

ABSTRACT

Fadillah Halim, IDN 4203111087 (2020), The Effect of Spatial, Logical Mathematical and Emotional Intelligence on Students Mathematics Learning Achievement.

The aim of this study was to assess the effect and respective contributions of spatial, logical-mathematical, and emotional intelligence on students' mathematics learning achievement. This research adopts an ex post facto approach with a quantitative methodology. The study population consisted of 240 eleven grade students at MAN 1 Medan. A probability sampling technique, specifically random sampling, was employed to select a sample of 70 students from classes IX-5 and IX-7 at MAN 1 Medan. Data collection involved using spatial intelligence tests, logical-mathematical intelligence questionnaires, and emotional intelligence assessments. Mathematics learning achievement data were gathered from students' final exam scores in the even semester. The data were analyzed using descriptive statistics and inferential statistics, employing multiple linear regression analysis as the research design. The results of the study indicate the following: (1) There is a statistically significant positive effect of spatial intelligence, logical mathematical intelligence, and emotional intelligence on students' mathematics learning achievement, both individually and collectively. (2) Spatial intelligence contributes 24.1% to students' mathematics learning achievement. (3) Logical-mathematical intelligence contributes 39% to students' mathematics learning achievement. (4) Emotional intelligence contributes 10.2% to students' mathematics learning achievement. (5) Collectively, spatial intelligence, logical mathematical intelligence, and emotional intelligence contribute 73.3% to students' mathematics learning achievement. The remaining variation in achievement (26.7%) is influenced by factors beyond the scope of this study.

Keywords: Spatial Intelligence, Logical Mathematical Intelligence, Emotional Intelligence, Mathematics Learning Achievement.

ABSTRAK

Fadillah Halim, NIM 4203111087 (2020), Pengaruh Kecerdasan Spasial, Logis Matematis dan Emosional terhadap Prestasi Belajar Matematika Siswa.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dan kontribusi kecerdasan spasial, logis-matematis, dan emosional terhadap prestasi belajar matematika siswa. Penelitian ini menggunakan pendekatan *ex post facto* dengan metodologi kuantitatif. Populasi penelitian terdiri dari 240 siswa kelas sebelas di MAN 1 Medan. Teknik pengambilan sampel probabilitas, khususnya pengambilan sampel acak, digunakan untuk memilih sampel sebanyak 70 siswa dari kelas IX-5 dan IX-7 di MAN 1 Medan. Pengumpulan data dilakukan dengan menggunakan tes kecerdasan spasial, kuesioner kecerdasan logis-matematis, dan penilaian kecerdasan emosional. Data prestasi belajar matematika diperoleh dari nilai ujian akhir siswa pada semester genap. Data dianalisis dengan menggunakan statistik deskriptif dan statistik inferensial, dengan menggunakan analisis regresi linier berganda sebagai desain penelitian. Hasil penelitian menunjukkan sebagai berikut: (1) Terdapat pengaruh positif dan signifikan dari kecerdasan spasial, kecerdasan logis matematis, dan kecerdasan emosional terhadap prestasi belajar matematika siswa, baik secara parsial maupun simultan. (2) Kecerdasan spasial memberikan kontribusi sebesar 24,1% terhadap prestasi belajar matematika siswa. (3) Kecerdasan logis matematis berkontribusi sebesar 39% terhadap prestasi belajar matematika siswa. (4) Kecerdasan emosional berkontribusi sebesar 10,2% terhadap prestasi belajar matematika siswa. (5) Secara simultan, kecerdasan spasial, logis matematis, dan emosional memberikan kontribusi sebesar 73,3% terhadap prestasi belajar matematika siswa dan sisa variasi prestasi (26,7%) dipengaruhi oleh faktor-faktor di luar cakupan penelitian ini.