

## Influence of Emotional Intelligence, Teacher Competence and Self-Efficacy on Economic Learning Achievement

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### Abstract

Research aims to know the extent of emotional intelligence, the competence of teachers and self-efficacy simultaneously and partially towards learning achievement students boarding school Madrasah Aliyah Pondok pesantren Nurul Yaqin Ambung Kapur Regency of Padang Pariaman. This type of research is quantitative research with a descriptive approach. The sampling technique used in this research was a total sample technique of 98 students. The results showed that: (1) emotional intelligence, competence of teachers, and self-efficacy simultaneously significant effect on learning achievement economy is evidenced by the  $f\text{-count} > f\text{-table}$  ( $980.957 > 2.76$ ) and  $\text{sig} < 0.05$ , ( $0.00 < 0.05$ ), (2) emotional intelligence has a significant effect on economic learning achievement indicated by  $t\text{-count} > t\text{-table}$  ( $4,502 > 1,988$ ) and significance  $< 0.05$  ( $0.00 < 0.05$ ), (3) teacher competence a significant effect on economic learning achievement is indicated by  $t\text{-count} > t\text{-table}$  ( $2.116 > 1.988$ ) and significance  $< 0.05$  ( $0.037 < 0.05$ ), (4) self-efficacy a positive effect on economic learning achievement  $t\text{ count} > t\text{-table}$  ( $2,141 > 1,988$ ) and significance  $< 0.05$  ( $0.035 < 0.05$ ).

**Keywords:** *emotional intelligence, teacher competence, self-efficacy*

### Introduction

Education is a very important thing and cannot be separated from one's life in the family, community, and nation. Indonesia as a developing country in development requires quality human resources that can be relied upon. One of the efforts to create quality human resources that can be relied upon is through school education as one of the formal educational institutions, in realizing national education goals through the teaching and learning process of national education has a function that must be considered. One indicator that can be used as a benchmark for the success of an educational institution in producing quality graduates is reflected in the learning achievements achieved or the value obtained in each subject presented at the educational institution included in economic subjects. Preliminary observations at Madrasah Aliyah Nurul Yaqin Islamic Boarding School Ambung Kapur (Then a short writer with MA PPNY AB) District VII Koto Padang Pariaman Regency for the academic year 2017/2018 obtained data showing that there are still many economic values of students less than completeness. This is evidenced by the many odd semester final exam scores in economic subjects that are below the completeness standard set by the school, which are 78.

These results indicate the achievement of learning achievement cannot be said to be successful because most of the scores obtained by students have not yet reached the minimum completeness criteria (KKM) which is equal to 78. Mulyasa (2013: 130) says based on the theory of complete learning that class success is seen from the number of students who can complete or reach a minimum grade of at least 85% of the number of students in the class. The data shows that the grades obtained by students X.1, X.2, XI and XII for economic subjects are still less than optimal. Therefore, it is necessary to research the factors that influence students' economic learning achievement that is different and less than optimal. In general, the process of achieving learning achievement is influenced by many factors, among which are internal factors (internal factors) and factors that come from outside students (external factors).

**Table 1 Recap of Economics Test Examinations for Academic Year 2017/2018**

Classes	Number of Students	Value			
		Lower than 78	%	greater than 78	%
X.1	26	11	42,31 %	15	57,69 %
X.2	25	13	52,00 %	12	48,00 %
XI	27	16	59,26 %	11	40,74 %
XII	20	12	60,00 %	8	40,00 %
Total	98	52	53,06 %	46	46,94 %

*Source: Economics Teacher at Madrasah Aliyah Nurul Yaqin Islamic Boarding School*

This refers to the opinion of Purwanto (2006: 107) which states that the process of achieving learning achievement is influenced by many factors. These factors come from within students (interns) and from outside students (extern). Internal factors include psychological and physiological factors, while external factors include environmental and instrumental factors. Psychological factors consist of talent, interests, intelligence, motivation, and cognitive abilities, while physiological factors consist of physical conditions or five senses. Environmental factors consist of the natural environment and social environment, while instrumental factors consist of curriculum, learning materials, teachers, evaluation tools, infrastructure, administration.

Of the several internal factors that influence learning achievement, intelligence is an important factor for achieving learning achievement. The old view makes intellectual intelligence or intelligence as the only tool for measuring student intelligence. Students with high IQs are considered intelligent and will succeed in their lives. This view began to shift when Gardner put forward the theory of Multiple Intelligence or known as multiple intelligence theory. Theory is Multiple Intelligence Gardner's a trigger for the development of intelligence theories, including Emotional Quotient (EQ) and even now spiritual intelligence or Spiritual Quotient (SQ), Creative Quotient (CQ), and Adversity Quotient (AQ) (Firmansyah, 2010). According to Shapiro (1998) Emotional Intelligence is the ability to recognize our own feelings and the feelings of others, self-control, enthusiasm, the ability to motivate yourself and endure frustration, the ability to control impulses and emotions, not to exaggerate pleasure, regulate mood and keep the burden of stress from crippling the ability to think, empathy, to maintain the best possible relationship, the ability to resolve conflicts, and to lead themselves and their environment. This is in line with the statement Goleman (2009), emotional intelligence is the ability to regulate emotional life with intelligence prestige (to manage our emotional life with intelligence); maintaining emotional harmony and its expression (the appropriateness of emotion and its expression) through self-awareness skills, self-control, self-motivation, empathy and social skills.

The results of several studies at the University of Vermont on analysis of the neurological structure of the human brain and behavioral research by Le Doux (1970) show that in important events in one's life, EQ always precedes rational intelligence. A good EQ can determine individual success in learning achievement to build career success, develop harmonious husband and wife relationships and can reduce aggressiveness, especially among adolescents (Goleman, 2009). Emotional intelligence involves many important aspects, namely: empathy (understanding other people in-depth), expressing and understanding feelings, controlling anger, independence, ability to adjust, like, ability to solve interpersonal problems, perseverance, solidarity and friendliness (Wahyuningsih, 2004). Based on observations and interviews conducted with several teachers and the head of the hostel the writer got information that some students have emotional intelligence that is less than optimal, students are still unstable because in adolescence, students tend to empathize with

others, tend to be selfish, and difficult to regulate feelings, even some students can fight only with trivial issues.

While the external factor is the factor that comes from outside of the student In this study, researchers suspect the influence of external factors, especially those related to teachers. According to Sagala (2011: 39) teachers are one of the factors that influence student learning achievement. Teachers have a large task and responsibility because the future of a nation is determined by qualified teachers. These tasks and responsibilities do not just make students know and understand the teaching material provided but can make students become educated humans who understand their role as humans so that it benefits themselves and the surrounding environment. The teacher is a profession that requires special expertise. The teacher's duties include educating, teaching and training. Educate means to continue and develop the value of life. Teaching means continuing and developing science and technology. While training means developing skills to students.

Teacher competence can be interpreted as the roundness of knowledge, skills, and attitudes displayed in the form of intelligent and responsible behavior possessed by a teacher in carrying out his profession. A teacher is required to have competence or ability in his knowledge, the ability to master subjects, the ability to interact socially with fellow students and with fellow teachers and principals, even with the wider community. The teacher has an important role to change the behavior and thinking of students towards the achievement of educational goals. Therefore, teachers must be reviewed the readiness of organizing learning and competence in organizing learning (Inayah, Martono, and Sawiji, 2013). The competency of a teacher is an important factor in achieving student learning achievement (Utomo, Suwachid, & Suharno, 2012). In other words, student learning achievement is a reflection of the success of a teacher in teaching.

When the writer observed MA PPNY AB District VII Koto, Padang Pariaman Regency, the writer saw a problem for the teacher in applying his competence when teaching. This can be seen when the teacher ignores the components in the teacher's competence, especially competencies that are directly related to the implementation of the teaching and learning process such as ignoring the motivation given to students regarding the material to be delivered, the use of teaching methods that are less varied, and the lack of feedback from students when the teacher explains and there are still students who come in and out when the teacher explains and even the writer finds that students fall asleep in the classroom which the researchers consider to be a lack of teachers in managing the class and varying learning.

Other theories believe that other factors can influence learning achievement, namely self-efficacy. This refers to the opinion of Pajares (2006: 341) self-efficacy is one's belief in their ability to successfully achieve goals. According to Bandura (2008: 1), efficacy will increase student success through two ways namely first, efficacy will foster interest from within oneself to activities which he considers attractive. Second, someone will set themselves to achieve goals and be strongly committed. Based on the opinions expressed by experts, it can be concluded that self-efficacy plays an important role because its existence will motivate someone to have more regularity as a form of self-preparation in facing challenges to achieve planned goals. But in reality, the importance of the role of self-efficacy was not felt by some students at the boarding school MA PPNY AB in Padang Pariaman Regency. The author conducted interviews with several students and the results obtained that some students believe that good grades are obtained if he is smart, and vice versa if he is less smart then he will always get less good grades. Also, when going to face any exam or test some of them do not try to make more prepared to deal with it. They did not try to increase their hours of study and reduce their hours of play, even some of them deliberately did not study even though they knew that there would be a repeat test tomorrow.

Based on the problems that have been formulated, the objectives to be achieved in this study are to study and analyze: (1) The influence of emotional intelligence on the economic learning achievement of students at the Madrasah Aliyah boarding school Nurul Yaqin Ambung Kapur Boarding School Padang Pariaman Regency. (2) The effect of teacher competence on student achievement in boarding school Madrasah Aliyah Islamic Boarding School Nurul Yaqin Ambung Kapur Padang Pariaman Regency. (3) The effect of self-

efficacy on the economic learning achievement of students at the Madrasah Aliyah boarding school Pondok Pesantren Nurul Yaqin Ambung Kapur Padang Pariaman Regency. (4) The influence of emotional intelligence, teacher competence, and self-efficacy together on the economic learning achievement of students at the Madrasah Aliyah boarding school Nurul Yaqin Islamic Boarding School Ambung Kapur Padang Pariaman Regency.

**Methods**

This research is a quantitative approach using a design correlational. This research was conducted at Madrasah Aliyah boarding school Nurul Yaqin Ambung Kapur Boarding School in Padang Pariaman Regency. The sampling technique used was a total sample technique of 98 students. The instrument used in this study was a scale model questionnaire Likert. The instruments that have been compiled are tested to see the level of validity and reliability (validity and reliability). Data analysis methods used are descriptive analysis and prerequisite test analysis. This prerequisite test analysis uses the classic assumption test including the normality test, and the Multicholinerity test, while for hypothesis testing using multiple analysis, f test, t-test using Statistical Package for the Social Science (SPSS) version 25.

**Results and Discussion**

Descriptive results processed with SPSS version 25 can be seen in the following table:

**Table 2 The Category of Achievement of Respondents**

Numb.	Variable	The Level of Respondents' achievements		
		Low	Is being	High
1	Emotional intelligence	19,4%	61,2%	19,4%
2	Competence of teachers	14,3%	64,3%	20,4%
3	Self-efficacy	11,3%	69,4%	18,3%

*Source: primary Data Processing, 2019*

The table above explains that the level of respondents' achievements from the Poll distributed to 98 students showed the most emotional intelligence of students 61.2% were in the moderate category of teacher competence 64.3% were in the moderate category and the self-efficacy most students' was also in the moderate category.

From the results of multiple regression analysis tests found the following data:

**Table 3 Multiple Linear Regression Calculation Results**

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	
1	(Constant)	-55.601	4.023		-13.820	.000
	Emotional Intelligence	.515	.114	.453	4.502	.000
	Competence Of Teachers	.227	.107	.300	2.116	.037
	Self Efficacy	.195	.091	.238	2.141	.035

a. Dependent Variable: Prestasi Belajar

*Source: primary Data Processing, 2019*

From the data seen in table 4.14 it can be seen that the value of the multiple linear regression constant is -55.601 with the regression coefficient value of emotional intelligence variable 0.515, the value of Teacher

competency regression coefficient 0.227 and self-efficacy 0.195. Then by referring to the formula of multiple linear regression equation  $\hat{Y} = a + b_1.X_1 + b_2.X_2 + b_3.X_3$ , a multiple linear regression equation can be formed as follows:

$$\hat{Y} = -55.601 + 0.515.X_1 + 0.227.X_2 + 0.195.X_3$$

The meaning of the multiple linear regression equation above has implications; (1) The constant -55.601 implies that if emotional intelligence, teacher competency, and variables self-efficacy there are no ( $X_1, X_2$  and  $X_3 = 0$ ), it will reduce learning achievement by -55.601. If there is a one-point increase in emotional intelligence, teacher competence, and self-efficacy together, learning achievement will increase by 0.937 times ( $0.515 + 0.227 + 0.195$ ), (2) Regression coefficient  $X_1$  (emotional intelligence) 0.515 means that each addition of one emotional intelligence variable points will increase learning achievement by 0.515 times, (3) Regression coefficient  $X_2$  (teacher competence) 0.227 implies that each addition of one point teacher competency variables will increase learning achievement by 0.227 times, (3) Regression coefficient  $X_3$  (self-efficacy) 0.195 means that each addition of one point to the variable self-efficacy will improve teacher performance by 0.195 times.

Furthermore, to measure the real effect of the variables of emotional intelligence, teacher competence, and self-efficacy simultaneously on learning achievement, an F test is carried out. From the results of the f test, the following results can be found:

**Table 4 F Test**

ANOVA						
Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	9412.176	3	3137.392	980.957	.000
	Residual	300.640	94	3.198		
	Total	9712.816	97			
a. Dependent Variable: The Learning Achievements						
b. Predictors: (Constant), Self Efficacy, Teacher Competence, Emotional Intelligence						

*Source: primary Data Processing, 2019*

Based on the above table data, the f count is 980,957 and sig 0,000. f table at the level of  $\alpha = 0.05$ ,  $df_1 =$  (number of independent variables = 3) and  $df_2$  ( $nk - 1 = 98 - 3 - 1 = 94$ ), then the value of f table = 2.76. This means that  $f_{count} > f_{table}$  ( $980,957 > 2.76$ ) and  $sig < 0.05$  ( $0,000 < 0.05$ ), then the hypothesis can be accepted. In this case, it can be said that the variables of emotional intelligence, teacher competence, and self-efficacy together significantly affect learning achievement, so that the three independent variables can be used to estimate or predict learning achievement variables. Then the t-test is performed.

The t-test is used to determine whether the independent variable partially influences the dependent variable. The results of the test of the influence of emotional intelligence, teacher competence, and variables self-efficacy partially affect the learning achievement of MA PPNY AB students in Padang Pariaman district as follows:

**The First Hypothesis Testing**

The first hypothesis states that "Emotional intelligence has a significant effect on students' economic learning achievement boarding school Madrasah Aliyah Pondok Pesantren Nurul Yaqin Ambung Kapur Padang Regency Pariaman" Based on table 3 data obtained sig of 0,000. T-test results are associated with the first hypothesis proposed in this study, namely, criteria for acceptance of the hypothesis: (a) If the significance value (sig) < of probability is 0.05, then  $H_0$  is rejected and  $H_a$  is accepted, (b) If the significance value (sig) > of probability 0.05 then  $H_0$  is accepted and  $H_a$  is rejected.

From the calculation above, it is known that the value of sig <0.05 (0.000 < 0.05) means that H0 is rejected and Ha is accepted. This significance implies that emotional intelligence has a significant effect on learning achievement.

**The Second Hypothesis Testing**

The second hypothesis states that "teacher competence has a significant effect on the economic learning achievement of students at the Madrasah Aliyah boarding school Nurul Yaqin Islamic Boarding School Ambung Kapur Padang Regency Pariaman". To test this second hypothesis, simple linear regression analysis is used. Based on the data table 4.14 obtained a sig level of 0.037. T-test results are associated with the second hypothesis proposed in this study, namely, criteria for acceptance of the hypothesis: (a) If the significance value (sig) < of probability is 0.05, then H0 is rejected and Ha is accepted, (b) If the significance value (sig) > of probability 0.05 then H0 is accepted and Ha is rejected.

From the calculation above it is known that sig < 0.05 (0.037 < 0.05) this means that H0 is rejected and Ha is accepted. This significance implies that teacher competence has a significant effect on learning achievement.

**The third hypothesis Testing**

The third hypothesis states that self-efficacy has a significant effect on the economic learning achievement of students at the Madrasah Aliyah boarding school Nurul Yaqin Islamic Boarding School Ambung Kapur Padang Pariaman Regency ". To test this third hypothesis, simple linear regression analysis is used. Based on the data table 4.14 sig level of 0.035. T-test results are associated with the third hypothesis proposed in this study, namely, criteria for acceptance of the hypothesis: (a) If the significance value (sig) < of probability is 0.05, then H0 is rejected and Ha is accepted, (b) If the significance value (sig) > of probability 0.05 then H0 is accepted and Ha is rejected.

From the calculation above, it is known that the value of sig <0.05 (0.035 <0.05) means that H0 is rejected and Ha is accepted. This significance implies that self-efficacy has a significant effect on learning achievement.

The determination test is carried out to find out how much influence the independent on variable has the dependent variable, as shown below:

**Table 5 Analysis of the Determination**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	.984 <sup>a</sup>	.969	.968	1.78838

a. Predictors: (Constant), Self Efficacy, Teacher Competence, Emotional Intelligence

*Source: primary Data Processing, 2019*

From the summary model table above it can be seen that the R-value is 0.984, while the value of R<sup>2</sup> is 0.969. Therefore the determination coefficient test is obtained from multiple linear regression calculation, then the coefficient of determination of 0.96 or R<sup>2</sup> x 100% by 96%. The significance of the value has implications that the intelligence variable emotional, teacher competence and self-efficacy affect the economic learning achievement of students at the boarding school Madrasah Aliyah Islamic Boarding School Nurul Yaqin Ambung Kapur Regency Padang Pariaman by 96%, and the remaining 4% is influenced by other variables outside the model included in this research.

**Conclusion**

Based on the research conducted by the authors through statistical data analysis from questionnaires distributed, conclusions can be drawn emotional intelligence, teacher competence, and self-efficacy simultaneously have a significant effect on the economic learning achievement of students at boarding school Madrasah Aliyah Islamic Boarding School Nurul Yaqin Ambung Kapur Regency Padang Pariaman. This

means that the higher the emotional intelligence, teacher competency, and self-efficacy, the higher the student's learning achievement.

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