and Civil Servants / Non PNS TU Staff

In carrying out the duties and functions of the teachers and employees of MAN 1 Pasuruan Regency amounted to 74 people with details as follows:

Table 4.1 Number of Teachers and Civil Servants / Non PNS TU Staff

Type of Workforce	Amount
Teacher	
- PNS Teacher	42
- Non PNS Teacher	13
Administration	
- PNS Staff	6
- Non PNS Staff	5
- Security	4
- Gardener and Cleaning Service	4
Amount	74

5. Data on Students of MAN 1 Pasuruan

The total number of students at MAN 1 Pasuruan is 1221 students with the following details:

Table 4.2 Data on Students of MAN 1 Pasuruan

Class	Gender		Amount
	M	F	
X MIA 1	12	24	36
X MIA 2	12	25	37
X MIA 3	10	26	36
X MIA 4	11	26	37
X MIA 5	13	23	36
X MIA 6	8	18	26
X IIS 1	15	22	37
X IIS 2	10	27	37
X IIS 3	14	20	34
X IIS 4	15	22	37
X IBB 1	6	23	29
X IBB 2	5	23	28
X IIA	13	23	36
XI MIA 1	9	26	35
XI MIA 2	13	21	34
XI MIA 3	8	25	33
XI MIA 4	12	20	32
XI MIA 5	15	16	31
XI MIA 6	9	7	16
XI IIS 1	13	23	36
XI IIS 2	12	24	36
XI IIS 3	16	19	35
XI IIS 4	13	21	34
XI IBB	43	0	43
XI IIA	9	25	34
XII MIA 1	10	28	38
XII MIA 2	7	30	37
XII MIA 3	7	32	39
XII MIA 4	9	29	38
XII MIA 5	10	28	38
XII IIS 1	9	25	34
XII IIS 2	11	28	39
XII IIS 3	12	26	38

XII IBB	5	32	37
XII IIA	19	19	38
Total	415	806	1221

6. Facilities and Infrastructure

a. Inventory of all existing items, including:

- 1) State property.
- 2) Items belonging to the Madrasah Committee
- 3) Control of Room Inventory List (DIR)

b. Examine the utilization of inventory items according to the planning and needs or not.

c. Maintenance of inventory items, including:

- 1) Planning to repair damaged inventory items that can still be repaired.
- 2) Removal of inventory items that can no longer be used / used
- 3) Planning for the development of goods that need to exist, according to priority needs.

Table 4.3 Facilities and Infrastructure of MAN 1 Pasuruan

No.	Name of Room/Goods	Amount	Condition
1	Classroom	35	Good
2	Principal room	1	Good
3	Teacher's room	1	Good
4	TU Room	1	Good
5	Teacher's WC	3	Good

No.	Name of Room/Goods	Amount	Condition
6	Library room	1	Good
7	UKS room	1	Good
8	Student desks and benches	1260	Good
9	Teacher tables and chairs	74	Good
10	Board of organizational structures	37	Good
11	School vision and mission board	37	Good
12	School profile boards	1	Good
13	cupboards	35	Good
14	Cup awards	76	Good
15	Chalkboard	35	Good
16	Cafeteria	1	Good
17	Computers	3	Good
18	Printer	4	Good
19	LCD	37	Good

7. Educational Service Units

The educational service unit is available at MAN 1 Pasuruan with the following details:

Table 4.4 Educational Service Units of MAN 1 Pasuruan

No.	Name	Usage	Information
1	Mosque	For True Friday activities with congregational prayers and Good	Good

		socialization activities	
2	Multimedia Room	Enhances students' skills in Good Science and Technology	Good
3	Library	Reading and Learning Facilities and borrowing books	Good
4	Laboratory	Where students try and research science	Good
5	Versatile Hall	Facilities to improve students' abilities in extra sports	Good
6	UKS Room	UKS with facilities and medicines that are quite complete	Good
7	Arts Room	Facilities for students to be creative with crafts and other arts	Good
8	Guidance and Counseling	Unit for guidance to students or teaching as well as giving counseling to students who have problems	Good
9	<i>Adiwiyata</i> Room	Room for the management of used goods for reuse	Good
10	Extra Music Room	Facilities to improve musical skills	Good

B. Implementation of Research

The implementation of this research began on March 23, 2019 by involving teachers and students of MAN 1 Pasuruan. Then the researchers began to distribute questionnaires that were valid and reliable. And taken data

about intellectual quotient from guidance and counselling teachers and learning achievement from *Akidah Akhlak* teachers.

C. Data Processing of Research Results

In this data research, to produce a good questionnaire it consists several stages starting from the validity test and attribute reliability test, as follows:

1. Validity Test

The researcher conducted a validity test by distributing the preliminary questionnaire to 111 respondents outside the research sample, namely in tenth grade students at MAN 1 Pasuruan and processed with computer assistance through the SPSS 25 program, with a significant level of 5% for 111 respondents and obtained r table value of 0.195. The results of processing the validity test for variable EQ (Emotional Quotient) can be seen in the following table:

Table 4.5 Analysis Validity of EQ

No. item	r counts	r table	Description
1	0,303	0,195	Valid
2	0,401	0,195	Valid
3	0,499	0,195	Valid
4	0,454	0,195	Valid
5	0,36	0,195	Valid
6	0,475	0,195	Valid
7	0,46	0,195	Valid
8	0,512	0,195	Valid
9	0,521	0,195	Valid
10	0,466	0,195	Valid
11	0,276	0,195	Valid
12	0,394	0,195	Valid

13	0,458	0,195	Valid
14	0,488	0,195	Valid
15	0,568	0,195	Valid
16	0,435	0,195	Valid
17	0,621	0,195	Valid
18	0,388	0,195	Valid
19	0,628	0,195	Valid
20	0,625	0,195	Valid
21	0,437	0,195	Valid
22	0,588	0,195	Valid
23	0,612	0,195	Valid
24	0,5	0,195	Valid
25	0,613	0,195	Valid
26	0,493	0,195	Valid
27	0,423	0,195	Valid
28	0,608	0,195	Valid
29	0,615	0,195	Valid
30	0,45	0,195	Valid
31	0,581	0,195	Valid
32	0,6	0,195	Valid
33	0,544	0,195	Valid

(Source: Primary Data Processed Through SPSS 25; 2019)

Based on the table above shows all question items in the EQ variable are valid, because all item questions have a Pearson correlation coefficient r count which is greater than the r table value, so no instrument items must be removed from the test.

2. Reliability Test

The testing technique used the Cronbach Alpha coefficient, with a real level of 5%. This reliability test uses a computer with the help of the SPSS 25 program. With criteria if the correlation is greater than the value or if the Cronbach Alpha value is > 0.6 , then the instrument is declared reliable.

From the results of the management with the SPSS 25 program, the Cronbach Alpha value was obtained in the EQ variable of 0.906. The Cronbach alpha is greater than the value of the permissible reliability which is greater than > 0.6 . This result explains that research instruments have very strong reliability that can be accepted. Thus, the items in the question above that are used to measure the variables to be tested are valid and reliable.

D. Testing of Descriptive Statistics

1. The Level of Intellectual Quotient (IQ) Students at MAN 1 Pasuruan

Description of IQ (Intellectual Quotient) level for students of MAN 1 Pasuruan based on IQ testing scores conducted by schools. From the results of the calculation of the mean and standard deviation of the scores that have been obtained, then grouping is carried out into three categories namely high, medium, and low categories. The complete calculation results are described as follows:

a. Calculate Mean (M), using the formula;

$$M = \frac{\sum X}{N}$$

$$\begin{aligned} M &= \frac{22730}{221} \\ &= 103.83 \end{aligned}$$

b. Calculate Standard Deviation (s), using the formula;

$$s = \sqrt{\frac{\sum(x_i - \bar{x})^2}{N - 1}}$$

So that it gets S: 9.37

c. Categorization

Table 4.6 IQ Categorization Formulation

Formula	Categories	Scale
$X \geq (M + 1s)$	Height	$X \geq 113.2$
$(M - 1s) < X < (M + 1s)$	Medium	$94.46 < X < 113.2$
$X \leq (M - 1s)$	Low	$X \leq 94.46$

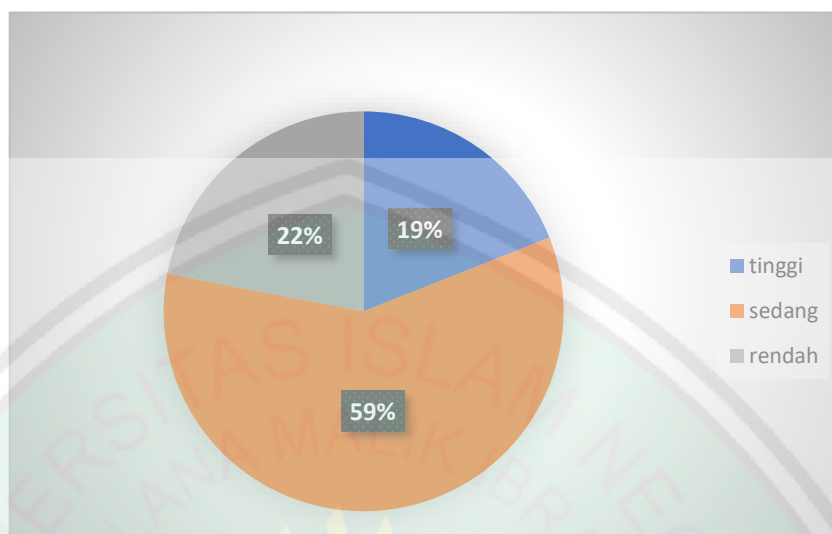
d. Percentage Analysis

Table 4.7 Results of IQ Variables Percentage

Variable	Category	Criteria	F	%
IQ	Height	$X \geq 113.2$	21	19%
	Medium	$94.46 < X < 113.2$	65	59%
	Low	$X \leq 94.46$	25	22%
Total			111	100%

From the data above shows that the level of intellectual quotient of students in MAN 1 Pasuruan is at a high level with a number of 21 students and a percentage of 19%. The level of intellectual quotient of students in MAN 1 Pasuruan is at a medium level with a number of 65 students and a percentage of 59%. The level of intellectual quotient of students in MAN 1 Pasuruan is at a low level with a total of 25 students and a percentage of 22%. So, it can be concluded that some of the average students of MAN 1 Pasuruan have medium intellectual quotient. For a clearer picture can be seen in the graph below:

Figure 4.2 Intellectual Quotient Percentage



(Source: Primary Data Processed Through Excel)

2. The level of Emotional Quotient (EQ) Students MAN 1 Pasuruan

Description Emotional Quotient (EQ) level on students of MAN 1 Pasuruan based on the score of each item. From the results of the calculation of the mean and standard deviation of the scores that have been obtained, then grouping is carried out into three categories namely high, medium, and low categories. The complete calculation results are described as follows:

a. Calculate Mean (M), using the formula;

$$M = \frac{\sum X}{N}$$

$$\begin{aligned} M &= \frac{11744}{111} \\ &= 105.8 \end{aligned}$$

b. Calculate Standard Deviation (s), using the formula;

$$s = \sqrt{\frac{\sum(x_i - \bar{x})^2}{N - 1}}$$

So that it gets S: 9.49

c. Categorization

Table 4.8 EQ Categorization Formulation

Formula	Categories	Scale
$X \geq (M + 1s)$	Height	$X \geq 115.29$
$(M - 1s) < X < (M + 1s)$	Medium	$96.31 < X < 115.29$
$X \leq (M - 1s)$	Low	$X \leq 96.31$

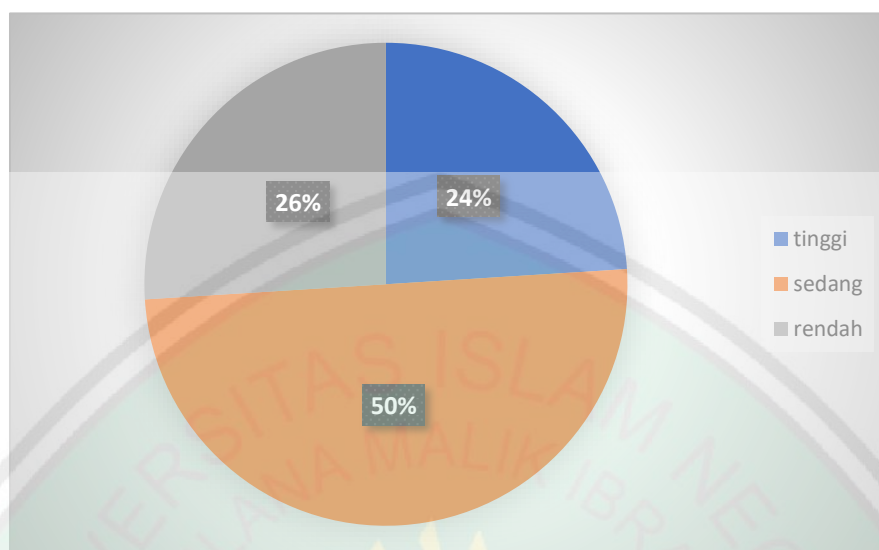
d. Percentage Analysis

Table 4.9 Results of EQ Variables Percentage

Variable	Category	Criteria	F	%
EQ	Height	$X \geq 115.29$	27	24%
	Medium	$96.31 < X < 115.29$	55	50%
	Low	$X \leq 96.31$	29	26%
Total			111	100%

From the data above shows that the level of emotional quotient of students in MAN 1 Pasuruan is at a high level with a total of 27 students and a percentage of 24%. The level of emotional quotient of students in MAN 1 Pasuruan is at a medium level with a number of 55 students and a percentage of 50%. The level of emotional quotient of students in MAN 1 Pasuruan is at a low level with a total of 29 students and a percentage of 26%. So, it can be concluded that most students of MAN 1 Pasuruan have a medium level of emotional quotient. For a clearer picture can be seen in the graph below:

Figure 4.3 Emotional Quotient Percentage



(Source: Primary Data Processed Through Excel)

3. The level of Learning Achievement on Students at MAN 1 Pasuruan

The level description of learning achievement on students of MAN 1 Pasuruan is based on odd semester report card grades in *Akidah Akhah* subjects. From the results of the calculation of the mean and standard deviation of the scores that have been obtained, then grouping is carried out into three categories namely high, medium, and low categories. The complete calculation results are described as follows:

a. Calculate Mean (M), using the formula;

$$M = \frac{\sum X}{N}$$

$$M = \frac{9121}{111}$$

$$= 82.16$$

b. Calculate standard deviation (s), using the formula;

$$s = \sqrt{\frac{\sum(x_i - \bar{x})^2}{N - 1}}$$

So that it gets S: 3.38

c. Categorization

Table 4.10 Learning Achievement Categorization Formulation

Formula	Categories	Scale
$X \geq (M + 1s)$	Height	$X \geq 85.54$
$(M - 1s) < X < (M + 1s)$	Medium	$78.78 < X < 85.54$
$X \leq (M - 1s)$	Low	≤ 78.78

e. Percentage Analysis

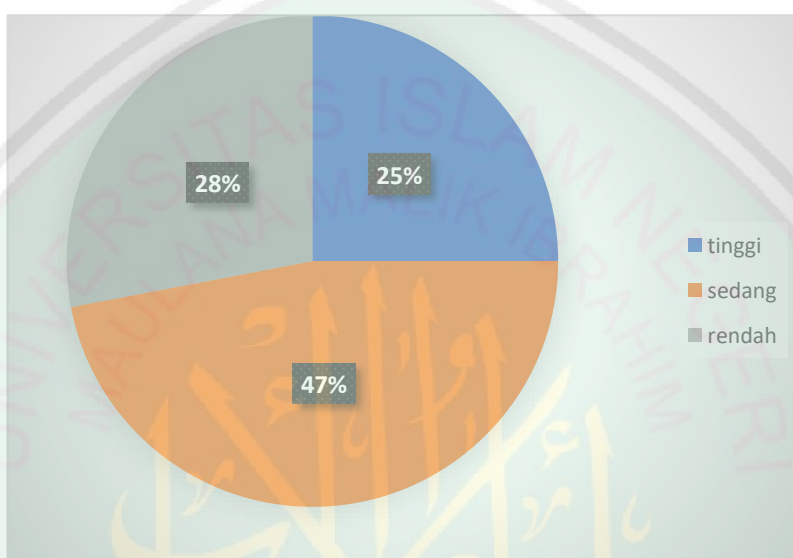
Table 4.11 Results of Learning Achievement Variables Percentage

Variable	Category	Criteria	F	%
Learning Achievement	Height	$X \geq 85.54$	28	25%
	Medium	$78.78 < X < 85.54$	52	47%
	Low	≤ 78.78	31	28%
Total			111	100%

From the data above shows that the level of student learning achievement *Akidah Akhlak* subjects in MAN 1 Pasuruan is at a high level with a total of 28 students and a percentage of 25%. The level of student learning achievement in *Akidah Akhlak* subjects at MAN 1 Pasuruan is at a medium level with a total of 52 students and a percentage of 47%. The level of student learning achievement in *Akidah Akhlak* subjects in MAN 1 Pasuruan is at a low level with a total of 31 students and a percentage of 28%

28%. So, it can be concluded that most students of MAN 1 Pasuruan have medium learning achievement levels. For a clearer picture can be seen in the graph below:

Figure 4.4 Learning Achievement Percentage



(Source: Primary Data Processed Through Excel)

E. Testing of Inferential Statistics

1. The Result Classical Assumptions Test

After the measurement instrument is declared valid and reliable, the next step is to test the assumptions that must be fulfilled in a regression model. Testing of regression assumptions aims to avoid the emergence of refraction in data analysis and to avoid errors in regression models regression specifications used in this research.

In the use of regression, there are several basic assumptions that can produce the best linear estimator that is not refraction from the regression

model obtained from the ordinary smallest uadarate method. With the fulfillment of these assumptions, the results obtained can be more accurate and close to or equal to reality. The basic assumptions are known as classic assumptions, in this study include tests of normality, multicollinearity, autocorrelation, and heteroscedasticity.

a. Normality Data Test

Proof that the normal spread residual (error) value is normal is one indication of the regression equation obtained is good. This means that with this proof it can be concluded that the chance of obtaining a residual value of around zero is greater than the opportunity value far from zero. Proof of normal residual values is done using the Kolmogorov-Smirnov test, which is by paying attention to the results of the significance value that is greater than the value of $\alpha = 0.05$. With the residual hypothesis (error) as follows:

Ho: The residual value (error) spread is not normal.

Ha: The residual value (error) spreads normally.

The test criteria is if the probability (Sig.) < 0.05 then Ho is accepted and it is concluded that the residual value (error) spread is not normal. If the probability (Sig.) > 0.05 then Ho is rejected and it is concluded that the residual value (error) spreads normally.

Table 4.12 Results of Processing Normality Test**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		111
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.12653258
Most Extreme Differences	Absolute	.074
	Positive	.074
	Negative	-.038
Test Statistic		.074
Asymp. Sig. (2-tailed)		.200 ^c

a. Test distribution is Normal.

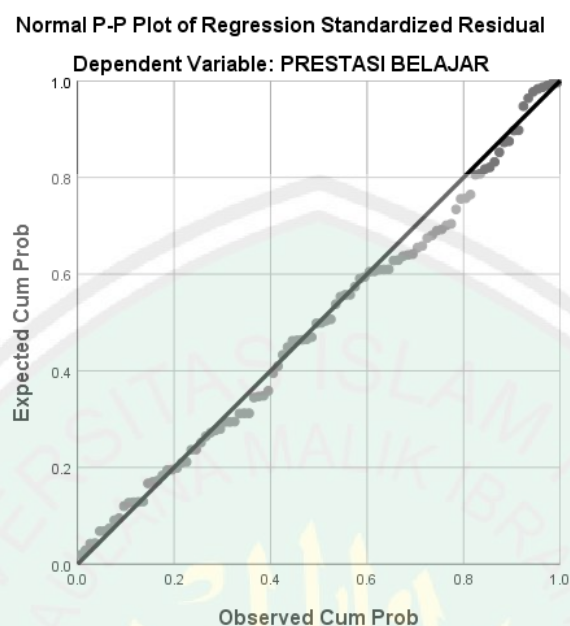
b. Calculated from data.

c. Lilliefors Significance Correction.

(Source: Primary Data Processed Through SPSS 25; 2019)

Based on the SPSS output table, it is known that the significant value is asympt, sig. (2-tailed) of 0.200 smaller than 0.05. So according to the basis of decision making in the Kolmogorov-Smirnov normality test above, then H_0 is rejected and it is concluded that the residual value (error) spreads normally. Thus, the assumptions or normality requirements in the regression model have been fulfilled. Besides being proven by the Kolmogorov-Smirnov test, all of the data can also be proven through the graph below:

Figure 4.5 Graph of P-P Normality Plot



Source: Primary Data Processed Through SPSS 25; 2019)

From the graph above, it can be concluded that the data is linear because each point approaches a straight line

b. Multicollinearity Test

The hypothesis that will be tested to prove the presence or absence of multicollinearity between independent variables is stated as follows:

Ho: There is no linear relationship between independent variables (X_1 with X_2).

Ha: There is a linear relationship between independent variables (X_1 with X_2).

Whether or not there is a relationship between independent variables can be seen by looking at the tolerance and inflation factor (VIF) values. Variables that cause multicollinearity can be seen from tolerance values that are smaller than 0.1 or VIF values greater than 10.

Table 4.13 VIF Test Results for Regression between X_1 and X_2 Toward Y

		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Tolerance
Model	B	Std. Error	Beta					
1	(Constant)	66.906	4.812		13.904	.000		
	Intellectual Quotient	.001	.032	.004	.044	.965	.999	1.001
	Emotional Quotient	.145	.033	.406	4.380	.000	.999	1.001

a. Dependent Variable: Learning Achievement

(Source: Primary Data Processed Through SPSS 25; 2019)

Based on the results of the above output it can be described that the tolerance value of the IQ (X_1) and EQ (X_2) variables is the same, which is $0.999 > 0.10$. While the value of VIF in IQ (X_1) and EQ (X_2) variables is the same, namely $1.001 < 10$. Then, it can be concluded that there is no multicollinearity between independent variables (free), thus H_0 is accepted.

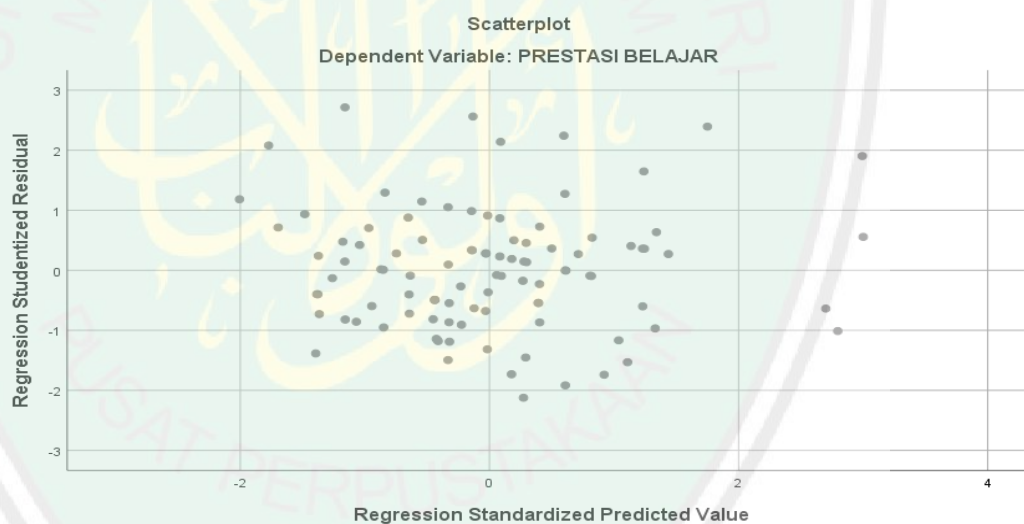
c. Heteroscedasticity Test

Heteroscedasticity testing is done by looking at the pattern of dots on the regression chart. The criteria that form the basis of decision making are as follows:

If there are certain patterns, such as the existing points form a certain pattern that is regular (wavy, widened, then narrowed), the collecting points are just above or below, then heteroscedasticity occur.

If there is no clear pattern, the points spread above and below or around the number 0, the points do not gather just above or below, the points do not form a widened wave, then narrow, then there is no heteroscedasticity. The results of the Scatterplot graph output through the SPSS program can be seen below:

Figure 4.6 Scatterplot graph



(Source: Primary Data Processed Through SPSS 25; 2019)

From the scatterplot above it can be described that the points above do not form a clear pattern. As seen, the points spread above and below or around the number 0, the points do not form a widened wave, then narrow, so that it can be concluded that heteroscedasticity do not occur.

2. Correlation Test

Test the correlation coefficient used in processing this data is the Pearson product moment correlation. Pearson product moment correlation is used to measure the closeness of the relationship between two variables that have a normal distribution.

Table 4.15 Pearson Product Moment Correlation Test

		Correlations		
		Intellectual Quotient	Emotional Quotient	Learning Achievement
Intellectual Quotient	Pearson Correlation	1	.026	.015
	Sig. (2-tailed)		.795	.884
	N	111	111	111
Emotional Quotient	Pearson Correlation	.026	1	.407**
	Sig. (2-tailed)	.795		.000
	N	111	111	111
Learning Achievement	Pearson Correlation	.015	.407**	1
	Sig. (2-tailed)	.884	.000	
	N	111	111	111

** . Correlation is significant at the 0.01 level (2-tailed).

(Source: Primary Data Processed Through SPSS 25; 2019)

In accordance with the Pearson Product Moment correlation table above, it can be seen the correlation value of each variable based on the Pearson correlation value. With the criteria, if the value approaches 1, the correlation is said to be stronger. From the table above there is a value of 1 from each variable that indicates that the correlation value of the same variable. The value of the

relationship between IQ (Intellectual quotient) variable and EQ (Emotional Quotient) variable is 0.026, for IQ variable (Intellectual Quotient) with Learning Achievement variable is 0.015, while variable EQ (Emotional Quotient) with Learning Achievement variable is 0.407. Thus, these values indicate a positive correlation between these variables.

3. Hypothesis Testing

a. Hypothesis Testing Influences of Intellectual Quotient (IQ) on Learning Achievement

The results of the first simple linear regression analysis are the influence of IQ (Intellectual Quotient) (X_1) on Learning Achievement (Y), and producing regression equations for simple linear regression are as follows:

$$\hat{Y} = a + bX_1$$

Information:

\hat{Y} = Prediction value of the dependent variable

a = constant; Y value if X = 0

b = regression coefficient, namely the value of the increase or decrease in the Y variable based on variable X

X_1 = independent variable (IQ)

To determine the coefficient values a and b, it must pay attention to the output coefficients of the influence of IQ (X_1) on learning achievement (Y) through SPSS 25, which can be seen in the table below:

Table 4.16 Output Coefficients X_1 against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	67.053	3.443		19.473	.000
	Intellectual Quotient	.145	.033	.407	4.406	.000

a. Dependent Variable: Learning Achievement

(Source: Primary Data Processed Through SPSS 25; 2019)

Then the values in the output table of the above coefficients are included in the linear regression equation as follows:

$$\hat{Y} \text{ (Student learning achievement)} = 67.053 + 0.145 X_1$$

The meaning of the numbers in the equation above are as follows:

- 1) The constant value (a) is 67,053, meaning: if IQ (Intellectual Quotient) is worth 0 then learning achievement is positive, that is 67,053.
- 2) The regression coefficient of the IQ (Intellectual Quotient) variable (b) is positive, which is 0.145; this can mean that every increase in intellectual intelligence is 1, then learning achievement will increase by 0.145.

Table coefficients are also used to find out the results of hypothesis testing for each model, namely:

a) For the Constant Model

H₀: The coefficient constant is not significant for the regression model

H_a: The coefficient is constant significant to the regression model

The result of the hypothesis above is the value of sig 0,00 < alpha value (0,05) then H₀ is rejected.

b) For Models of Intellectual Quotient

H₀: The coefficient of intellectual quotient is not significant for the regression model

H_a: The coefficient of intellectual quotient is significant towards the regression model

The result of the above hypothesis is the value of sig 0,00 < alpha value (0,05) then H₀ is rejected and h_a is accepted so that it can be interpreted that intellectual quotient influences student achievement.

In addition, to test hypotheses can also use the t test (partial), where the basis for decision making in the t test is:

- 1) If the value of t count > from t table then there is the influence of intellectual quotient (X₁) on learning achievement (Y)
- 2) Conversely, if the value of t is smaller than t table, there is no effect of intellectual quotient (X₁) on learning achievement (Y)

Based on the above output it is known that the value of t count is 4.406. And t table is 1.988. then compare them, so we found that t count 4.406 is greater > than t table 1.988.

Table 4.17 Linear Regression Coefficient X_1 and Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.407 ^a	.165	.157	3.142

a. Predictors: (Constant), Intellectual Quotient

(Source: Primary Data Processed Through SPSS 25; 2019)

Based on the table above, the coefficient of determination (R^2) is equal to 0.165, which means that the variable IQ (X_1) has an effect on student learning achievement (Y) of 16.5%. And 83.5% is influenced by other variables.

So, it can be concluded in this study that intellectual quotient (IQ) (X_1) directly has a significantly positive effect on learning achievement of 16.5% in the sense that there is a better increase in IQ (intellectual quotient) so that it increases learning achievement.

b. Hypothesis Testing Influences of Emotional Quotient (EQ) on Learning Achievement

The second simple linear regression analysis is the influences of EQ (Emotional Quotient) (X_2) on learning achievement (Y), and producing a regression equation for simple linear regression is as follows:

$$\hat{Y} = a + bX_2$$

Information:

\hat{Y} = Prediction value of the dependent variable

a = constant; Y value if X = 0

b = regression coefficient, namely the value of the increase or decrease in the Y variable based on variable X

X_2 = independent variable (EQ)

To determine the coefficients of a and b, it must consider the output of coefficients from the influence of EQ (X_2) on learning achievement (Y) through SPSS 25, which can be seen in the table below:

Table 4.18 Output Coefficients X_2 against Y

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	72.609	3.272		22.190	.000
	Emotional Quotient	.091	.031	.284	2.934	.004

a. Dependent Variable: Learning Achievement

(Source: Primary Data Processed Through SPSS 25; 2019)

Then the values in the output table of the above coefficients are included in the linear regression equation as follows:

$$\hat{Y} \text{ (Student learning achievement)} = 72,609 + 0,091 X_2$$

The meaning of the numbers in the equation above are as follows:

- 1) The constant value (a) is 72.609, meaning: if EQ (Emotional Quotient) is worth 0 then learning achievement is positive, namely 72.609.
- 2) Regression coefficient value of EQ (Emotional Quotient) (b) variable is positive, which is 0.091; this can be interpreted that every increase in emotional intelligence is 1, then learning achievement will increase by 0.091.

Table coefficients are also used to find out the results of hypothesis testing for each model, namely:

- a) For the Constant Model

H₀: The coefficient constant is not significant for the regression model

H_a: The coefficient is constant significant to the regression model

The result of the hypothesis above is the value of sig 0,00 < alpha value (0,05) then H₀ is rejected.

- b) For Models of Emotional Quotient

H₀: The coefficient of emotional quotient is not significant for the regression model

Ha: The coefficient of emotional quotient is significant for the regression model

The result of the hypothesis above is the sig value of $0.004 < \alpha$ value (0.05) then H_0 is rejected and h_a is accepted so that it can be interpreted that emotional quotient has an effect on student achievement.

In addition, to test hypotheses can also use the t test (partial), where the basis for decision making in the t test is:

- 1) If the value of t count $>$ from t table then there is the effect of emotional quotient (X_2) on learning achievement (Y)
- 2) Conversely, if the value of t counts is smaller than t table then there is no effect of emotional quotient (X_2) on learning achievement (Y)

Based on the output above it is known that the value of t count is 2.934 and t table is 1.988. then compare the two so that it is found that t count 2.934 is greater $>$ than t table 1.988.

Table 4.19 Linear Regression Coefficient X_2 and Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.284 ^a	.081	.071	3.298

a. Predictors: (Constant), Emotional Quotient

(Source: Primary Data Processed Through SPSS 25; 2019)

Based on the table above, the coefficient of determination (R^2) is equal to 0.081 meaning that the variable EQ (X_2) does Influences learning

achievement (Y). So, it can be concluded in this study emotional quotient (EQ) (X_2) directly influences learning achievement with R square value of 8.1% in the sense that there is a better increase in EQ (Emotional Quotient) so that it will increase learning achievement.

c. Hypothesis Testing of Intellectual Quotient (IQ) and Emotional Quotient (EQ) on Learning Achievement

The results of multiple linear regression analysis function to analyze the linear relationship between 2 independent variables. The results of the third regression analysis, namely the influence of IQ (Intellectual Quotient) and EQ (Emotional Quotient) (X_2) on learning achievement (Y), directly produce the following equation:

$$\hat{Y} = a + bX_1 + cX_2$$

Information:

\hat{Y} = Prediction value of the dependent variable

a = constant; Y value if X = 0

b = regression coefficient, that is the value of the increase or decrease in the Y variable based on X_1 and X_2 variables

X_1 = independent IQ variable

X_2 = EQ independent variable

To determine the coefficients of a, b and c, the results of the coefficients must be considered from the influence of IQ (X_1) and EQ (X_2) on learning achievement (Y) through SPSS 25, which can be seen in the table below:

Table 4.20 Output Coefficients X_1 and X_2 Against Y

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	61.379	4.157		14.763	.000
	Intellectual Quotient	.130	.033	.366	3.975	.000
	Emotional Quotient	.068	.029	.214	2.328	.022

a. Dependent Variable: Learning Achievement

(Source: Primary Data Processed Through SPSS 25; 2019)

Then the values in the output table of the above coefficients are included in the linear regression equation as follows:

$$\hat{Y} \text{ (Student learning achievement)} = 61,379 + 0,130 X_1 + 0,068 X_2$$

The meaning of the numbers in the equation above are as follows:

- 1) The constant value (a) is 61,379, meaning: if IQ (Intellectual Quotient) and EQ (Emotional Quotient) are worth 0 then learning achievement is positive, that is 61,379.
- 2) Regression coefficient value of IQ (Intellectual Quotient) variable (b) is positive, which is 0.130; this can mean that every increase in intellectual quotient is 1, then learning achievement will increase by 0.130.

- 3) Regression coefficient value of EQ (Emotional Quotient) (c) variable is positive, which is 0.068; this can be interpreted that every increase in emotional quotient is 1, then learning achievement will increase by 0.068.

In addition to testing multiple linear hypotheses it can also use the f test (simultaneous), where the basis for decision making in the f test is:

- 1) If the value of f count > from t table then there is the influence of intellectual quotient (X_1) and emotional quotient (X_2) on learning achievement (Y)
- 2) Conversely, if the value of f count is smaller than t table then there is no influence of intellectual quotient (X_1) and emotional quotient (X_2) on learning achievement (Y)

Table 4.21 Output anova X_1 and X_2 Towards Y

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	242.896	2	121.448	12.853	.000 ^b
	Residual	916.544	97	9.449		
	Total	1159.440	99			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Emotional Quotient, Intellectual Quotient

(Source: Primary Data Processed Through SPSS 25; 2019)

Based on the output above, it is known that the value of f count is 12.853 and f table is 2.70. then compare the two so that it is found that f count 12,853 is greater > than f table 2.70.

Table 4.22 Multiple Regression Coefficient X_1 , X_2 and Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458 ^a	.209	.193	3.074

a. Predictors: (Constant), Emotional Quotient, Intellectual Quotient

(Source: Primary Data Processed Through SPSS 25; 2019)

Based on the table above, the coefficient of determination (R^2) is 0.209. So that it can be concluded in this study that intellectual quotient (IQ) (X_1) and emotional quotient (EQ) (X_2) simultaneously or jointly influence learning achievement with a R square value of 20.9%.

CHAPTER V

DISCUSSION OF RESEARCH RESULT

This chapter contains an explanation of the discussion of research findings based on the main focus of the study, namely the influence of IQ (intellectual quotient) and EQ (emotional quotient) on learning achievement of *Akidah Akhlak* subjects in tenth grade student at MAN 1 Pasuruan. The discussion was part of seeing the research findings from a theoretical point of view used to sharpen the findings of the study.

The discussion in this research uses two statistical analyzes, namely descriptive statistical analysis and inferential statistical analysis, because the method of this research is a quantitative method with an associative type. Descriptive statistical analysis in this study is used to describe or decipher data so that it can be understood. While inferential statistical analysis is a series of techniques that are used to assess, assess and draw conclusions based on data obtained from samples to describe the characteristics of a population.

A. The Influence of Intellectual Quotient (IQ) on learning Achievement for Tenth Grade Students at MAN 1 Pasuruan

Based on the results of descriptive research found in chapter IV, it is explained that IQ levels (Intellectual Quotient) of MAN 1 Pasuruan students on average / mostly are in the medium category with a percentage of 59%. This proves that most of the students accepted at MAN 1 Pasuruan have good intellectual quotient. This is supported by making intellectual quotient on of

the conditions for the acceptance prospective students to become students of MAN 1 Pasuruan. In addition, intellectual quotient is one of the determinants of majors for students in tenth grade. From the results of IQ tests conducted, it will be known the level of intellectual quotient, talents and interests of students. So that it makes it easier for the school in this case the teacher to place students into a number of class choices which include MIA, IIS, IBB and IIA.

Furthermore, from the results of inferential data analysis that has been done that intellectual quotient has a significant positive influence on learning achievement of *Akidah Akhlak* subjects for tenth grade students at MAN 1 Pasuruan. This is evidenced by the acquisition of a regression value of 0.145 and coupled with the value of the t test (partial) variable intellectual quotient on learning achievement, with the value of t count 4.406 greater > than t table 1.988. So, it can be concluded that this value means that respondents who have intellectual quotient will be directly proportional to the learning achievement of *Akidah Akhlak* subjects from the odd semester report obtained by students. In terms of improving intellectual quotient better it will be able to improve learning achievement in *Akidah Akhlak* subjects.

The results of this partial study also support the Goleman theory which says that intellectual quotient only influences no more than 20% of one's success. As well as undermining the notion that intellectual quotient is the only determinant of one's success. This is evidenced by the results of the study based on the results of the R-square test that has been made obtained a result of 0.165. This can be interpreted that intellectual quotient has an influence of 16.5% on

learning achievement of *Akidah Akhlak* subjects for tenth grade students at MAN 1 pasuruan. however, from the results of this study it was found that other variables other than intellectual intelligence were 83.5% which had an influence on learning achievement of *Akidah Akhlak* subjects in tenth grade students at MAN 1 Pasuruan.

B. The Influence of Emotional Quotient (EQ) on Learning Achievement for Tenth Grade Students at MAN 1 Pasuruan

Based on the results of descriptive research found in chapter IV, it is explained that the level of EQ (Emotional Quotient) of students of MAN 1 Pasuruan on average / mostly are in the medium category with a percentage of 50%. This is also supported by the 3S program (*Senyum, Sapa, and Salam*) that is applied by the school and has been implemented by almost all school community of MAN 1 Pasuruan.

The dimension of emotional quotient is one of intelligence that plays an important role in managing one's emotions. So that they can produce skills to build and master themselves in the context of social relationships. People who have a good EQ, can understand the feelings of others, can read explicit and implied, can catch verbal and non-verbal language. This is important, because without emotional quotient a person cannot do social relations properly, or in religious terms called *Hablum Minannas*.

Based on the results of data processing, it is explained that there is an influence of emotional quotient on learning achievement of *Akidah Akhlak*

subject for tenth grade students at MAN 1 Pasuruan, as evidenced by the acquisition of a regression value of 0.091 and rolled up with a t test with a t value of 2.934 greater > than t table 1.988. So, that it can be interpreted that respondents who have emotional quotient will be directly proportional to student learning achievement. In that sense, an increase in increased emotional quotient can better improve learning achievement of *Akidah Akhlak* subject for tenth grade students at MAN 1 Pasuruan.

This is in accordance with the characteristics of *Akidah Akhlak* subject which basically does not only teach the relationship between humans and God (*Hablum Minaallah*) but the subjects of *Akidah Akhlak* also teach how the relationship between humans and each other (*Hablum Minannas*). Therefore, armed with good emotional quotient skills, students are expected not only to be a factor for students to get good learning achievement. Instead, students are able to apply it in daily life.

Based on the coefficient of determination (R^2) is equal to 0.081 it's meaning that the variable EQ (X_2) does Influences on learning achievement (Y). So, it can be concluded in this research that emotional quotient (EQ) (X_2) directly influences learning achievement with R square value of 8.1% in the sense that there is a better increase in EQ (emotional quotient) so that it increases learning achievement.

C. The Influence of Intellectual Quotient (IQ) and Emotional Quotient (EQ) on Learning Achievement for Tenth Grade Students at MAN 1 Pasuruan

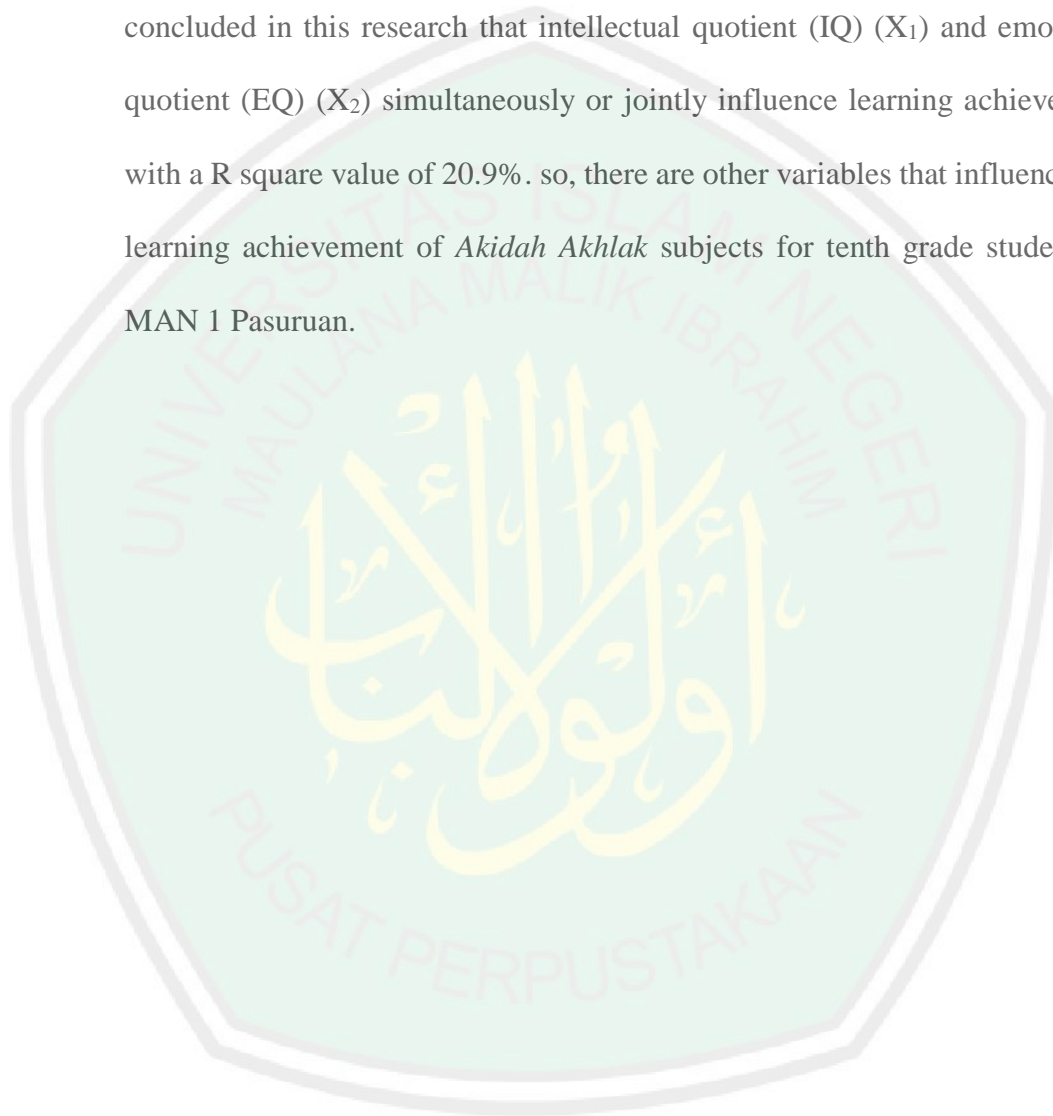
The results of the analysis carried out simultaneously stated that there was significant influences of the variables intellectual quotient (IQ) and emotional quotient (EQ) on the learning achievement of *Akidah Akhlak* subjects in tenth grade students at MAN 1 Pasuruan. With the value of f count 12,853 is greater > than f table 2.70. in other words, there is a fairly high relationship between intellectual quotient and emotional quotient on learning achievement. Therefore, intellectual quotient and emotional quotient have a positive influence on learning achievement. Thus it can be concluded that the higher intellectual quotient and emotional quotient of students, comparable with the better learning achievements obtained by students.

According to Slameto, there are several factors that influence learning achievement, namely internal factors and external factors. One of internal factor is intelligence. The researcher supports this opinion with the results of data processing of researchers who explained that two of the three intelligences, namely intellectual and emotional intelligence had a significant positive effect on learning achievement of *Akidah Akhlak* subjects for tenth grade students at MAN 1 Pasuruan.

The rationale that supports these findings is that intellectual quotient has an influence on learning achievement. Similarly, emotional quotient has an influence on learning achievement. Simultaneously the results of this research are in line with the research conducted by Fitria Nur Sholichah which explains the results of her research that emotional quotient has a significant influence on learning achievement. In addition, the research conducted by Febri Sulistya

shows the results that intellectual quotient has a influences on learning achievement.

Based on the coefficient of determination (R^2) is 0.209. So that it can be concluded in this research that intellectual quotient (IQ) (X_1) and emotional quotient (EQ) (X_2) simultaneously or jointly influence learning achievement with a R square value of 20.9%. so, there are other variables that influences on learning achievement of *Akidah Akhlak* subjects for tenth grade students at MAN 1 Pasuruan.



CHAPTER VI

CONCLUSION AND SUGGESTIONS

A. Conclusion

In accordance with the results of the research analysis described by the researcher in the previous chapter, it can be concluded as follows:

1. There is a significant influence of intellectual quotient (IQ) on learning achievement of *Akidah Akhlak* for tenth grade students at MAN 1 Pasuruan, about 16.5%. It means that the higher intellectual quotient (IQ) comparable with the higher student learning achievement.
2. There is a significant influence of emotional quotient (EQ) on learning achievement of *Akidah Akhlak* subjects for tenth grade students at MAN 1 Pasuruan, about 8.1%. It means that the higher emotional quotient (EQ) comparable with the higher student learning achievement.
3. There is a significant influence of intellectual quotient (IQ) and emotional quotient (EQ) together on learning achievement of *Akidah Akhlak* subjects in tenth grade students at MAN 1 Pasuruan, about 20.9%. It means that the higher IQ (intellectual quotient) and EQ (emotional quotient) score, comparable with the higher student's learning achievement.

B. Suggestions

Based on the results of the research above, the researcher gives suggestions to several parties:

1. For students in general and the students of MAN 1 Pasuruan in particular want to continue to practice improving and applying intellectual and emotional quotient in each subject and especially in the *Akidah Akhlak* subjects during the process of teaching and learning activities.
2. The teachers of MAN 1 Pasuruan to continue maintain the spirit of increasing IQ and EQ of students, especially for teachers in the field of religious studies, and are able to associate it with everyday life.
3. For future research, it should further deepen the research instrument and develop it again so that the measurement is better. Researchers also suggest that in future studies to do the same subject research by adding other independent variables that will support the success of learning achievement in *Akidah Akhlak* subjects, such as spiritual quotient etc. In addition, the next researchers can add one more school to compare because in this study only focused on one school.

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APPENDIX I

Emotional Quotient Questionnaire

KUESIONER PENELITIAN

**PENGARUH KECERDASAN EMOSIONAL TERHADAP PRESTASI
BELAJAR MATA PELAJARAN AKIDAH AKHLAK SISWA KELAS X
MAN 1 PASURUAN**

A. IDENTITAS

Nama :

Kelas :

Jenis Kelamin : Laki-laki/Perempuan

Usia :

B. PETUNJUK PENGGUNAAN

1. Bacalah masing-masing pernyataan dibawah ini dengan teliti dan jawablah dengan sejujur-jujurnya tanpa dipengaruhi oleh siapapun.
2. Pilihlah salah satu jawaban dari keempat (4) pilihan jawaban yang telah tersedia dengan memberikan tanda checklist (√).
3. Setiap alternative jawaban tidak mewujudkan salah atau benar. Karena semua jawaban dianggap benar selama mencerminkan diri anda.
4. Pilihlah jawaban yang tersedia diantaranya:
 - a. Sangat setuju (SS)
 - b. Setuju (S)
 - c. Tidak Setuju (TS)
 - d. Sangat Tidak Setuju (STS)
5. Usahakan tidak ada jawaban yang terlewatkan

KECERDASAN EMOSIONAL

No.	Pernyataan	SS	S	TS	STS
1	Saya mampu memahami kekuatan diri saya				
2	Saya memahami kekurangan dalam diri saya				

3	Saya mempunyai kemampuan untuk menyelesaikan tugas apapun dengan sungguh-sungguh				
4	Saya mampu menyelesaikan pekerjaan rumah (PR) sebagai tanggungjawab saya sebagai seorang siswa				
5	Saya merasakan rasa percaya diri atas kemampuan yang saya miliki				
6	Saya berusaha memahami emosi diri saya				
7	Saya berusaha mengontrol emosi negative saya sehingga tidak sampai melakukan hal-hal yang negatif				
8	Jika saya emosi, saya segera beristighfar dan mengambil air wudhu				
9	Saya berusaha bersikap sopan santun dimanapun saya berada				
10	Saya mampu menjaga norma kejujuran terhadap diri saya				
11	Saya menjaga norma integritas demi keutuhan bersama				
12	Saya berusaha menjaga setiap amanah yang saya terima				
13	Saya sangat senang dengan ide-ide baru yang positif dan informasi-informasi tentang pengetahuan karena untuk membangun diri saya				
14	Saya memiliki semangat yang tinggi untuk menjadi diri yang lebih baik lagi				
15	Saya mampu berinteraksi dan bersosialisasi dengan baik untuk tujuan bersama/kelompok				
16	Saya tertarik dengan suatu kegiatan yang dapat memberikan gagasan baru pada saya				
17	Saya tidak pernah putus asa jika pernah gagal pada pekerjaan yang sama				
18	Saya senang mempunyai banyak teman dengan latar belakang yang berbeda				
19	Saya mampu memahami perasaan orang lain				
20	Sayan mampu memberikan semangat/dorongan pada teman saya				
21	Saya dapat membuat orang lain senang dengan keberadaan saya				
22	Saya bisa menjadi tempat bercerita yang baik				
23	Saya dapat memberikan nasehat/solusi kepada teman saya				
24	Saya dapat menempatkan diri saya pada posisi orang lain				
25	Saya mampu memahami keadaan orang lain				
26	Saya memiliki kemampuan untuk meyakinkan oranglain terhadap argument/pendapat saya				
27	Saya dapat menerima saran dan kritik yang membangun dari orang lain				
28	Saya mampu mengembangkan topik pembicaraan dengan orang lain				

29	Saya mampu menyampaikan topik pembicaraan baik dan jelas				
30	Saya mampu mempertanggungjawabkan pendapat saya dengan baik				
31	Saya memiliki jiwa leadership (pemimpin) yang baik				
32	Saya memiliki semangat yang tinggi dalam kepemimpinan				
33	Saya mampu bekerjasama dengan kelompok untuk mencapai tujuan Bersama				



APPENDIX II

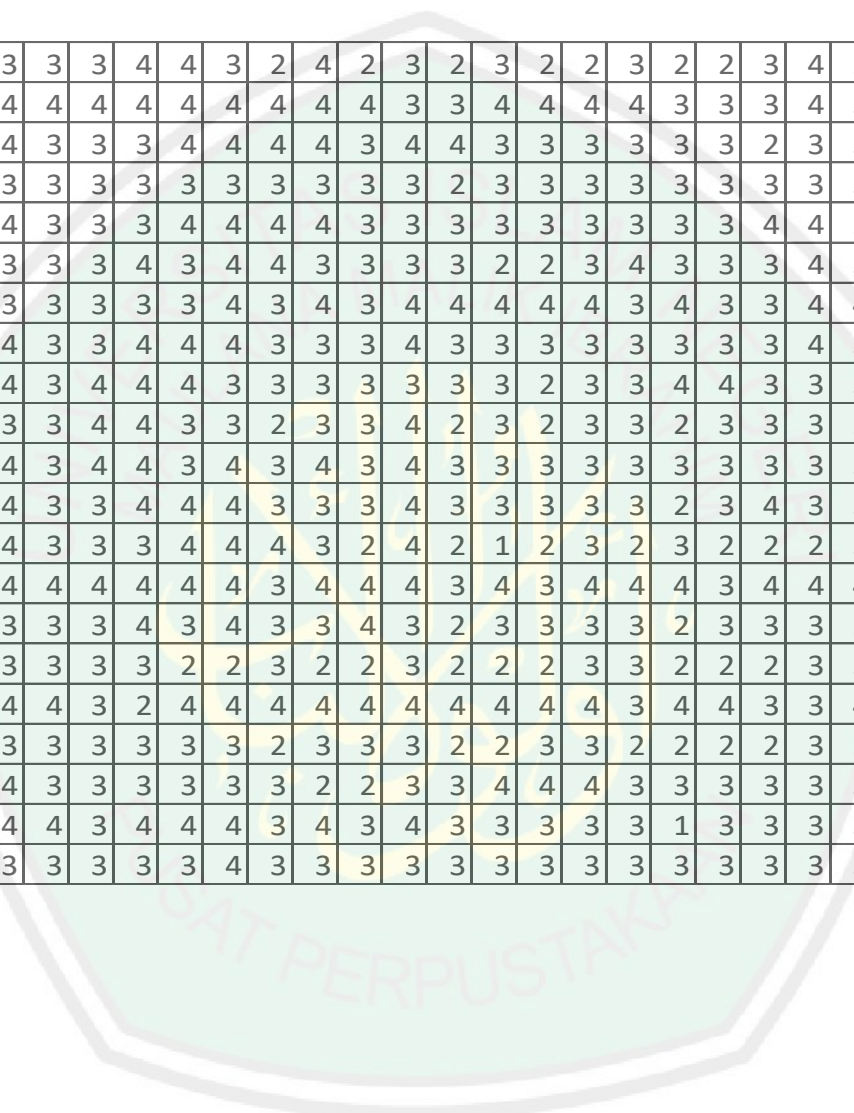
Score of Emotional Quotient Questionnaire

No.	Gender	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	Total	Category	
1	P	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	3	3	3	3	4	3	4	3	4	3	3	3	2	2	3	115	Medium	
2	L	3	4	3	3	4	4	4	4	3	4	4	4	3	3	4	4	4	3	3	3	2	4	4	3	4	4	4	3	4	4	4	4	4	119	High	
3	P	3	3	3	3	4	3	3	4	4	3	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	106	Medium	
4	L	3	4	2	3	4	4	4	3	3	3	3	4	4	4	2	4	3	4	4	3	3	3	3	2	4	3	2	3	3	3	2	2	3	104	Medium	
5	P	3	3	3	2	4	4	4	4	4	3	3	4	4	4	3	3	3	4	3	3	4	3	4	4	4	3	3	4	4	4	3	4	4	116	High	
6	L	4	4	3	3	3	3	3	3	3	3	3	3	4	4	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	106	Medium	
7	P	4	3	3	3	4	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	3	4	4	4	117	High
8	P	3	3	3	3	4	3	3	4	4	4	3	4	4	4	3	3	3	4	4	3	4	3	3	2	4	4	4	3	3	3	2	3	4	111	Medium	
9	P	3	3	3	3	4	3	4	3	4	4	4	4	4	4	3	3	3	3	3	3	2	2	3	2	3	2	3	3	3	3	2	3	3	102	Medium	
10	P	3	4	3	4	4	4	3	3	4	4	3	3	4	4	3	4	3	4	4	4	4	3	3	3	3	3	4	3	3	3	3	4	4	115	Medium	
11	P	3	3	3	3	4	3	3	4	4	3	3	3	4	3	3	3	3	4	4	4	3	4	4	2	4	4	4	3	3	3	3	3	4	111	Medium	
12	P	2	3	2	2	2	3	2	2	3	2	3	2	3	3	2	3	2	2	3	3	3	2	3	2	3	3	3	2	2	2	2	2	3	81	Low	
13	P	4	4	3	3	4	4	4	3	4	4	4	4	4	3	3	4	3	3	3	3	3	3	2	3	2	3	4	3	2	4	3	3	4	110	Medium	
14	P	3	4	3	3	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3	3	2	3	3	4	4	3	3	3	3	2	3	3	111	Medium	
15	P	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	100	Medium	
16	L	3	3	4	3	4	4	3	3	4	3	4	4	4	3	3	3	4	4	3	4	4	4	4	4	3	3	3	3	2	3	4	4	4	115	Medium	
17	L	3	3	3	3	4	3	3	3	4	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	103	Medium	
18	L	3	3	4	4	4	4	4	4	4	3	3	4	2	2	4	3	3	4	3	3	4	3	3	3	3	3	3	4	4	3	4	3	3	111	Medium	
19	L	3	4	4	4	4	4	4	4	4	4	3	2	4	3	4	4	3	4	3	4	3	3	3	3	2	3	3	3	3	3	3	4	4	4	114	Medium
20	L	3	3	3	3	3	3	4	3	4	4	4	4	3	3	3	2	4	4	4	4	4	4	3	4	2	3	3	3	3	4	4	4	4	3	111	Medium
21	L	3	3	4	3	4	4	4	4	4	3	3	4	4	4	3	3	4	4	3	3	3	3	3	3	3	3	4	3	3	3	4	4	4	114	Medium	
22	P	3	3	3	3	4	3	3	4	4	3	3	3	4	3	3	3	3	4	4	4	3	4	4	2	4	4	4	3	3	3	3	3	4	111	Medium	
23	P	4	4	3	3	4	3	3	3	4	4	3	3	4	4	4	4	3	3	4	4	3	2	3	2	3	3	4	3	3	3	3	3	3	109	Medium	
24	L	3	3	3	3	4	3	3	3	4	3	4	4	3	4	4	4	4	3	3	4	4	3	4	3	3	3	4	3	3	3	4	4	4	114	Medium	
25	L	3	3	2	2	4	2	2	3	3	2	3	3	2	3	3	3	2	4	4	4	4	4	3	3	4	4	4	4	4	3	3	3	3	103	Medium	
26	P	3	4	3	4	4	4	4	3	4	3	4	4	4	4	3	4	3	4	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	109	Medium	
27	P	3	3	2	2	3	3	3	3	4	4	4	3	3	3	3	4	3	3	4	2	3	3	2	2	3	3	3	2	2	3	2	2	3	95	Low	
28	P	3	4	3	4	4	3	3	4	3	4	3	4	4	4	4	3	2	2	4	4	3	4	4	4	4	4	3	4	3	3	3	2	2	4	112	Medium
29	P	3	3	3	3	4	3	4	4	4	3	3	3	4	4	4	4	3	4	3	4	3	4	4	3	4	3	3	4	4	4	3	3	4	116	High	
30	P	3	3	3	3	4	3	3	3	4	4	3	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	3	3	3	3	3	3	3	114	Medium	

31	L	3	3	2	2	3	3	2	3	4	3	4	3	4	4	3	4	3	3	3	3	3	2	3	3	3	3	2	3	2	2	3	98	Medium			
32	P	3	4	3	4	4	4	4	3	4	4	4	4	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	114	Medium		
33	P	3	4	3	3	4	2	4	3	4	3	3	3	4	4	2	3	3	3	4	4	3	2	3	2	3	3	2	1	2			99	Medium			
34	P	3	4	3	3	4	4	4	3	4	3	2	3	4	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	2	2	3	104	Medium			
35	P	3	3	3	3	4	3	3	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	119	High			
36	P	3	3	3	3	4	3	3	3	4	4	3	3	4	3	3	3	4	4	3	4	3	4	3	3	4	3	4	3	2	3	2	3	3	107	Medium	
37	L	3	3	3	3	4	3	4	3	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	104	Medium	
38	P	3	3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	3	4	3	4	3	2	3	3	3	3	3	3	2	3	109	Medium		
39	L	3	4	3	2	4	3	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	3	4	3	4	121	High		
40	P	3	4	4	4	4	3	4	3	4	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	2	3	3	3	4	109	Medium
41	L	3	3	2	3	4	3	4	3	4	4	3	4	4	4	3	3	4	4	3	4	3	4	4	3	3	2	3	3	3	3	3	4	3	110	Medium	
42	P	4	4	4	4	4	3	4	3	4	4	3	4	4	4	3	3	3	4	4	4	3	3	3	2	2	4	3	3	3	3	4	4	4	115	Medium	
43	L	3	3	3	4	3	3	4	3	3	3	3	4	4	4	3	3	3	3	3	4	2	2	3	2	3	2	3	3	3	4	4	4	4	106	Medium	
44	P	2	3	2	2	3	4	4	3	4	3	4	4	4	4	4	3	4	3	3	3	4	3	2	3	3	4	3	2	3	2	2	4	105	Medium		
45	P	3	3	2	2	4	3	3	2	4	4	4	4	3	3	4	4	3	4	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	106	Medium	
46	P	3	4	2	3	4	3	3	3	4	3	4	4	4	2	3	3	4	3	3	3	3	3	2	3	3	3	2	3	4	3	3	3	104	Medium		
47	P	3	3	3	3	4	3	4	4	4	3	3	4	4	4	3	4	3	4	4	3	3	4	4	4	3	3	4	4	4	4	3	4	3	117	High	
48	P	2	3	3	3	4	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	3	2	1	2	2	3	3	4	2	3	2	2	3	89	Low	
49	L	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	2	3	3	3	3	2	3	3	95	Low		
50	L	3	3	3	3	4	3	4	3	4	4	3	3	3	3	3	3	4	4	4	3	3	4	4	3	3	3	2	3	3	2	3	3	106	Medium		
51	L	3	3	2	3	4	3	3	3	4	3	3	3	4	4	3	3	3	4	2	3	3	3	3	2	3	2	3	2	3	3	3	4	100	Medium		
52	P	3	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	3	2	3	4	117	High		
53	P	3	4	3	3	4	4	3	4	3	3	3	3	3	3	4	3	4	4	4	4	4	3	3	3	3	4	4	3	3	4	3	3	4	112	Medium	
54	P	4	3	4	3	4	3	4	4	4	3	4	4	3	4	2	3	4	4	3	4	3	4	4	3	3	4	3	3	2	3	3	3	4	113	Medium	
55	P	3	4	3	3	4	4	4	3	4	4	4	3	3	4	3	3	2	4	3	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3	99	Medium
56	P	4	3	3	3	4	3	3	4	4	3	4	4	3	4	3	4	4	4	4	4	4	4	4	4	2	3	2	2	3	2	3	4	4	3	112	Medium
57	P	3	3	3	2	4	3	3	3	4	4	3	4	3	4	2	4	3	3	2	2	2	2	2	2	3	2	4	2	2	3	4	3	3	2	96	Low
58	P	3	3	4	4	4	3	4	3	4	4	3	3	4	4	3	3	4	4	2	4	3	3	3	2	2	3	2	3	3	3	4	3	4	108	Medium	
59	L	2	4	2	3	4	4	4	3	4	3	3	4	4	4	4	4	3	3	4	4	4	2	4	4	2	4	2	4	3	3	3	2	3	4	110	Medium
60	L	2	3	2	3	4	3	4	2	3	3	3	3	4	3	4	3	4	3	2	2	3	4	2	4	4	4	4	4	4	4	4	4	3	3	105	Medium

61	L	3	3	2	2	4	3	3	3	3	3	3	3	3	3	3	2	4	3	2	2	2	2	2	2	2	2	3	2	2	2	2	3	3	87	Low	
62	P	3	3	3	3	4	3	3	3	4	4	4	4	4	3	3	3	3	4	2	3	3	3	3	3	3	3	4	2	3	3	2	3	4	105	Medium	
63	P	3	3	2	3	4	3	3	4	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	3	3	3	3	4	4	4	105	Medium		
64	P	3	3	4	3	4	3	3	3	4	3	3	4	4	4	4	4	2	3	2	3	3	3	3	3	3	4	4	4	4	4	3	3	2	3	108	Medium
65	L	4	3	2	2	4	3	3	2	3	3	3	2	3	4	2	3	3	4	3	4	4	3	3	2	3	2	3	2	2	3	2	3	3	95	Low	
66	L	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	2	3	2	3	2	3	3	3	3	3	2	3	3	3	3	3	97	Medium	
67	L	3	3	3	3	4	3	4	3	4	3	3	3	4	4	3	3	4	4	3	4	3	3	2	4	3	3	4	3	2	2	4	3	4	108	Medium	
68	L	3	3	2	2	4	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	2	2	3	3	3	2	2	3	2	2	3	2	89	Low	
69	P	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	3	3	4	3	4	4	4	4	4	4	4	124	High	
70	P	3	3	3	4	3	3	3	4	3	3	3	4	4	3	3	2	2	3	3	2	3	3	3	2	2	2	3	3	3	3	2	3	4	97	Medium	
71	P	3	3	3	3	3	3	3	4	4	4	3	4	3	4	3	3	3	3	4	4	3	3	3	3	2	4	3	3	3	2	2	4	105	Medium		
72	P	3	3	4	3	4	4	4	3	3	3	4	4	3	3	2	3	3	4	2	3	2	3	3	2	3	3	2	2	3	2	2	3	2	98	Medium	
73	P	4	3	2	2	4	3	4	3	4	3	4	4	3	4	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	106	Medium	
74	P	3	4	3	4	3	4	3	3	4	3	3	4	4	4	3	3	3	4	3	3	3	3	3	2	3	4	3	3	3	3	3	3	4	108	Medium	
75	P	3	3	2	2	4	3	2	3	4	3	3	3	4	4	4	3	2	4	2	1	2	3	2	3	2	2	2	3	3	2	3	2	3	91	Low	
76	P	3	3	3	3	4	3	3	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	4	3	4	4	4	4	4	4	3	3	4	120	High	
77	L	4	3	2	2	4	3	3	3	3	3	3	4	3	4	3	3	4	3	2	3	3	3	3	2	3	3	3	2	2	3	3	4	3	99	Medium	
78	P	3	3	2	2	3	2	3	3	3	3	3	3	2	2	3	2	2	3	2	2	2	3	3	2	2	2	3	2	2	2	2	2	3	82	Low	
79	P	4	4	4	3	4	4	4	4	4	4	3	2	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4	4	125	High	
80	P	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	3	3	2	2	2	2	3	2	2	3	2	2	3	87	Low	
81	P	3	3	2	3	4	3	3	3	4	3	3	3	3	3	3	2	2	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	4	102	Medium	
82	P	4	4	2	3	3	4	4	4	4	4	4	4	4	3	4	4	3	4	3	3	3	3	3	1	3	3	3	2	3	3	3	3	3	107	Medium	
83	P	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	102	Medium	
84	L	4	3	2	2	4	3	3	2	4	2	3	3	3	1	3	3	2	4	2	3	4	2	3	2	3	2	3	2	2	4	4	2	2	91	Low	
85	P	2	3	3	3	4	4	4	4	4	4	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	2	3	99	Medium	
86	L	3	3	4	4	4	3	3	3	4	4	3	4	4	4	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	110	Medium	
87	L	2	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	115	Medium	
88	L	3	3	2	3	4	3	4	4	4	3	3	2	4	4	3	3	3	2	2	3	2	2	3	2	2	3	4	3	2	3	2	2	3	95	Low	
89	L	3	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	3	4	4	3	4	3	4	4	4	4	3	4	4	4	4	4	124	High	
90	P	3	4	3	2	4	4	3	3	4	3	3	3	4	4	3	3	3	4	4	3	3	3	3	2	3	3	4	3	3	3	3	4	3	107	Medium	

91	P	2	3	4	3	3	3	3	2	3	3	3	4	4	3	2	4	2	3	2	3	2	2	3	4	2	3	4	2	2	2	92	Low			
92	P	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	3	3	3	4	3	3	3	3	3	119	High		
93	L	3	3	2	2	4	3	4	3	4	3	3	3	4	4	4	4	3	4	4	3	3	3	3	3	2	3	3	2	2	2	2	4	102	Medium	
94	P	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	2	4	98	Medium			
95	P	3	4	3	3	3	3	3	4	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	4	4	2	3	3	2	2	3	104	Medium	
96	P	3	3	3	4	4	3	4	4	3	3	3	4	3	4	4	3	3	3	2	2	3	4	3	3	3	4	3	3	3	4	4	4	109	Medium	
97	P	3	3	2	3	4	3	4	4	3	3	3	3	3	4	3	4	3	4	4	4	4	4	3	4	3	3	4	4	3	3	3	3	111	Medium	
98	P	3	3	3	3	4	3	4	3	4	3	3	4	4	4	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3	2	2	3	105	Medium	
99	P	3	3	2	3	4	4	4	3	4	3	4	4	4	3	3	3	3	3	3	2	3	3	4	4	3	3	3	3	2	2	4	105	Medium		
100	P	3	3	4	3	4	4	4	3	3	3	4	4	3	3	2	3	3	4	2	3	2	3	3	2	3	3	2	2	3	2	2	3	98	Medium	
101	L	4	3	2	2	4	3	4	3	4	3	4	4	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	106	Medium	
102	P	3	4	3	4	3	4	3	3	4	3	3	4	4	4	3	3	3	4	3	3	3	3	3	2	3	4	3	3	3	3	3	4	108	Medium	
103	P	3	3	2	2	4	3	2	3	4	3	3	3	4	4	4	3	2	4	2	1	2	3	2	3	2	2	2	3	3	2	3	2	3	91	Low
104	P	3	3	3	3	4	3	3	4	4	4	4	4	4	4	3	4	4	4	3	4	3	4	4	4	3	4	4	4	4	4	3	3	4	120	High
105	P	4	3	2	2	4	3	3	3	3	3	3	4	3	4	3	3	4	3	2	3	3	3	3	2	3	3	3	2	2	3	3	4	3	99	Medium
106	P	3	3	2	2	3	2	3	3	3	3	3	3	2	2	3	2	2	3	2	2	2	3	3	2	2	2	3	3	2	2	2	3	82	Low	
107	P	4	4	4	3	4	4	4	4	4	4	3	2	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4	125	High
108	P	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	3	3	2	2	2	2	3	2	2	3	2	2	3	87	Low
109	P	3	3	2	3	4	3	3	3	4	3	3	3	3	3	3	3	2	2	3	3	4	4	4	3	3	3	3	3	3	3	3	4	102	Medium	
110	P	4	4	2	3	3	4	4	4	4	4	3	4	4	4	3	4	3	4	3	3	3	3	3	1	3	3	3	3	2	3	3	3	3	107	Medium
111	L	3	3	3	4	4	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	102	Medium



APPENDIX III

Learning achievement of *Akidah Akhlak*

No.	Gender	Report	Category
1	P	80	Medium
2	L	78	Low
3	P	85	Medium
4	L	85	High
5	P	85	High
6	L	81	Medium
7	P	84	Medium
8	P	81	Medium
9	P	83	Medium
10	P	81	Medium
11	P	85	High
12	P	82	Medium
13	P	84	Medium
14	P	89	High
15	P	81	Medium
16	L	80	Medium
17	L	79	Medium
18	L	78	Low
19	L	84	Medium
20	L	83	Medium
21	L	79	Medium
22	P	82	Medium
23	P	83	Medium
24	L	78	Low
25	L	76	Low
26	P	78	Low
27	P	82	Medium
28	P	89	High
29	P	85	High
30	P	78	Low
31	L	92	High
32	P	83	Medium
33	P	83	Medium
34	P	85	High
35	P	85	High
36	P	80	Medium
37	L	78	Low

38	P	83	Medium
39	L	80	Medium
40	P	83	Medium
41	L	77	Low
42	P	89	High
43	L	77	Low
44	P	85	High
45	P	82	Medium
46	P	81	Medium
47	P	78	Low
48	P	79	Low
49	L	80	Medium
50	L	80	Medium
51	L	83	Medium
52	P	82	Medium
53	P	86	High
54	P	85	High
55	P	78	Low
56	P	80	Medium
57	P	83	Medium
58	P	79	Medium
59	L	79	Medium
60	L	85	High
61	L	76	Low
62	P	88	High
63	P	83	Medium
64	P	82	Medium
65	L	77	Low
66	L	82	Medium
67	L	82	Medium
68	L	81	Medium
69	P	86	High
70	P	83	Medium
71	P	84	Medium
72	P	90	High
73	P	80	Medium
74	P	84	Medium
75	P	83	Medium

76	P	85	High
77	L	83	Medium
78	P	82	Medium
79	P	82	Medium
80	P	83	Medium
81	P	80	Medium
82	P	87	High
83	P	80	Medium
84	L	79	Medium
85	P	84	Medium
86	L	78	Low
87	L	81	Medium
88	L	83	Medium
89	L	78	Low
90	P	81	Medium
91	P	83	Medium
92	P	79	Medium
93	L	81	Medium
94	P	90	High
95	P	81	Medium
96	P	78	Low
97	P	83	Medium
98	P	85	High
99	P	92	High
100	P	79	Medium
101	L	83	Medium
102	P	82	Medium
103	P	77	Low
104	P	82	Medium
105	P	82	Medium
106	P	81	Medium
107	P	86	High
108	P	83	Medium
109	P	84	Medium
110	P	90	High
111	L	80	Medium
76	P	85	High
77	L	83	Medium
78	P	82	Medium

79	P	82	Medium
80	P	83	Medium
81	P	80	Medium
82	P	87	High
83	P	80	Medium
84	L	79	Medium
85	P	84	Medium
86	L	78	Low
87	L	81	Medium
88	L	83	Medium
89	L	78	Low
90	P	81	Medium
91	P	83	Medium
92	P	79	Medium
93	L	81	Medium
94	P	90	High
95	P	81	Medium
96	P	78	Low
97	P	83	Medium
98	P	85	High
99	P	92	High
100	P	79	Medium
101	L	83	Medium
102	P	82	Medium
103	P	77	Low
104	P	82	Medium
105	P	82	Medium
106	P	81	Medium
107	P	86	High
108	P	83	Medium
109	P	84	Medium
110	P	90	High
111	L	80	Medium

APPENDIX IV

Intellectual Quotient

No.	Gender	Total IQ	Category
1	P	92	Low
2	L	100	Medium
3	P	101	Medium
4	L	99	Medium
5	P	112	Medium
6	L	96	Medium
7	P	130	High
8	P	93	Low
9	P	90	Low
10	P	98	Medium
11	P	104	Medium
12	P	105	Medium
13	P	111	Medium
14	P	105	Medium
15	P	108	Medium
16	L	101	Medium
17	L	91	Low
18	L	100	Medium
19	L	106	Medium
20	L	112	Medium
21	L	101	Medium
22	P	108	Medium
23	P	99	Medium
24	L	93	Low
25	L	91	Low
26	P	113	Medium
27	P	93	Low
28	P	93	Low
29	P	115	High
30	P	91	Low
31	L	133	High
32	P	110	Medium
33	P	104	Medium
34	P	118	High
35	P	116	High
36	P	103	Medium
37	L	107	Medium

38	P	131	High
39	L	114	High
40	P	110	Medium
41	L	110	Medium
42	P	116	High
43	L	101	Medium
44	P	116	High
45	P	116	High
46	P	108	Medium
47	P	101	Medium
48	P	115	High
49	L	104	Medium
50	L	100	Medium
51	L	112	Medium
52	P	105	Medium
53	P	117	High
54	P	108	Medium
55	P	94	Low
56	P	108	Medium
57	P	104	Medium
58	P	98	Medium
59	L	102	Medium
60	L	103	Medium
61	L	107	Medium
62	P	133	High
63	P	105	Medium
64	P	97	Medium
65	L	106	Medium
66	L	88	Low
67	L	101	Medium
68	L	96	Medium
69	P	87	Low
70	P	106	Medium
71	P	109	Medium
72	P	110	Medium
73	P	98	Medium
74	P	107	Medium
75	P	107	Medium
76	P	96	Medium

77	L	85	Low
78	P	107	Medium
79	P	94	Low
80	P	103	Medium
81	P	100	Medium
82	P	110	Medium
83	P	100	Medium
84	L	100	Medium
85	P	98	Medium
86	L	96	Medium
87	L	104	Medium
88	L	95	Medium
89	L	100	Medium
90	P	91	Low
91	P	103	Medium
92	P	95	Medium
93	L	117	High
94	P	103	Medium
95	P	102	Medium
96	P	104	Medium
97	P	107	Medium
98	P	105	Medium
99	P	121	High
100	P	91	Low
101	L	96	Medium
102	P	104	Medium
103	P	95	Medium
104	P	100	Medium
105	P	91	Low
106	P	103	Medium
107	P	95	Medium
108	P	117	High
109	P	103	Medium
110	P	97	Medium
111	L	106	Medium
77	L	85	Low
78	P	107	Medium
79	P	94	Low
80	P	103	Medium

81	P	100	Medium
82	P	110	Medium
83	P	100	Medium
84	L	100	Medium
85	P	98	Medium
86	L	96	Medium
87	L	104	Medium
88	L	95	Medium
89	L	100	Medium
90	P	91	Low
91	P	103	Medium
92	P	95	Medium
93	L	117	High
94	P	103	Medium
95	P	102	Medium
96	P	104	Medium
97	P	107	Medium
98	P	105	Medium
99	P	121	High
100	P	91	Low
101	L	96	Medium
102	P	104	Medium
103	P	95	Medium
104	P	100	Medium
105	P	91	Low
106	P	103	Medium
107	P	95	Medium
108	P	117	High
109	P	103	Medium
110	P	97	Medium
111	L	106	Medium

APPENDIX V

Research Documents



Explanation about EQ Questionnaire



Distribute Questionnaires



Students Answer the Questionnaire



Students Answer the Questionnaire



Students Answer the Questionnaire



With a Teacher of MAN 1 Pasuruan

APPENDIX VI

Research Permit from Faculty



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 767 /Un.03.1/TL.00.1/03/2019
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

21 Maret 2019

Kepada
Yth. Kepala MAN 1 Pasuruan
di
Pasuruan

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Mochamad Nur Hadi Saputro
NIM : 15110188
Jurusan : Pendidikan Agama Islam (PAI)
Semester - Tahun Akademik : Genap - 2018/2019
Judul Skripsi : The Influences of Intellectual and Emotional Intelligence on The Learning Achievement of Akidah Akhlak in Class X MAN 1 Pasuruan
Lama Penelitian : Maret 2019 sampai dengan Mei 2019
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip

APPENDIX VII

Certificate Completed Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN
MADRASAH ALIYAH NEGERI 1 PASURUAN
Jl. Balai Desa Cianggang 3A Daji, Kab. Pasuruan, Jawa Timur
Telp. (0343) 742690 PO BOX 17 Bangil 67154

SURAT KETERANGAN

Nomor : B-572/Ma.13.09.01/PP.00.015/2019

Memperhatikan Surat masuk dari Kementerian Agama Republik Indonesia Universitas Islam Negeri Maulana Malik Ibrahim Malang, Fakultas Ilmu Tarbiyah dan Keguruan. Nomor: 586/Un.03.1/TL.00.1/03/2019 Tanggal 05 Maret 2019. Perihal Permohonan izin Penelitian, maka kami yang bertanda tangan dibawah ini :

N a m a : AGUS SUWITO, S.Ag, M.Pd.I
N I P : 19630801 199002 1 001
Pangkat/Gol : Pembina Utama Muda (IV/c)
Jabatan : Kepala Madrasah Aliyah Negeri 1 Pasuruan

Menerangkan dengan sebenarnya, bahwa Mahasiswa tersebut dibawah ini :

Nama : MOCHAMAD NUR HADI SAPUTRO
NIM : 15110188
Instansi : Universitas Islam Negeri Maulana Malik Ibrahim Malang
Program Studi : Pendidikan Agama Islam (PAI)

Yang bersangkutan telah selesai melaksanakan Penelitian dengan Judul "THE INFLUENCES OF INTELLECTUAL AND EMOTIONAL INTELLIGENCE ON THE LEARNING ACHIEVEMENT OF AKIDAH AKHLAK AT MAN 1 PASURUAN" terhitung pada tanggal 20 Maret s.d 6 April 2019, dengan baik dan lancar dalam rangka untuk penyusunan Skripsi.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pasuruan, 11 Mei 2019



APPENDIX VIII

Evidence of Consultation



EVIDENCE OF CONSULTATION
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG
FACULTY OF TARBIYAH AND TEACHING TRAINING
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Website: www.uin-malang.ac.id Faximile (0341) 552398

Name : Mochamad Nur Hadi Saputro
Number of Student : 15110188
Department : Islamic Education
Advisor : Mokhammad Yahya, Ph.D
Title of Thesis : "The Influences of Intellectual Quotient (IQ) and Emotional Quotient (EQ) on Learning Achievement of *Akidah Akhlak* for Tenth Grade Student at MAN 1 Pasuruan."

No.	Date of consultation	Consultation material	Signature
1	25/03/2019	Angket Penelitian	
2	5/04/2019	Bab 4	
3	11/04/2019	Revisi Bab 4	
4	25/04/2019	Bab. 5	
5	2/05/2019	Revisi Bab 5	
6	6/05/2019	Bab. 6	
7	17/05/2019	Revisi Bab. 6	
8	20/05/2019	ACC	

Acknowledge by,
Head of Department

Dr. Margo, M.Ag

NIP. 19720822 200212 1 001

APPENDIX IX

Student Biodata

BIODATA



Name : Mochamad Nur Hadi Saputro
NIM : 15110188
Date and Place of Birth : Pasuruan, July 31th, 1995
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Entrance Year : 2015
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