

Analysis of Characters, Emotional Intelligence and its Influences against Learning Motivation of Students in University of Putra Indonesia “YPTK” Padang

Bayu Prasetya Yudha, S.Psi¹, Maya Rizki Ekaputri, S.Psi²

¹University of Persada Indonesia YAI, Magister Profesi Psikologi, Jl. Pengeran Diponegoro, Jakarta Pusat 10340, Indonesia

²University of Persada Indonesia YAI, Magister Profesi Psikologi, Jl. Pengeran Diponegoro, Jakarta Pusat 10340, Indonesia

Abstract: *This study aims to know the influence of characters against learning motivation, to know the influence of emotional intelligence against learning motivation, to know the influence of characters and emotional intelligence collectively against learning motivation. Form of research performed is survey carried out to students of University of Putra Indonesia “YPTK” Padang, namely data collection directly (primary) by proposing direct questions to the respondents using questionnaire prepared. In addition, it was completed with secondary data collection by means of literature study. Data analysis used in this study is correlation analysis. In this study, the population were all students of University of Putra Indonesia “YPTK” Padang who were still active enrolled at campus in total of 11.117 students. Sampling system was based on purposive sampling the error possibility of 5% in total of 386. To obtain data in this study it was used data collection technique, namely: Library Data Collection Technique, Field Data Collection Technique. To conduct an analysis of the results of this study used regression data analysis technique and multiple regression analysis. While raw data was processed using descriptive statistical method.*

Keywords: Character, Emotional Intelligence, Learning Motivation

1. Background of Problem

Potential of Human Resources (HR) is a national asset as well as the basic capital of nation building. This potential can only be explored and developed and fostered effectively through directed and integrated education and learning strategies managed in a harmonious and balanced manner by taking into account the development of potential students who have extraordinary abilities and intelligence, namely by implementing learning programs able to develop these advantages, both excellence in terms of intellectual potential and special talent skills (gifted and talented).

According to Law Number. 20 of 2003 (in Hasbullah, 2008) education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills, society, nation and country. In the learning process, motivation is very necessary, because someone who has no motivation in learning, will not be possible to do learning activities.

According to Hamzah (2007) Motivation to learn includes: the desire and wish to succeed, the encouragement and need for learning, the hopes and aspirations of the future, the appreciation of learning, the existence of interesting activities in learning, the existence of a conducive learning environment. Motivation is the basic impulse that moves a person to behave. Then he said that motivation is influenced by one's emotional state. In daily practice in the education environment, especially universities, there are still many students who have low motivation in learning. For example, there is no desire to learn, lazy to participate in learning, not

moved to take lessons, not to do tasks that are given in earnest, lack of interest in learning, lazy to take notes, unable to distinguish which should be done and neglected action, lack of enthusiasm. Thus motivation to learn plays an important role in the education process. Even so, in the implementation of the education process it is still influenced by the existence of character education.

Character education is a system of planting character values to school members or universities which includes components of knowledge, awareness or willingness, and actions to implement these values, both to God Almighty (YME), oneself, others, environment, as well as nationality so that we become human beings.

Apart from various shortcomings in the practice of education at University of Putra Indonesia "YPTK" Padang, when viewed from the National Education Standards (SNP) which become a reference for the development of character education, and the implementation of learning and assessment on campus, character education objectives in universities can actually be achieved well. The problem is that character education on campus has only touched on the level of introduction of noble norms or values, and not yet at the level of internalization and real actions in everyday life..

Given the importance of character in Higher Education in building strong Human Resources (HR), the need for character education is carried out appropriately. It can be said that character formation is something that cannot be separated from the life of education, especially in the teaching and learning process.

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But in reality Higher Education as one of the pillars of the highest education is no longer a benchmark in the formation of intelligent national character which causes students' learning motivation to be low.

The results of Dr. Marvin Berkowitz in a bulletin, *Character Educator*, published by the Character Education Partnership, from the University of Missouri - St. Louis, showed an increase in motivation of school students in achieving academic achievement in schools that implement character education. Classes that are comprehensively involved in character education show a drastic decrease in students' negative behavior which can hinder academic success. (Directorate General of Mandikdasmen - Ministry of National Education)

In addition to seeing the influence of character on students' motivation, other factors that determine students' learning motivation are emotional intelligence. Allegedly, the existence of high emotional intelligence will give birth to high learning motivation as well.

According to Goleman (in Nurillahi Akbar, 2010), intellectual intelligence (IQ) only contributes 20% to success, while 80% is contributed by other forces, one of which is emotional intelligence, namely the ability to motivate yourself, overcome frustration, control self-urgencies, regulating mood, empathy and ability to work together. He added, emotional intelligence is a person's ability to regulate his emotional life with intelligence; maintain emotional harmony and express it through self-awareness skills, self-control, self-motivation, empathy and social skills. Furthermore he said that specifically for people who only have high academic intelligence, they tend to have reasonable anxiety, too critical, fussy, tend to withdraw, seem cold and tend to be difficult to express resentment and anger correctly. If supported by the low level of emotional intelligence, then people like this are often a source of problems. Because of the above characteristics, if someone has a high IQ but low level of emotional intelligence, they tend to be seen as stubborn, difficult to get along, easily frustrated, not easy to believe in others, insensitive to environmental conditions and tend to despair when experiencing stress. The opposite condition, experienced by people who have an average IQ level but have high emotional intelligence.

Based on the descriptions above then research will be conducted on character, emotional intelligence, and learning motivation.

2. Theoretical Basis

Learning Motivation Variable

Definition of Learning Motivation

Learning motivation is an important element in the learning process. According to Hidayat (in Aulia, 2008), learning motivation is a psychological factor that is non-intellectual and plays a role in fostering a spirit of learning. In addition, motivation to learn is the overall driving force that raises student learning activities and gives direction to learning

activities so that the desired goal can be achieved (Haryani, in Aulia 2008).

McCombs and Whisler (in Aulia, 2008) revealed about the characteristics of students who have high learning motivation, including the existence of great curiosity, creativity, enthusiasm in thinking about something relevant, resilient in facing difficulties, and happy to learn new things.

Based on the above definitions, what is meant by learning motivation in this study is change in behavior as a result of the learning process because of the internal encouragement and external drive in the individual. Thus the indicators of learning motivation from this study can be classified as follows: (1) the existence of desires and desires to succeed, (2) the existence of encouragement and needs in learning, (3) the existence of hopes and aspirations for the future, (4) the existence of awards in learning, (5) the existence of interesting activities in learning, (6) the existence of a conducive learning environment, allowing a student to learn well. (Hamzah B. Uno, 2007).

Character Variable

Definition of Character

Rutland (in Furqon Hidayatullah, 2010) suggested that character comes from the Latin root meaning "carved". Literally character means "mental or moral quality, moral strength, name or reputation" (Hornby and Parnwell in Furqon Hidayatullah, 2010). According to the Complete Indonesian Dictionary, characters are psychic, moral or character traits that distinguish a person from others, character, character. Characteristic means having character, having personality (Kamisa in Furqon Hidayatullah, 2010)

Furqon Hidayatullah (2010) said character is a quality or mental or moral strength, morals or individual character which is a special personality that becomes a driver, and that distinguishes it from other individuals. Thus, it can be stated also that the character of the educator participant is the mental quality or moral strength, morality or character of the educator participant which is a special personality that must be attached to the educator participant and which becomes the driver in doing something.

Emotional Intelligence Variable

Definition of Emotional Intelligence

The term "emotional intelligence" was first brought up in 1990 by Psychologist Peter Salovey of Harvard University and John Mayer of the University of New Hampshire America to explain the emotional qualities that seem important to success, including: empathy, expressing and understanding feelings, controlling anger, independence, adaptability, likes, ability to solve interpersonal problems, perseverance, solidarity, friendliness, and respect. (Lawrence E. Shapiro, 2001)

Hadari Nawawi (2006) said emotional intelligence is defined as a skill that is formed from the results of the cooperation of emotional strength and the ability to think rationally (intellectual intelligence) to control themselves, enthusiasm, perseverance and self motivating abilities, which are used as

the core power of life, to realize success in building relationships with others, in work and life.

According to Goleman (2003), emotional intelligence is a person's ability to regulate his emotional life with intelligence; maintain emotional harmony and express it through self-awareness skills, self-control, self-motivation, empathy and social skills.

Thinking Framework

Based on the empirical studies and theories above, the framework for the study is presented as follows:

- 1) The influence of characters on learning motivation consists of :
Exemplary, discipline creation, habituation, creating a conducive atmosphere, integration and internalization. Thus it can be assumed that there is a character influence on learning motivation.
- 2) The influence of emotional intelligence on learning motivation consists of :
The ability to recognize emotions themselves, the ability to manage emotions, the ability to motivate themselves, the ability to recognize the emotions of others, the ability to build relationships. Thus it can be assumed that there is an influence of emotional intelligence on learning motivation.
- 3) The influence of characters and emotional intelligence together on learning motivation is :
The presence of a desire to succeed, there is an encouragement and need for learning, hopes and aspirations for the future, appreciation in learning, interesting activities in learning, a conducive learning environment. Thus it can be assumed that there is an influence of characters and emotional intelligence collectively on learning motivation.

Research Hypothesis

Based on the conceptual framework, the research hypothesis can be stated as follows:

- 1) It is assumed that character variable has a positive effect on student learning motivation.
- 2) It is assumed that emotional intelligence variable has a positive effect on student learning motivation.
- 3) It is assumed that character variable and emotional intelligence variables influence student learning motivation.

3. Research Methodology

Research Method Used

The form of research conducted is a survey conducted on students of Putra Indonesia University "YPTK" Padang, namely direct data collection (primary) by asking questions directly to respondents using a prepared questionnaire. In addition, it is also equipped with secondary data collection by means of Library Studies.

Analysis of the data used in this study is correlation analysis. The reason is to see the effect between variable X_1 and variable X_2 on variable Y.

Place and Time of Study

This research was conducted at Putra Indonesia University "YPTK" Padang from June to September 2011.

Research Population and Samples

Research Population

In this study the population were all students of Putra Indonesia University "YPTK" Padang who were still actively conducting lectures.

Research Samples

The sampling system from this study was based on purposive sampling. Yusuf (2005) stated cluster sampling. Sampling of research using Slovin formula. from a population of 11,117, the sample size with a possible 5% error was 386.

Definition of Research Variables

1) Character variable (X_1)

a) Conceptual definition

Furqon Hidayatullah (2010) said that character is a quality or mental and moral strength, morals or individual character which is a special personality that becomes a driver, and that differentiates it from others. The indicators are exemplary, planting discipline, habituation, creating a conducive atmosphere, integration and internalization.

b) Operational definition

Character is the respondent's answer to the questionnaire that measures exemplary, planting discipline, habituation, creating a conducive atmosphere, integration and internalization.

2) Emotional Intelligence Variable (X_2)

a) Conceptual definition

According to Goleman (2003), emotional intelligence is a person's ability to regulate his emotional life with intelligence; maintain emotional harmony and express it through self-awareness skills, self-control, self-motivation, empathy and social skills. The indicators are the ability to recognize emotions, the ability to manage emotions, the ability to motivate themselves, the ability to recognize other people's emotions, the ability to build relationships.

b) Operational Definition

Emotional intelligence is the respondent's answer to a questionnaire that measures the ability to recognize emotions, the ability to manage emotions, the ability to motivate oneself, the ability to recognize other people's emotions, the ability to build relationships.

3) Learning Motivation Variable (Y)

a) Conceptual definition

Learning motivation is a change in behavior as a result of the learning process because of the internal encouragement and external drive in the individual. The indicators are (1) the existence of desires to succeed, (2) the existence of encouragement and needs in learning, (3) the existence of hopes and aspirations for the future, (4) the existence of appreciation in learning, (5) the existence of interesting activities in learning, (6) the

existence of a conducive learning environment, allowing a student to learn well.

b) Operational Definition

Learning motivation is the respondent's answer to the questionnaire that measures (1) the desire to succeed, (2) the existence of encouragement and need for learning, (3) the existence of hopes and aspirations for the future, (4) the appreciation in learning, (5) the existence of interesting activities in learning, (6) the existence of a conducive learning environment, allowing a student to learn well.

Research Instrument

To obtain data in this study then used data collection techniques, namely: Library Data Collection Technique, Field Data Collection Technique.

Data Analysis technique

To conduct an analysis of the results of this study then used regression data analysis technique and multiple regression analysis. While raw data was processed using descriptive statistical method.

4. Research Results and Discussion

Results of Testing Research Hypotheses

Influence of Character on Learning Motivation

The influence of character on learning motivation is positive. This can be seen from the regression coefficient value of 0.335. Meaning that the better the character someone has, the motivation to learn will increase. From the results of data processing, it is seen that the calculated value obtained by significance t is less than 0.05 (0,000). This shows that there is a significant influence between characters on learning motivation.

Influence of Emotional Intelligence on Learning Motivation

The influence of emotional intelligence on learning motivation was positive. This can be seen from the regression coefficient of 0.601. It means that the higher emotional intelligence, the motivation to learn will increase. From the results of data processing it can be seen that the t value of the significance of the test results was 0,000. This means that the significance t is smaller than 0.05. This shows a significant influence between emotional intelligence on learning motivation. So the second hypothesis is accepted which means that emotional intelligence affects learning motivation.

Influence of Character and Emotional Intelligence on Learning Motivation

To test whether there is a significant effect of character and emotional intelligence on learning motivation then used F test. From the results of data processing it can be seen that the F value of significance test results was 0,000. This means that F significance is less than 0.05. This shows that there is a significant influence between character and emotional intelligence on learning motivation. So the third hypothesis is accepted that character and emotional intelligence towards learning motivation.

5. Analysis and Discussion

H1 Character has a significant effect on learning motivation

The results of the study stated that there was a significant influence between characters and learning motivation. Atkinson (in Hamzah, 2007) suggested that success trends are determined by motivation, opportunity, and intensive; and vice versa with a tendency to fail. Hamzah (2007) said that motivation is influenced by one's emotional state.

H2 Emotional intelligence is significant for learning motivation

The results of the study stated that there was a significant effect between emotional intelligence and learning motivation consistent with the results of previous studies. According to Goleman (in Nurillahi Akbar, 2010), intellectual intelligence (IQ) only contributes 20% to success, while 80% is contributed by other forces, one of which is emotional intelligence, namely the ability to motivate yourself, overcome frustration, control self-urgencies, regulating mood, empathy and ability to work together.

H3 Characters and emotional intelligence have a significant effect on learning motivation

The results of the study stated that there was a significant influence between characters and emotional intelligence with learning motivation with the results of previous studies. The results of Dr. Marvin Berkowitz in a bulletin, *Character Educator*, yang diterbitkan oleh *Character Education Partnership*. dari *University of Missouri- St. Louis*, shows the increase in motivation of school students in achieving academic achievement in schools that implement character education. (Directorate General of Mandikdasmen - Ministry of National Education)

The higher the student's emotional intelligence their learning motivation increases. The better the character of the students the better their learning motivation.

6. Implication of Research Results

Can contribute ideas that the variable character and emotional intelligence influence the motivation to learn. This means that if the university will increase the motivation to study students, it is necessary to first motivate students. The higher the level of character variable and emotional intelligence, the greater the desire of students to increase their learning motivation. If there is a decrease in learning motivation then the thing that needs to be done by the university is to provide character education and emotional intelligence.

7. Conclusion

Based on the analysis of statistical data processing for two character variables and emotional intelligence and learning motivation, it is found that:

- a) Characters and emotional intelligence variables have a positive and significant effect on students' learning

motivation at Putra Indonesia University "YPTK" Padang.

- b) Characters variable have a positive and significant effect on students' motivation in Putra Indonesia University "YPTK" Padang.
- c) Emotional intelligence variable has a positive and significant effect on students' learning motivation at Putra Indonesia University "YPTK" Padang.

8. Suggestions

- 1) For campus
Looking at the results of the above research, it is recommended to further improve character education that has been applied so far.
- 2) For the Government
Through the ministry of education and culture make educational programs and curriculum character-based, based on emotional intelligence so that student learning motivation can be expected to be improved.
- 3) For society
The community should take part in building national civilization through education and teaching.

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