

CHAPTER I INTRODUCTION

1.1. Background of Problem

Education is a business or activity carried on with deliberate, organized and planned with the intent to change or develop desired behavior. Schools as formal institutions are instrumental in achieving these educational goals. Through the school, students study a range of things. In formal education, study shows that there is a positive change so that at the final stage will get the skills and new knowledge. The results of the learning process are reflected in academic achievement. But in an effort to achieve a satisfactory learning achievements and learning needs. The learning process that occurs in individuals is an important thing, because through the study of individuals familiar with their environment and adjust to the surrounding environment. For example studying biology will produce lasting changes in a person. To find out to what extent the changes that occur, there needs assessment. Assessment of results of learning biology a student to know the extent to which learning objectives have been achieved is called an achievement to learn biology.

Educational problems will not be endless. Besides increasing competition in the world of education today, is a natural thing if the students worry about failure in learning achievement or even the fear of failing grades. Therefore, teachers have an important role in education. Teachers as one of the educational staff have a role as one of the critical success factors of education goals, because teachers are directly in contact with learners. However, efforts of the students also have important role in learning achievement the best as to form study group or follow the guidance of learning. Such effort is clearly positive, but there is still another factor that is not less important in achieving success than intellectual intelligence, these factor is emotional intelligence.

Emotional Intelligence is ability to motivate themselves, overcome frustration, impulse control, set the mood, empathy and the ability to work together is guided by parents and teachers at school. Education in schools not only

need to develop a rational understanding of intelligence that is commonly understood model student, but also need to develop student's emotional intelligence.

Intellectual intelligence just does not provide preparation for students to face the difficulties in life to get the achievement. Teachers suggested that further improve the quality of the field of emotional intelligence for students, considering the challenge of education to produce quality human resources that can compete in era globally. Efforts to improve the performance is usually done by providing motivation, conduct supervision, provide incentives, provides an excellent opportunity to grow in mind, improve skills, good leadership style and other efforts relevant that can support students in achieve emotional intelligence.

The existence of emotional intelligence, students are able to recognize and respond to their own feelings and are able to read and deal with the feelings of others effectively. Students have good emotional skills is likely for succeed in life and have the motivation to achievement. While students who can not hold the controls for the emotional life will experience an inner struggle that undermine its ability to focus on their tasks and a clear mind that existed at the student.

Goleman (1995) and some other researcher in the U.S. (Yoseph, 2005) showed that an someone's success in life is 80 percent were depend on Emotional Quotient (EQ), Spiritual Quotient (SQ) and only 20 percent were depend on Intelligence Quotient (IQ). In the human personality, it consists of two different dimensions, namely the SQ and EQ sides. Concerning the spiritual side of man's ability to calculate, analyze, think about cause and effect and produce something. The emotional side to bring the nuances of feelings, moods regarding happy, sad, frustrated, tense, and afraid. While the IQ is cognitive intelligence. So, EQ and SQ are very important in life than IQ.

Success in school is not predicted by a collection of facts a student or her ability in thinking (*intellectual intelligence*), but by measures of emotional and social. Determine the pattern of behavior expected of others and how to control the impulse to misbehave, can afford to wait, follow the instructions from the teacher to seek help and expressing time needs getting along with other student.

According to the report, in some of school did not have one or more elements of emotional intelligence/do not want to know whether they also have cognitive difficulties such as learning disabilities (Goleman, 2009).

According to Goleman (2000), Emotional intelligence is the ability to perceive, understand and effectively apply the power and sensitivity of emotion as a source of energy, information, connections and influence human. This capability of students can be able to know who is him, to control himself, to motivate himself, empathizing with the surrounding environment and have the social skills that will improve the quality of his own understanding, while according to Gottman (2008), students who have high levels on emotional intelligence are better, can become more skilled in calming himself quickly, rarely contracting the disease, more skilled in focusing attention, better in dealing with others, more adept at understanding others and for academic work at school is better. Many educational programs oriented only on the intelligence of the brain alone or Intelligence Quotient (IQ). The appropriate what is actually required how to develop intelligence, such as toughness, initiative, optimism, adaptability which has now become the basis of a new assessment.

Based on the results of research Yolanda (2007) average emotional intelligence students equal to 2,4 belong to medium categories and biology learning achievement 67,69 belong to successful categories. It means that there is the relationship between emotional intelligence and biology learning achievement student's. Similar to Gusmayanti (2009) average emotional intelligence students equal to 2,81 with biology learning achievement on average 74,73. The study was based on the measurement of emotional intelligence scores range that can be seen in table 3.3, chapter III that the interval ranges from 0.0 until 2,0 belong to classification low categories and 2,1 until 4.0 belong to high categories. The measurement of learning achievement student based on the value predetermined of Biology KKM (*Kriteria Ketuntasan Minimal*) is 73 for class XI IA at SMA Negeri 2 Kisaran. If the student's achievement scores is less than 73 belong to unsuccessful categories and score is more than 73 belong to successful categories. Study was conducted to obtain information about the

relations of emotional intelligence to biology learning achievement, in addressing the child's learning success is not solely due to sheer intellectual ability, but there are one of the that support the learning success of children, especially teenagers. Because, there is relationship between emotional intelligence and biology learning achievement of student's. Based on the information above, the author want to conduct a research titled "The Relationship Between Emotional Intelligence and Biology Learning Achievement Student's in Class XI IA at SMA Negeri 2 Kisaran Academic Year 2011/2012."

1.2. Problem Identification

Based on the background above the problems are identified as follows:

1. Not all students in class XI IA have high emotional intelligence.
2. Not all teachers know the importance of emotional intelligence on student achievement.
3. Lack of implementation or development of emotional intelligence in teaching and learning in the classroom.
4. Lack of student motivation to improve academic achievement in classroom.
5. In the teaching-learning process is needed teacher personality to the expectations of the student to improve biology learning achievement in class.

1.3. Research Scope

In order for this research can be successfully implemented and directed, then this research only limited on emotional intelligence that include to "personality skills and social skills", then look at student achievement, and to know the relationship between emotional intelligence and biology learning achievement student's in class XI IA at SMAN 2 Kisaran academic year 2011/2012.

1.4. Research Questions

The problem can be formulated as follows:

1. Is there any average level of student emotional intelligence in class XI IA at SMA Negeri 2 Kisaran academic year 2011/2012?
2. How is the average score of biology learning achievement student in class XI IA at SMA Negeri 2 Kisaran academic year 2011/2012?
3. Is there any relationship between emotional intelligence and biology learning achievement student in class XI IA at SMA Negeri 2 Kisaran academic year 2011/2012?

1.5. Objectives

This research will conducted with several objectives as follows:

1. To know the average level of emotional intelligence student's in class XI IA at SMA Negeri 2 Kisaran academic year 2011/2012.
2. To know the average score of learning achievement student's in class XI IA at SMA Negeri 2 Kisaran academic year 2011/2012.
3. To know the relationship between emotional intelligence and biology learning achievement student's in class XI IA at SMA Negeri 2 Kisaran academic year 2011/2012."

1.6. Significance of Research

The results of this study have significance some are as follows:

1.6.1. Theoritically

1. Research is expected to contribute to and enrich the educational psychology research that has been there also especially for biology education and can give an idea of the relationship of emotional intelligence with academic achievement.
2. As a material input and reference source for other researchers in Biology Department to conducting the similar research.

1.6.2. Practically

1. Results of this study is expected to help provide information, especially to parents, teachers and school counselors in an effort to guide and motivate students to explore adolescent in terms of their emotional intelligence toward positive behavior.
2. As a material input for the student to be able to improve their emotional intelligence.
3. As a material input for the teacher to be able give attention and approach to students, particularly in terms of improving children's emotional intelligence.
4. As a material input for the school in making policies that are associated with increased to emotional intelligence of students.