

The Correlation between Resilience and Emotional Intelligence on the Learning Achievement of Primary School Student on Social Studies in the Remote Areas

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Abstract: The learning achievement of primary school student especially in remote areas has not greatly improved. If the students were not able to survive on these hard conditions, the student could be stressful and that was highly correlated to their learning achievement. Therefore, resilience and emotional intelligence plays an important role as the solution. Respondent of this research amounted to 30 people consisted of primary school students in remote areas located at Subang residence. This research uses quantitative method. The data was obtained using questionnaire. Multiple linear regression analysis was used as the research data analysis method. As result, it can be obtained that: 1) the resilience provides real correlation to the change of student's learning achievement by 24.2%; 2) the emotional intelligence provides real correlation to the student's learning achievement by 14.6%; 3) there is significant correlation between resilience and emotional intelligence by 47,4%; and 4) there is positive and significant correlation between resilience and emotional intelligence on students' learning achievement by 27.1%. Therefore, to improve the students' learning achievement by making improvements on resilience attitude and emotional intelligence of student in educational institutions concerned.

1 INTRODUCTION

The data from Education Authorities of Subang Residence from 2010 to 2016 on the development and improvement of education quality, at primary level increased 3% compared to 2010, level of kindergarten and junior high school increased more than 100% and at high school level increased 76% compared to 2010. From the data implied that the quality of education in Subang residence, especially at primary level has not greatly improved.

Besides that, many assumption that schools in the city are better than schools in the remote areas. That is caused by differences between of them for example infrastructure, how to teach, learning achievement and others. That is a few problems should be faced, especially by students in the remote areas.

Therefore, resilience play an important role as the solution. According to Reivich K. and Shatte A. in their book "The Resilience Factor", resilience is an ability to overcome and adapt to severe events or problems that occur in life. Persisting in a state of

distress, and even dealing with the misery or trauma experienced in his life (Reivich and Shatte, 2002: 1). The effect of the student's resilience was greatly, because with the ability to survive it will bring changes to students' lives as well as student's learning achievement.

Emotional intelligence play an important role as well as resilience. John Mayer and Peter Salovey (1997) have defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to effectively regulate emotions so as to promote emotional and intellectual growth. In every learning the student must have intellectual intelligence ability, and the last but not least is emotional intelligence ability too. Therefore, resilience and emotional intelligence plays an important role as the solution, especially in the remote areas.

Based on these description, this research was to obtain the correlation between resilience and emotional intelligence on the learning achievement of

primary school students on social studies in the remote areas. The research hypothesis as follows:

- a. There is correlation between the resilience on the learning achievement of primary school student
- b. There is correlation between emotional intelligence on the learning achievement of primary school student
- c. There is correlation between the resilience and emotional intelligence of primary school student
- d. There is correlation between them on the learning achievement of primary school student

2 METHOD

This research uses quantitative method that could be interpreted as research methods based on positivism philosophy, used to examine the population or a particular sample, sampling techniques were generally done randomly, data collection using research instrument, quantitative / statistical data analysis with the aim to test the hypothesis that has been set (Sugiyono, 2016: 14).

This research uses three variables, namely independent variable consists of resilience and emotional intelligence while the dependent variable is learning achievement of primary school student.

2.1 Subject Characteristic

Respondent of this research amounted to 30 people consisted of primary school students of SDN Pasanggarahan III in the remote areas located at Subang residence. Samples taken from the population were 5th graders. This sampling was based on cluster sampling.

2.2 Data Collection Process

In this research, the data was obtained using questionnaire. The data collector used three scales, that was the resilience scale, emotional intelligence scale and learning achievement scale.

2.3 Data Analysis

Data analysis was performed using multiple linear regression analysis. Multiple linear regression is a regression in which the dependent variable (Y) is connected or explained by more than one variable, possibly two, three and so on the independent variable (x, x1, x2xn) but still showed a linear relationship diagram. This analysis using SPSS

(*Statistical Package for Service Solutions*) computer program for Windows Release 19.0, 2012.

3 RESULTS AND DISCUSSION

3.1 The Correlation between the Resilience on the Learning Achievement of Primary School Student

The resilience provides real correlation to change of student's learning achievement by 24.2%. People who have learning toughness are characterized by their fighting power, diligence, and patience in solving learning problems (Lapper, Corpus and Iyengar, 2005). Thus it was concluded that if the primary student have good resilience, then it will have an impact on the increase of student's learning achievement. Fundamentally, resilience refers to positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity (Herrman, et al 2011: 259). However, resilience was not a guarantee for a person to be able to successfully achieve high learning achievement, if not accompanied by adequate learning ability.

3.2 The Correlation between Emotional Intelligence on the Learning Achievement of Primary School Student

The emotional intelligence provides real correlation to the student's learning achievement by 14.6%. Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence (Suan Chin, et al. 2011). Basically, the students were not only used the intellectual ability but also emotional skills too in learning activities. According to Thaib's (2013: 398) opinion that emotional intelligence can be expressed as one of the important factors that should be possessed by students who have the need to achieve better learning achievement in school and prepare them for the real world.

3.3 The Correlation between the Resilience and Emotional Intelligence of Primary School Student

There is significant correlation between resilience and emotional intelligence by 47,4%. This value indicates that the correlation between the resiliency variable and emotional intelligence was moderate. The remaining 52.6% was contributed by the other factors represented by the independent variables in this example. Then, there is a positive correlation between the resilience and emotional intelligence students in remote areas of Subang Residence.

Patton (2001: 1) states the emotional intelligence needed to overcome problems in life and become an important basis for be a human being full of responsibility, caring, productive and optimistic in dealing with and solving problems. According to Bar-On (in Cooper, 1999: 73) states that emotional intelligence is an ability that every individual should have in order to be able to adapt in his work. Therefore, resilience attitude can bring changes to the surrounding environment as well as the influence of emotional intelligence is also able to give well or bad effect on the surrounding environment.

3.4 The Correlation between Them on the Learning Achievement of Primary School Student

There is positive and significant correlation between resilience and emotional intelligence on students' learning achievement by 27.1%. Resilience and Emotional Intelligence plays an important role in improving student's learning achievement. Resilience is a basic construction that gives the power of school leaders to rise up and grow from difficulties (Patterson dan Kelleher, 2005). According to Setyowati, et al (2010:72) that managing emotions is an aspect of emotional intelligence that influence of resilience's aspects by creativity. Therefore, resilience and emotional intelligence plays an important role in improving student's learning achievement. It's mean that, if resilience without supported by good emotional intelligence were not able to influence on student's learning achievement. And the other way if a good emotional intelligence without supported by resilience, it would be difficult to improve the student's learning achievement.

4 CONCLUSIONS

Based on the results is known that in this research more clearly proved that resilience and emotional intelligence plays an important role in improving learning achievement of primary school student in remote areas at Subang Residence. There is a very strong and significant correlation. These findings indicate that resilience and emotional intelligence that runs well in a school is something that should be a full attention both for teachers and principals. This is because it will affect the learning achievement of primary school student and the quality of education in general.

Learning achievement of primary school student is the result of a learning process. So, the good result should be balanced with the good process. As a suggestion, principals and teachers should be evaluate of the student's learning achievement with continuously and always innovate the learning activities to improve the quality of education as well as the quality of learning achievement of primary school student and the quality of graduates. And the last but not least, the local government should pay attention to education in remote areas at Subang Residence such as provide the learning facilities to supporting learning process and provide public transportation for the students to go to school.

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