ABSTRAK

Judul	: Analisis Keterkaitan Kecerdasan Emosional *(Emotional Quotient)* dan Ketahanmalangan *(Adversity Quotient)* dalam Pembentukan Motivasi Belajar Siswa Kelas V A di SDN Jelambar Baru 01 Tahun Pelajaran 2018/2019
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Program Studi	: Pendidikan Guru Sekolah Dasar

Penelitian ini dilatar belakangi fenomena rendahnya tingkat kecerdasan emosional serta ketahanmalangan yang terdapat pada diri siswa, dan kurang terbentuknya motivasi siswa dalam belajar. Tujuan penelitian ini adalah untuk mengetahui apakah terdapat pengaruh kecerdasan emosional dan ketahanmalangan terhadap motivasi belajar siswa kelas V A Tahun Pelajaran 2018/2019. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode *survey*. Populasi dalam penelitian ini adalah siswa kelas V A yang berjumlah 32. Penentuan jumlah sampel ditentukan menggunakan rumus Slovin dan diperoleh sampel sebesar 30 responden. Penelitian ini dilaksanakan selama enam bulan terhitung mulai pada bulan Maret 2019 hingga Agustus 2019. Teknik pengumpulan data pada penelitian ini menggunakan angket. Hasil hipotesis pertama dengan uji parsial (uji t) diperoleh $t_{hitung} = 5{,}750 > t_{tabel} = 2{,}052$ dengan signifikansi $0{,}000 < 0{,}05$ berarti H_0 ditolak dan H_1 diterima. Berdasarkan data tersebut, berarti variabel kecerdasan emosional berpengaruh secara positif dan signifikan terhadap variabel motivasi belajar. Hasil pengujian hipotesis kedua dengan uji parsial (uji t) diperoleh $t_{hitung} = 3{,}680 > t_{tabel} = 2{,}052$ dengan signifikansi $0{,}001 < 0{,}005$ berarti H_0 ditolak dan H_1 diterima. Berdasarkan data tersebut, berarti variabel kecerdasan emosional berpengaruh secara positif dan signifikan terhadap variabel ketahanmalangan. Hasil pengujian ketiga dengan uji parsial (uji t) diperoleh $t_{hitung} = 4{,}275 > t_{tabel} = 2{,}052$ dengan signifikansi $0{,}000 < 0{,}05$ berarti H_0 ditolak dan H_1 diterima. Berdasarkan data tersebut, berarti variabel ketahanmalangan berpengaruh secara positif dan signifikan terhadap variabel motivasi belajar. Hasil pengujian keempat dengan uji simultan (uji F) diperoleh $F_{hitung} = 58{,}909 > F_{tabel} = 3{,}35$ dengan signifikansi $0{,}000 < 0{,}05$ berarti H_0 ditolak dan H_1 diterima. Berdasarkan data tersebut berarti variabel kecerdasan emosional dan ketahanmalangan secara simultan berpengaruh positif dan signifikan terhadap motivasi belajar.

Kata Kunci : Kecerdasan Emosional, Ketahanmalangan, Motivasi Belajar

ABSTRACT

Title	: Linkage Analysis of Emotional Quotient and Adversity Quotient on Building Students Learning Motivation of Class V A SDN Jelambar Baru 01 in the Academic Year 2018/2019
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Study Program	: Elementary School Teacher Education

The background of this study was based on the phenomenon of students' low level of emotional quotient and adversity quotient, and the lack of students' motivation in learning. The purpose of this study was to determine whether there is an influence of emotional quotient and adversity quotient in learning motivation of fifth grade A students in Academic Year 2018/2019. This study is a quantitative while using survey methods. The population in this study was class V A, consisting of 32 students. The sampling was determined using the Slovin formula and obtained a sample of 30 respondents. This study was conducted for six months starting from March 2019 to August 2019. The data collection technique used in this study is questionnaire. The results of the first hypothesis with a partial test (t test) showed that t count = 5.750 > t table = 2.052 with a significance of 0.000 < 0.05, H_0 is rejected and H_1 is accepted. Based on these data, it could be interpreted that the emotional quotient variable has a positive and significant effect on learning motivation variable. The results of the second hypothesis test with partial test (t test) showed that t count = 3.680 > t table = 2.052 with a significance of 0.001 < 0.005, therefore H_0 is rejected and H_1 is accepted. Based on these data, it could be interpreted that the emotional quotient variable has a positive and significant effect on the adversity quotient variable. The third test results with partial test (t test) showed that t count = 4.275 > t table = 2.052 with a significance of 0.000 < 0.05, that means H_0 is rejected and H_1 is accepted. Based on these data, it could be interpreted that the adversity quotient variable has a positive and significant effect on learning motivation variable. The results of the fourth test with the simultaneous test (F test) showed that F count = 58.909 > F table = 3.35 with a significance of 0.000 < 0.05, as a result, H_0 is rejected and H_1 is accepted. Based on these data it could be concluded that emotional quotient and adversity quotient simultaneously have a positive and significant influence on students' learning motivation.

Key words: EmotionaL Quotient, Adversity Quotient, Learning Motivation