

# In English learning achievement there is Influence of Family Welfare Level and Emotional Intelligence of Students (Case Study at University in Jakarta)

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## ABSTRACT

Many countries recognize that the issue of education is a complicated issue, but all feel that education is a very important task of the state. Nations that want to get ahead, build and try to improve the state of society and the world, must say that education is the key, and without that key their efforts will fail. The purpose of this study is to explain how education in the broad sense in it contained the influence of the level of family welfare and emotional intelligence of students on the learning achievement of English.

**Keywords:** Education, Family Welfare, Emotional Students, Learning English.

## I. INTRODUCTION

The purpose of national education based on RI Law NO. 20 of 2003 on National Education System, as follows: National education aims to the development of the potential of learners to become human beings who believe and piety to Allah Subhanallohu wata'ala, morals, healthy, knowledgeable, capable, creative, independent and become a State waga Democratic and responsible. The success of education is a shared responsibility between family (parents), community members and government. The government and the community provide a place to learn that is school.

The school accommodates its students / students / students from different backgrounds or different conditions of welfare. Bahar in Jericho (2007), states that: in general, children from middle to upper class families get more direction and good guidance from their parents. Children with low welfare backgrounds, lacking adequate guidance and direction from their parents, as parents focus more on how to meet their daily needs. The family is the first social institution known to the child and in this family can be instilled attitudes that can affect the development of the next child. The family is responsible for providing funds for children's education needs. Families (parents) who have high levels of welfare will not have much difficulty in meeting the needs of school children, unlike the welfare of parents who are low. For example: children in learning will require learning support facilities, which

are sometimes expensive. If the needs are not met then this will be a barrier for children in learning.

The level of welfare of parents has a role to the development of children, such as families with sufficient welfare levels, causing the material environment faced by children in the family will be wider so that he can wider opportunities in introducing various circumstances. The social relationship between the children and the parents was different also the pattern, for example the family whose level of welfare is enough relationship between parents with their children better because the parents are not emphasized in sufficient needs of his life, so that his attention can be poured to the children they.

### 1. Description of Learning English

According to Anderson and Armbruster Lie is quoted as learning is an activity undertaken by students, where students activate their cognitive structure and build new structures to accommodate new knowledge input. Freire and Piaget in Lie said learning is the process of forming the meaning of the lesson material that stores it in memory that can be processed and further developed. Johnson and Smith who proclaim learning is a personal process as well as a social process that occurs when each person deals with others and builds mutual understanding and knowledge.

Learning is a process of the development of human life. By learning, humans make individual qualitative changes so that their behavior develops. All activities

and achievements are nothing but the result of learning. Learning is a process not a result, therefore learning takes place actively and integratively by using various forms of change to achieve a goal.

## 2. Description of Family Welfare Level

### A. Family Welfare

Welfare is a life and social, material, and spiritual order of life and livelihood which is overcome with a sense of salvation, morality and tranquility of the inner being that enables every citizen to make the best efforts of the fulfillment of the physical, spiritual and social needs of self, family and society with Upholding human rights and human obligations in accordance with Pancasila and the 1945 Constitution.

There are several factors that can determine the high level of family welfare in the community, including the level of education, type of work, income level, environmental conditions of residence, property ownership and participation in group activities from the community. In this case the uraiannya limited only 4 factors that determine Namely the level of education, income, and ownership of wealth, and type of residence.

#### 1) Education Level

To achieve these objectives, education is conducted through the education of schools (formal education) and the path of non-formal education (education of non-formal). The school education (formal education) is the level of school education, the level of school education basically consists of pre-school education, , Secondary education and higher education.

#### 2) Revenue

Revenue is the sum of all income of the head of the family as well as other members of the family embodied in the form of money and goods. Based on its type, the Central Bureau of Statistics differentiates income into two namely:

##### A) Revenues in the form of goods

Revenue in the form of goods constitutes all producers of a regular and ordinary nature, but not always in the form of remuneration and received in the form of goods or services. The goods and services received or obtained are valued at market prices even if not offset or accompanied by money transactions by those who enjoy goods and Services. Similarly, the receipt of goods free

of charge, the purchase of goods and services with the property of subsidy or reduction of the employer is income in the form of goods.

##### B) Revenue in the form of Money

Based on the field of activities, income includes formal sector income and informal sector revenues. Formal sector income is any income either in the form of goods or money that is regular and usually reciprocated or contraceptive in the formal sector consisting of income in the form of money, including: salary, wages And the result of infestation and income in the form of goods - goods include: rice, medicine, transportation, housing, or in the form of recreation. In this study, the meaning of parent income is income in the form of money received as a fringe of activities both from the formal and informal sectors for one month in units rupiah. Large income received by each resident will differ from one to another, This is because it is influenced by the state of the population itself in doing various kinds of daily activities.

## 3. Description of Emotional Intelligence

The term emotional intelligence was first inspired by the psychologist from Harvard School of Education, Howard Gardner. Gardner looked at a narrow intelligence based solely on Intelligence Quotient (IQ). The term that leads to emotional intelligence used is interpersonal intelligence and intrapersonal intelligence. Interpersonal intelligence is an ability to distinguish and respond appropriately to the mood, temperament, motivation, and passion of others, while intrapersonal intelligence is the ability to understand oneself and others, imagine, plan and solve problems. Interpersonal and intrapersonal intelligence in the sense of emotional intelligence, related to each other. (Ally and Bacon: 1996, 160). The term new emotional intelligence was widely recognized in the mid-90s with the publication of Daniel Goleman's book Emotional Intelligence. Actually Goleman has been doing emotional intelligence research (EQ) is more than 10 years. He waited long enough to gather strong evidence. Then he published his research results under the title Emotional Intelligence and received a positive reception both from academics and practitioners.

## II. METHODS AND MATERIAL

### A. Place and Time of Research

In the implementation of this study the authors take place in Private Universities in Jakarta, namely at Budi Luhur University in 2015/2016.

## B. Research Methods

The method in this research is using regression, that is looking for relationship and influence between two independent variable with one dependent variable. This method provides an overview of the variables found, as well as investigate the relationship and influence between variables, because this method uses factual data based on the information found.

## C. Data Analysis Technique

Hypothesis Testing Research (Regression Analysis)  
After the whole test data analysis requirements are met and known to be eligible for further processing, then the next step is to test each hypothesis that has been proposed. Hypothesis testing using multiple linear regression model with equation:

$$\hat{Y} = a + b_1X_1 + b_2X_2$$

Information:

$\hat{Y}$  = dependent variable

X = independent variable

A = constants

B = regression coefficient

= 5%. $\alpha$ The obtained F value is called Fcount and will be compared to the (F value) of the table (F tabel) for The linearity criterion is "if F count <F table then the regression line is linear.

## III. RESULTS AND DISCUSSION

This research is to know the influence of Family Welfare Level and Emotional Intelligence to English Learning Achievement

1. The Influence of Family Welfare and Emotional Intelligence Together Toward the Achievement of English Learning

From deskri data after correlation analysis obtained

correlation coefficient of 0.691, after testing with SPSS program proved that the correlation coefficient is significant. This means that there is the influence of independent variables X1 (Family Welfare Level) and X2 (Emotional Intelligence) collectively to the dependent variable Y (English learning achievement lecturer). While from the regression analysis we get the equation of regression line = -1,028 + 0,597 X1 + 0,643 X2. Constant value = -1.028 shows that with the level of integrity and Emotional Intelligence low to difficult to achieve good performance, while the value of regression coefficient of 0.597 and 0.643 indicates that there is a positive influence of independent variables X1 (Level of Family Welfare) and X2 (Emotional Intelligence) Together against the dependent variable Y (English learning achievement). After testing the linearity regression using SPSS program obtained that the regression line is linear. From the significance test of regression coefficient which is also done with SPSS program obtained that the regression coefficient is significant, that is indicated by the value of Sig = 0.000 and F count = 35,208, while F table = 1.67 so that Sig value <0,05 and F count> F tabel or regresi Significant, which means true that there is a positive influence of independent variable X1 (Family Welfare Level) and X2 (Emotional Intelligence) collectively to the dependent variable Y (English learning achievement).

The higher the high level of family welfare, the higher the learning achievement can be achieved. Emotional positive in action will create calm in learning to cause students really can maximize their potential, which ultimately can achieve high achievement. From quantitative information and theory, the researchers concluded that the level of family welfare and emotional intelligence have a positive and significant influence on English learning achievement.

2. Effect of Family Welfare Level on English Language Learning Achievement

From hypothesis testing obtained that the value Sig = 0.005 and tcount = 3.713, while ttabel = 1.99. Because the value of Sig <0,05 and t count> t table then H0 is rejected which means there is influence of independent variable X1 (Family Welfare Level) to dependent variable Y (Achievement learn English). According to

the synthesis of the theory in Chapter II, Welfare is a life and social, material, and spiritual life order and life which is filled with a sense of salvation, morality and peace of mind that enables every citizen to make efforts to fulfill physical, spiritual and social needs as well as - better for self, family and society by upholding human rights and human obligation in accordance with Pancasila and 1945 Constitution. From the quantitative information and the theory then the researchers concluded that the level of family welfare has a positive and significant influence on English learning achievement.

### 3. The Influence of Emotional Intelligence on English Language Learning Achievement

From hypothesis testing obtained that the value of Sig = 0.000 and tcount = 3.959, while t tabel = 1.99. Because the value of Sig <0,05 and t count> ttable then H0 is rejected which means there is significant influence of independent variable X2 (Emotional Intelligence) to dependent variable Y (Achievement learn English). From the theoretical explanation can be assumed that the higher the emotional intelligence, then semakin high ability of students in solving problems faced to be able to achieve learning achievement. From the quantitative information and the theory then the researchers concluded that the level of family welfare has a positive and significant influence on English learning achievement.

## IV. CONCLUSION

In this conclusion, the authors describe briefly the results of research obtained in the field. After conducting research and data analysis on "Influence of Family Welfare Level and Emotional Intelligence of students to Achievement Learning English" can be drawn conclusion as follows:

1. There is a significant influence together the level of family welfare and emotional intelligence of private college students in Jakarta on the achievement of English learning. This is evidenced by the value of Sig = 0.000 and F count= 35.208 while F tabel = 3.11 so that the Sig <0,05 and F count> F table or regression is significant, which means that the level of family welfare and emotional intelligence together to the learning

achievement of English . Score coefficient correlation or positive relationship shown with  $r_{y12}$  score of 0.691 and coefficient of determination of 47.8% while the remaining 50.2% is due to other factors.

Thus the level of family welfare and emotional intelligence is very important in determining and improving English learning achievement.

2. There is a significant influence the level of family welfare on English learning achievement. This is evidenced by the value of Sig = 0.000 less than 0.05. (<0.05).

3. There is a significant effect of emotional intelligence on the learning achievement of English private university students in Jakarta. This is evidenced by the value of Sig = 0.000 <0.05 and t count = 3.959 while t tabel = 1.99. Sig value <0.05 and t count> t table.

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