

---

---

## Factors Affecting the Learning Subject of Economy

**Putri Diah Makarti, Gusnardi, Fenny Trisnawati**

Economic Education Program Faculty of Teacher Training and Education Universitas Riau  
gusnardi@lecturer.unri.ac.id

### ABSTRACT

The purpose of this study is to determine the factors that affect the interest of learning, namely; 1) Interest in learning on Economic Subject Learning, 2) Intellectual Intelligence on Learning Outcomes Economic Subject, 3) Emotional Intelligence on Learning Outcomes Economic Subject and 4) Interest in learning, Intellectual Intelligence, and Emotional Intelligence on Results Learning Economics Subject In the class XI IPS students in SMA Negeri 1 Minas Siak District. This research uses Quantitative Descriptive method with multiple linear regression approach. The population in this study is all students of class XI IPS majors recorded in SMA Negeri 1 Minas Siak District. With a sample of 60 students taken with the method of probability or randomly with a simple random sample method. The instrument used is using questionnaires to measure Interest in learning, Intellectual Intelligence and Emotional Intelligence and Value of odd semester report for students' economic learning outcomes. The results showed that the interest in learning, Intellectual Intelligence and Emotional Intelligence simultaneously affect the results of learning.

**Keywords:** *Interest in learning, intellectualintelligence, emotional intelligence, learning outcomes*

---

### Introduction

Education is teaching held in schools as formal educational institutions. Education is all the influence that the school endeavors on the child submitted to it in order to have perfect ability and full awareness of their relationships and social tasks (RedjaMudyahardjo, 2008). Education takes place in an educational environment created specifically to organize education. Technically done in the classroom with the occurrence of learning process. The purpose of education is limited to the development of certain abilities. While the purpose of learning is the achievement of competencies that are in the curriculum with the scale of assessment of learning outcomes.

Learning in a definition is seen as an effort to influence students to learn. The possible consequences of learning actions are that students will (1) learn something they will not learn without the actions of learners, or (2) learn something in a more efficient way (Hamzah Uno, 2005).

Learning outcomes or achievement is the realization or burning of the potential skills or capacities a person has. Mastery of learning outcomes by a person can be seen from his behavior, either behavior in the form of mastery of knowledge, thinking skills and motor skills. Most of the activities or behaviors that a person exhibits are the result of learning. Schooled learning outcomes can be seen from the mastery of students will be the subjects he took. The level of mastery of learning or learning

outcomes in these subjects in school is denoted by numbers or letters (Nana, 2011).

But in reality many children have inadequate learning outcomes or have not met the assessment criteria at school. From the initial observations made by researchers, the KKM set at SMA Negeri 1 Minas for Economic Subject is 78, whereas the results obtained by the students of class XI IPS in the Middle Exam Odd Semester 2016/2017, from 145 students only 48.27% of students Which meets the applicable KKM. This is related to the existence of several factors that affect children's learning difficulties that lead to less optimal learning outcomes. According to NiniSubini (2011) psychological factors that include age, gender, study habits, intelligence, attention, talents, interests, emotions and motivation / ideals, behavior / attitude, concentration, ability / performance, confidence, Maturity and fatigue, are internal factors of learning difficulties in children.

Interests is one of the internal factors that cause children learning difficulties that impact on learning outcomes. According to (Hamzah Uno, 2005) Interest is an incentive to achieve a goal. Interest also directs the action to something. In humans there is a drive or motive that encourages it to interact directly with the outside world, so that what is in demand by humans can give impetus to do more hard and better. By studying more actively will increase intelligence and improve the learning outcomes of a person. In addition to the factors mentioned above, intelligence is one factor that plays an important role in understanding the subjects that will have a direct impact on the learning outcomes of children (Laura A, 2010).

As creative the word intelligence can be applied to a particular behavior or person. When used to describe people, intelligence refers to individual differences in problem-solving skills and in other important abilities (Laura A, 2010).

Although not the only one that determines one's intelligence, intelligence also affects the learning difficulties of a person. Intelligence is a person's general ability to adapt, learn, or think abstractly. In general, a person with a high level of intelligence can easily learn to accept what is given to him. While low intelligence tends to be slower (Hamzah Uno, 2005).

In fact many children have a pretty good intelligence however In the learning outcomes are still very weak, this is due to inefficient use of external sources that should be able to spur the results of learning, but instead in the wrong use, so it does not work efficiently to the development of children's intelligence. In this study the intellectual intelligence to be measured is not a psychological measurement, but through a questionnaire to be distributed in accordance with existing indicators.

In Law No. 25 of 2000 on the National Development Program (PROPENAS), it is stated that there are three major challenges in the field of education of Indonesia, namely (1) maintaining the results of educational development that has been achieved; (2) preparing competent and competing human resources in the global job market; And (3) in line with the enactment of regional autonomy the national education system is required to make changes and adjustments so as to realize a more democratic educational process, to pay attention to diversity, to the needs of the regions and learners, and to

encourage increased community participation.

This study refers to research conducted by Diana (2011) and Fauzi (2014). Research Diana (2011) who studied about the influence of Intellectual Intelligence and Emotional Intelligence on student achievement class XI accounting in accounting subjects in SMK N 1 Surabaya. The results of the conclusions of his research show that there is a significant influence of IQ and EQ level either simultaneously or partially on student achievement. Fauzi's research (2014) which examines the Influence of Emotional Intelligence, Intellectual Intelligence, Spiritual Intelligence, and Social Intelligence Against Accounting Understanding. The results showed that Emotional Intelligence, Intellectual Intelligence, Spiritual Intelligence, and Social Intelligence significantly influence Accounting Understanding with the support of interest and learning behavior.

In this research, the researcher adds Independent variable of learning interest which in Fauzi research becomes the driving factor in increasing understanding of accounting which mean will also influence student's learning result, and sample used in this research is student of class XI IPS SMA Negeri 1 Minas.

This study will discuss about the Influence of Learning Interest, Intellectual Intelligence and Emotional Intelligence on Student Learning Results of Class XI Students, Social Science Department at SMA Negeri 1 Minas Siak District. From interviews that researchers do to teachers of Accounting subjects who are included in economic lessons in this school, most students are basically able in terms of intelligence but only for their interests is

minimal, despite repeatedly given motivation and direction to love more or love lessons Especially accounting economics, but in the end still only a handful of students who have interest and excel in the class. Based on statements from teachers, researchers interested in doing this research to determine whether the intelligence will still affect the student learning outcomes if the students will not have an interest in the lesson. From the description of the background, this research entitled "The Influence of Learning Interest, Intellectual Intelligence, and Emotional Intelligence against Learning Outcomes Economic Subjects in Students Class XI IPS in SMA Negeri 1 Minas Siak"

## **Methodology**

### **Population and Sample**

#### **Population**

Population in this research is all student of class XI at IPS Department registered in SMA Negeri 1 Minas Siak District.

#### **Sampling**

Sampling technique is probability or random selection technique (Probability Sampling) with simple random sample method. Determination of the number of samples is done by statistical calculation that is by using Slovin formula with 10% precision level. Based on Slovin formula, the amount of samples drawn is 60 people.

#### **Data analysis technique**

In this research, data analysis technique used is descriptive quantitative analysis. The analysis technique used is linear regression analysis technique

multiply that consists of Test F, Test T, and R Square.

## Results and Discussion

### Normality Test

Table 1.1 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	3,65328756
Most Extreme Differences	Absolute	,088
	Positive	,088
	Negative	-,065
Kolmogorov-Smirnov Z		,685
Asymp. Sig. (2-tailed)		,736

Source: SPSS Processed, 2016

Statisticstest using Kolmogorov-Smirnov statistical test showed Asymp. Sig. Worth 0.736. From the data in table 1.1, it can be

seen that all Asymp variables. Sig. > 0.05. This means that research data has been normally distributed.

### Multicollinearity Test

Table 1.2 Multicollinearity Test

		Zero-order	Partial	Part	Tolerance	VIF
(Constant)						
1	Interest to learn	,447	,313	,257	,869	1,151
	Intellectual Intelligence	,478	,416	,357	,906	1,104
	Emotional Intelligenc	,345	,308	,252	,954	1,049

Source: SPSS Processed, 2016

Based on the output above it can be seen that the VIF value for all variables is smaller than 10. So it can be concluded

that there is no multicollinearity among independent variables.

### Heteroscedasticity Test

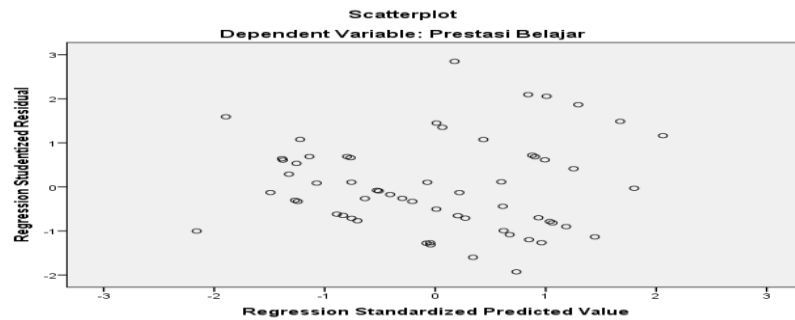


Figure 1.1 Scatterplot

Source: SPSS Processed, 2016

In Figure 1.1 above it can be seen that the points spread above and below the Y axis and there is no clear pattern formed by these points. Thus it can be concluded that this regression model meets the

assumption in other words in this regression model there are variants of data homoskedastisitas or no heterokedatisitas occur.

### Test Autocorrelation

Table 1.3 Autocorrelation Test

Model	Change Statistics			Durbin-Watson
	df1	df2	Sig. F Change	
1	3 <sup>a</sup>	56	,000	1,914

Source: SPSS Processed, 2016

Based on the above results it is known that the count value (Durbin Watson) lies between -2 and +2, which is equal to 1,914.

So it can be concluded that in this regression model there is no autocorrelation.

### Hypothesis testing

Table 1.4 T Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	39,471	7,575		5,211	,000
Interest to learn	,576	,233	,276	2,468	,017
1 Intellectual Intelligence	,690	,202	,375	3,422	,001
Emotional Intelligenc	,155	,064	,258	2,421	,019

Source: SPSS Processed, 2016

**Partial Test Results (T Test)**

Variable Interest in learning based on test results in table 1.4 shows the value of tcount = 2.468 and significance 0.017. The significance value of 0.017 <0.05 indicates that the interest in learning has a significant effect on learning outcomes. Intellectual Intelligence based on test result in table 1.4 shows tcount = 3,422 and significance 0,001. The significance value of 0.001 <0.05 indicates that intellectual intelligence has a significant effect on learning outcomes. Emotional Intelligence based on

test result in table 1.4 shows tcount = 2,421 and significance 0,019. The value of significance 0.019 <0.05 indicates that emotional intelligence has a significant effect on learning outcomes this means that the higher interest in learning, intellectual intelligence and emotional intelligence, the learning outcomes will increase.

**Simultaneous Testing Results (F Test)**

Table 1.5 Test F

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	506,889	3	168,963	12,016	,000 <sup>b</sup>
	Residual	787,444	56	14,062		
	Total	1294,333	59			

Source: SPSS Processed, 2016

Based on simultaneous test results (Test F) shows that the F value of 12.016 with a significance value of 0.000. Because the significance value is 0.000 <0.05. Then it

can be concluded that Interest Learning, Intellectual Intelligence, and Emotional Intelligence together have a significant influence on Learning Outcomes.

**Coefficient Determination Test Results (R2)**

Table 1.6 Coefficient Test Results Determination (R2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	,626 <sup>a</sup>	,392	,359	3,74987	,392	12,016

Source: SPSS Processed, 2016

Based on the calculation of the above table, the coefficient of determination (R2) of 0.392. It shows that 39,2% change or variation of learning result variable can be explained variation from learning interest variable, intellectual acumen and emotional

intelligence. While the rest of 60,8% influenced by other variables that can influence result learn.

## Discussion

From the results of descriptive calculations showing the classification for the category of Student Economic Results (Y) can be seen that the value of UAS in SMA Negeri 1 Minas has a range of 0 to 100 values, with the determination of the value of KKM in schools for economic lessons is 77, Data obtained value The lowest learning outcome was 70, and the highest score was 90. In the learning result variable got Mean (average) 79,83 and standard deviation 4,683. Student learning outcomes are divided into 3 categories namely high, medium and low can be seen that the results showed that the results of Student Economic Learning in the low category of 1.7%, medium category 73.3% and high category of 25%. So the students' learning outcomes for economics lessons are moderately categorized. This is in line with the expressed by the accounting teacher who became the focus in this economic subject, stating that the actual learning outcomes of the students is not too bad in the input of the students' kerapor, because it has accumulated daily test scores, the value of the task, the value of quiz, Semester test scores and final semester exam scores.

The results of descriptive analysis for the variables Student interest (X1) class XI IPS in SMA Negeri 1 Minas obtained Mean (average) 38.03 and standard deviation 1.402. Student learning interest which is divided into 3 categories are high, medium and low can be seen that the result of research shows that Student Learning interest on economic lesson which is in low category is 10%, medium category 56,7% and high category 33,3% . So it can be concluded the interest of students to study for economic lessons in the medium category.

The result of descriptive analysis for Intellectual Intelligence variable (X2) there are 3 indicators, namely: problem solving ability, verbal intelligence and Practical Intelligence. The result of descriptive analysis for Intellectual Intelligence variable of class XI IPS students in SMA Negeri 1 Minas obtained Mean (average) 29,55 and standard deviation 1,489. Intellectual Intelligence of students divided into three categories namely high, medium and low can be seen that the results showed that the Intellectual Intelligence of students who are in the low category of 6.7%, medium category 68.3% and high category of 25%. Then it can be drawn conclusion Intellectual intelligence of the students for economic lessons in the medium categorize.

Result of descriptive analysis for emotional intelligence variable (X3) there are 5 indicators, namely: Self-knowledge, Self-Control, Motivation, Empathy and Social Skill. The result of descriptive analysis for emotional intelligence variable of XI IPS students in SMA Negeri 1 Minas obtained mean (average) 72, 07 and standard deviation 5,486. Emotional Intelligence students divided into three categories namely high, medium and low can be seen that the results showed that Emotional Intelligence of students who are in the low category of 16.7%, medium category 61.7% and high category of 21.7%. Then can be drawn conclusion Emotional intelligence of the students are categorized being.

From the results of t test in Table 1.4 above states that Ho is rejected and H1 accepted, Namely Interest Learning has a significant effect on learning outcomes. With the quantity  $t_{hitung} > t_{table} = 2,468 > 2,240$  and significance  $0,017 < 0,05$ . So it can be said that the variable Interest Learning (X1)

---

---

expressed significant effect on student learning outcomes. That is, the more interested a student to a lesson the more the learning outcomes they achieve, vice versa if a student does not have a good interest in a subject it will negative impact of their learning outcomes.

From the test results Table 1.4 above can be concluded that  $H_0$  is rejected and  $H_2$  accepted, ie Intellectual Intelligence significantly influence the results of learning. That is, the higher level of intellectual Intelligence of a student will be easier for students in menangkap lessons that will directly affect the student's learning outcomes, vice versa if a student has a lack of intellectual intelligence then the student will have difficulty in receiving lessons and will have a negative impact Of their learning outcomes. But intelligence does not become the most influential nature of achievement of a student's learning outcomes, it must also be in line with the motivation, interest and self-will of another student. A student with a high intellectual is definitely smart but most for current students they must be balanced with high desires too, can not be denied many smart students but the learning outcomes are so bad this can be influenced by other factors that can make it not want to learn. These results support research that has been done before by Diana Nurhidayah (2011) which states in his research that Intellectual Intelligence significantly influence student achievement.

From the above test results can be concluded that  $H_0$  is rejected and  $H_3$  accepted, namely Emotional Intelligence significantly influence the results of learning. That is, the higher the level of emotional intelligence of a student will make it easier for students in socializing and socializing and will facilitate capture

lessons that will directly affect the student learning outcomes, vice versa if a student has a lack of emotional intelligence then the student will be hard also It is difficult to socialize to a friend who will have difficulty in accepting the lesson and will negatively affect their learning result.

From the test results in table 1.5 above can be concluded that  $H_0$  is rejected and  $H_4$  accepted, ie interest in learning, intellectual intelligence and emotional intelligence

Simultant significantly influence the learning outcomes with a significant level of 0.00. This is in line with previous research by YollaYorika (2013) which states in his research that Intellectual Intelligence, Emotional Intelligence and interest in learning affect the understanding of accounting that is categorized from learning outcomes.

Results Test analysis in table 1.6 above can be obtained coefficient of determination ( $R^2$ ) of 0.392. This means that the influence of Learning Interest, Intellectual Intelligence and Emotional Intelligence to Student Accounting Learning Results is 39.2%, while 60.8% is influenced by other variables not described in this study.

From the description and some of the above proof can be dance conclusion bahwasannya Interest in learning, Intellectual Intelligence and Emotional Intelligence affect the economic learning outcomes of students of class XI IPS in SMA Negeri 1 Minas. This is in the clear of the theory that many experts say that the result of learning is influenced by many factors that are divided into internal factors and external factors. Where in internal factors discussed by Slameto (2003) affect the learning outcomes are, physical factors (health factors and disabilities),



Psychological factors (Intelligence, Attention, Interest Learning, talent, motive, maturity, readiness) and fatigue factors. Meanwhile, according to Muhibbin Shah (2010) internal factors that affect learning outcomes, among others, Physiological Factors and Psychological Factors (students' intelligence, student attitudes, and student talents, Interest in student and student motivation). Of the two experts who put forward about the internal factors that influence learning outcomes can be concluded that the interest of learning, Intellectual Intelligence and Emotional Intelligence is only a small part of many factors that affect learning outcomes.

## Conclusions And Recommendations

### Conclude

This study aims to determine the influence of Learning Interest, Intellectual Intelligence and Emotional Intelligence on the learning outcomes of Economics Subjects in the class XI IPS students in one of the SMA Negeri in Minas district. To analyze the relationship between these variables, analysis using SPSS version 20.0. Based on the data that has been collected and the tests that have been done by using multiple regression model, it can be drawn conclusion, among others:

1. Interest in learning has a significant effect on the Results of Economic Subject Study in the Students of class XI IPS in SMA Negeri 1 Minas. This shows that the better or higher a student's interest in a lesson will improve the learning outcomes as well. Thus the first hypothesis is accepted.
2. Intellectual Intelligence significantly influence the Results of Economics Subject Study on the students of class XI IPS in SMA Negeri 1 Minas. This shows that the better or higher the intellectual intelligence of a student, it will facilitate students in receiving lessons and can improve learning outcomes as well. Thus the second hypothesis is accepted.
3. Emotional Intelligence significantly influence the Results of Learning Economics Subjects in grade XI IPS students in SMA Negeri 1 Minas. This indicates that the better or higher the emotional intelligence of a student, it will facilitate students in thinking well for his life and happiness it will improve learning outcomes as well. Thus the third hypothesis is accepted.
4. Simultaneously Interest Learning, Intellectual Intelligence and Emotional Intelligence significantly influence the Results of Economic Subject Study at XI IPS students in SMA Negeri 1 Minas Siak District. This indicates that the better or higher the interest of a student to a lesson that is balanced with the intelligence of Intellectual and Emotional Intelligence will be able to improve the learning results as well. Thus the fourth hypothesis is also accepted.
5. The level of influence of research results from the influence of Learning Interest, Intellectual Intelligence and Emotional Intelligence to Learning Outcomes, the level of influence Only amounted to 39.2% which means there are many other variables outside of this research which can affect learning outcomes.

## Recommendation

1. For schools, to increase interest in learning students should teachers at school give more variety in the delivery of learning because many of the students quickly feel tired when carrying out lessons learned that many use the count?
2. For teachers, should improve the development of methods and learning models to hone the intelligence of students.
3. For students, should be able to improve their behavior in associating and thinking because what they do will berdampak against their learning outcomes and success later.
4. For future researchers, who will raise similar titles are advised to conduct research using independent variables outside of this study. Because there are 60.8% influences from other variables that may affect learning outcomes

## References

- Burhan, Bungin, 2006. Quantitative Research Methodology: Communication, Economics, and Public Policy As well as Other Social Sciences First Edition Prints Second. Kencana. Jakarta.
- Claudya, early, 2013. Influence of Intellectual Intellect, Spiritual Intelligence, Emotional Intelligence, and Social Intelligence, on Accounting Understanding (Empirical Study at Higher Education in Pekanbaru). Riau University. Pekanbaru.
- Diana, Nurhidayah, 2011. The Influence of Intellectual Intelligence and Emotional Intelligence against Student Achievement Class XI Accounting In Accounting Subjects at SMK Negeri 1 Surabaya. Essay. Surabaya State University. Surabaya.
- Eva, latipah, 2012. Introduction to Educational Psychology. Pedagogia. Yogyakarta.
- Fauzi, herli, 2014. Influence of Emotional Emotional, Spiritual Intelligence, Intellectual Intelligence, and Social Intelligence, to Accounting Understanding. Riau University. Pekanbaru.
- Hamzah, B Uno, 2005. New Orientation in Learning Psychology. Earth Script. Jakarta.
- Imam, Ghozali, 2013. Application of Mutivariate Analysis with SPSS. Diponegoro University. Semarang.
- Indra, soefandi, 2009. Strategies to develop the Potential of Children Intelligence. Bee Media Indonesia. Jakarta.
- Laura, A king, 2010. General Psychology. SalembaHumanika. Jakarta.
- Lusi, Widayanti, 2013. Improvement of Learning Activity And Student Learning Result With PBL Method In Grade VII Student A MTs NegeriDonomulyoKulonProgo Lesson Year 2012/2013. Journal. Ahmad Dahlan University. Yogyakarta.
- Monty, P Satyadarma& Fidelis, E Waruwa, 2008. Educating Intelligence. Torch Popular Library. Jakarta.
- Muhibbin, Shah, 2010. Learning Psychology. Rajawali Pers. Jakarta.
- Nana, SyaodihSukmadinata, 2011. The foundation of Psychology of Education Process. Teens RosdaKarya.Bandung.

- 
- Nanik, Haryati, 2015. Interest Interest Learning with Student Achievement Learning Mathematics Grade V SD SeungWonokertoTuriSleman School Year 2014/2015. Thesis UniversitasNegeri Yogyakarta. Yogyakarta.
- Nini, Subini, 2011. Overcoming Learning Difficulties in Children. Javalitera. Yogyakarta.
- Redja, Mudyahardjo, 2008. Introduction to Education. Rajawali pers. Jakarta.
- Rikado, Nilakhusna, 2013. The Influence of Student Learning Interest and Attendance on Student Learning Outcomes of Mathematics Grade VIII SMP Negeri 3 Mojosongo.Skripsi. Muhammadiyah Surakarta University. Surakarta.
- Slameto, 2003. Learning and Its Affecting Factors. RinekaCipta. Jakarta.
- Syaiful, Bahridjamarah, 2009. Teachers and Students in Educational Interactions. RinekaCipta. Jakarta.
- MKDP Developers Team Curriculum and Learning, 2012. Curriculum & Learning. Raja GrafindoPersada. Jakarta.
- Yolla, Yorika, 2013. The Influence of Emotional Intelligence, Intellectual Intelligence, and Interest Learning on Accounting Levels of Understanding. Thesis University of Riau. Pekanbaru.