

# The Emotional Intelligence Of Final Semester Students Of English Department In Facing The Thesis Writing At University Of Sembilanbelas November, Kolaka

Karman<sup>1</sup>, Umyy Chalzum<sup>2</sup>

University of Sembilanbelas November, Kolaka, Indonesia

<sup>1</sup>karmansultani@gmail.com, <sup>2</sup>ochasym@gmail.com

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**Abstract:** This study was aimed at determining the level of emotional intelligence and find out the dominant aspect of the emotional intelligence of final semester students of English Department at University of Sembilanbelas November, Kolaka. This study was a survey research. The respondents in this study were the final level students of English Department. The number of respondents in this study was 40 respondents. The instruments of this study were a questionnaire and interview guideline. The sampling technique was quota sampling technique. Based on the analysis of the result of the Mean and Standard Deviation, 37 respondents or 92.5% had a standard level of emotional intelligence and 3 respondents or 7.5% had a high level of emotional intelligence. From the result of the calculation of the data, the ideal Mean (Mi) and the ideal Standard Deviation (SDi) of each aspect of emotional intelligence, it was found that the dominant aspect in students' emotional intelligence was self-awareness, then followed by the aspect of empathy, then followed by the aspect of motivation, and then the aspect of social skills, and the latter was aspect of self-setting. To add, the level of their emotional intelligence was categorized as very high with SD.

**Keywords:** Emotional Intelligence, Final Semester Students, Facing Thesis

## INTRODUCTION

Thesis is a scientific paper in the form of exposure to the writings of the results of research that addresses a problem/phenomenon in certain science fields by using the certain norms. The aims of writing the thesis for students are to make them able to compose and write a scientific paper, in accordance with the field of science, to understand, to analyze, to describe, and to explain the issues that are related to the field that is studied<sup>1</sup>.

From the past to present, a thesis is considered as the most difficult things, and often gives rise to fear and anxiety. This was caused by the presence of fear whether they are successful or not, whether they could make a good English thesis or not, failure in the research into the reasons and eventually influenced the development of self-confidence. That is why sometimes students do not finish their thesis writing on time, and even some failed to finish their thesis due

<sup>1</sup> Muh Barid Nizarudin Wajdi, "Metamorfosa Perguruan Tinggi Agama Islam," *AT-Tabdzib: Jurnal Studi Islam dan Muamalah* 4, no. 1 (2016): 92–109.

to several problems related to their emotion.

In the academic world especially in the university level, emotional intelligence also plays an important role in the process of preparation of the thesis, and when the students draft the final project in which all the emotions arise, ranging from anger, sadness, fear, pleasure, love, surprise, annoyance, and shame<sup>2</sup>. The process of teaching and learning in various aspects is very associated with emotional intelligence. Emotional intelligence is able to train, the ability to manage feelings, the ability to motivate oneself, capable of controlling the urge and delaying our satisfaction for a moment, could set the mood as well as able to empathize and work together with others. These capabilities absolutely support the students in completing their thesis writing task with good conditions and achieve the goals and expectations.<sup>3</sup>

Goleman defines the emotional intelligence as an ability to motivate yourself and survive to face a frustrating; control the burden of stress which does not cripple the ability of thinking; empathize and pray. While personal intelligence is the ability to correlate, but directly inward, that ability is an ability to shape their own model carefully and refer to themselves as well as the opportunity to use the capital earlier as a tool for effective through life. Emotional Intelligence is divided into 5 aspects, namely self-awareness, self-setting, motivation, empathy, and social skills.<sup>4</sup>

Low emotional intelligence students with fear and over anxiety in dealing with thesis will be easily agitated and tend to finish their thesis late compared to average students in their semester. This fear will become burden for them and will distract their attention from finishing their thesis writing. Conversely, students with high emotional intelligences are able to manage stress or tension related to thesis and find the way out related to the problems raised from thesis writing<sup>5</sup>.

Students who have a high emotional intelligence are those who are happy, confident, popular, and more successful in the campus. They further master the turmoil of their emotions, sweet relationship with others, be able to manage stress and have a good mental health.<sup>6</sup> Salovey, Mayer, and Canso add that the smart kids emotionally have the ability to understand the emotions of oneself and others, and using emotions as information for guiding thoughts and actions.<sup>7</sup>

To add, students who have low intelligence are more visible in withdrawing from the association or social problems such as: more aloof and less vibrant, often anxious and depressed, as well as unruly and aggressive.<sup>8</sup> Now, more and more students have these characteristics. It was

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<sup>2</sup> Muh Barid Nizarudin Wajdi, "Paradigma Pergeseran Educational Technology Menuju Instructional Technology" (2017).

<sup>3</sup> Awaluddin, "Hubungan Antara Kecerdasan Emosional dengan Hasil Belajar Bahasa Inggris." Accessed August, 2016. [http://www.scribd.com/mobile/doc/133081817/Hubungan-Antara-Kecerdasan-Emosional-Dengan-Hasil-Belajar-Bahasa\\_Ingggris](http://www.scribd.com/mobile/doc/133081817/Hubungan-Antara-Kecerdasan-Emosional-Dengan-Hasil-Belajar-Bahasa_Ingggris).

<sup>4</sup> D. Goleman, *Emotional Intelligence: Kecerdasan Emosional Mengapa EI Lebih Penting daripada IQ* (21st ed.) (Jakarta: PT Gramedia Pustaka Utama, 2016).

<sup>5</sup> Muh Barid Nizarudin Wajdi, "Kawasan Teknologi Pembelajaran" (2017).

<sup>6</sup> Hartini, "Kecerdasan Emosional." Accessed September 1, 2017. <http://digilib.esaunggul.acid/public/UEU-journal-4981-IBUWIN.pdf>

<sup>7</sup> Salovey, Mayer, and Canso, "Psychometrics of Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) Scores," *Psychological Reports* 109, no 1 (2011).

<sup>8</sup> Goleman, *Emotional Intelligence*.

indicative of the deterioration/decrease in emotional intelligence<sup>9</sup>.

Considering those facts, it was really interesting to find out final semester students' emotional intelligence when dealing with their thesis writing in English Education Department of University of Sembilanbelas November, Kolaka. Finding out their emotional intelligence could help many parties in English Education Department of University of Sembilanbelas November, Kolaka to give right treatments and attitude to the students. To do that, this study was guided by two research questions namely: How is the level of emotional intelligence of final level students at English Education Department in facing the thesis writing? and What the dominant aspect in emotional intelligence of final level students at English Education Department in facing the thesis writing?

**RESEARCH METHOD**

Since the purpose of this study was to find out respondents' characteristics and behavior related to emotional intelligence, the researchers applied survey research method. Survey research asks about people's belief, opinion, characteristics, and behaviors.<sup>10</sup> To elicit the data, the researchers used one instrument namely questionnaire. This instrument encompassed one type of data namely quantitative data.

In this research, the questionnaire was the most important instrument in gathering the data of this study. The researchers used a closed ended questionnaire consisting of 25 statements with two types of statements, namely 20 of positive statements and 5 of negative statements. The questionnaire that researchers used was adapted from Fikar.<sup>11</sup> It consisted of five aspects of emotional intelligence. They were self-awareness, self-setting, motivation, empathy and social skills. The distribution of those aspects could be seen in Table 1 below.

**Table 1.** Statement Distribution of Questionnaire

No.	Aspects	Number of Items	
		Positive	Negative
1	Self-Awareness	1,3,4,5	2
2	Self-Setting	7,8,9,10	6
3	Motivation	12,13,14,15	11
4	Empathy	17,18,19,20	16
5	Social Skills	21,22,24,25	23

This study took place at the University of Sembilanbelas November, Kolaka which was located on Jl. Pemuda No.339, and it was implemented from July to August 2017. According to Nazir, the population is a group of people with qualities and character that was created by

<sup>9</sup> Muh Barid Nizarudin Wajdi, "Landasan Historis Perkembangan Teknologi" (2017).

<sup>10</sup> D. Ari, L. C. Jacobs, C. Sorensen and A. Razavieh, *Introduction to Research in Education* (Wadsworth: Nelson Education Ltd Publisher, 2010).

<sup>11</sup> Nurul Fikar, "Hubungan Antara Kecerdasan Emosional dan Lingkungan Belajar dengan Prestasi Siswa Kelas XI Jurusan Teknik Otomotif di SMK Negeri 3 Yogyakarta" (Tesis, Yogyakarta: Universitas Negeri Yogyakarta, 2014).

researcher.<sup>12</sup> Those characteristics and qualities are named as a variable. The population of this research was final level students of English Department at University of Sembilanbelas November, Kolaka. The number of population was 78 students and divided into two classes, class A with 45 students and class B with 33 students. Due to the limited time and chance for researchers to meet the respondents at campus, this study used samples. To determine the samples used in this study, the researcher used quota sampling method. The researcher chose 40 respondents from two classes and they were active students who were writing their thesis reports and proposals. The samples selected were targetted to meet the predetermined quotas. If the respondents were sufficient for that quota, the researcher stopped gathering the respondents.

The data collection was conducted from July to August 2017 for two weeks. It started on July 26, 2017 and ended on August 14, 2017. There were 40 respondents for questionnaire. The questionnaire was distributed to the final semester students at English Education Department of the University of Sembilanbelas November, Kolaka. The researchers met the respondents one by one, and then asked their permission to be respondents in this study. If they wished, the researcher let the respondents to fill out the research questionnaires.

To analyze the descriptive data obtained from questionnaire related to each aspect in emotional intelligence, *Central Tendency Measure* was used to find out the dominant aspect in facing the thesis based on the ideal score criteria. Definition of ideal score criteria used ideal mean ( $M_i$ ) and ideal deviation standard ( $SD_i$ ) in comparison with the evaluation.

And to find out the dominant aspect in emotional intelligence of final semester students, the researchers analyzed the data by using ideal mean ( $M_i$ ) and ideal deviation standard ( $SD_i$ ) as comparison with the evaluation and then categorized it into five grades. They were very high, high, standard, low, and very low. This categorization followed Sudijono's quantitative data conversion as shown in the following table.<sup>13</sup>

**Table 2.** Quantitative Data Conversion

No.	Score Range Formula	Score Range	Category
1	$\bar{X} > M_i + 1.5SD_i$	$\bar{X} > 4,05$	Very High
2	$M_i + 0.5 SD_i < \bar{X} \leq M_i + 1.5SD_i$	$3,35 < \bar{X} \leq 4,05$	High
3	$M_i - 0.5 SD_i < \bar{X} \leq M_i + 0.5SD_i$	$2,65 < \bar{X} \leq 3,35$	Standard
4	$M_i - 1.5 SD_i < \bar{X} \leq M_i - 0.5SD_i$	$1,95 < \bar{X} \leq 2,65$	Low
5	$\bar{X} \leq M_i - 1.5 SD_i$	$\bar{X} \leq 1,95$	Very Low

**Where:**

$\bar{X}$  = the average mean

$M_i$  = the ideal mean

$SD_i$  = the ideal standard deviation

<sup>12</sup> Moh. Nazir, *Metode Penelitian* (Jakarta: Ghalia Indonesia, 2000).

<sup>13</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2003).

## RESULT AND DISCUSSION

In this section, the researchers present the result of the research analysis accumulated during the deployment of questionnaires and interviews. The researcher distributed questionnaire to the respondents and interviewed some of the respondents. In this research, emotional intelligence was divided into 5 aspects that play an important role for students in facing the thesis. They were self-awareness, self-setting, motivation, empathy, and social skills. Every aspect was assessed by using five statements provided in the questionnaire. The description of each aspect was discussed as follows.

The first aspect was self-awareness. There were 5 item statements related to this aspect. They were items number 1, 2, 3, 4, and 5. These five statements were used to find out the students' self-awareness. The first statement was *"I believe that I can finish my own final project"*. The mean value of this statement was 4.6 with SD 0.8. Since the mean was higher 4.05, it was categorized into very high. The second statement was *"I'm not afraid of my final project is not over yet"*. The mean value of this statement was 4.03 and SD value was 1.19. It was considered as high because the mean value fell between 3.35 and 4.05. The third statement was *"I'm afraid of failure"*. The mean value of this statement was 4,1 and SD value was 1.4. It was categorized very high also. The fourth statement was *"I'm care about the lesson the lecturer tell"*. The mean value of this statement was 4.6 and SD value was 0.6. It was categorized into very high also. The fifth statement was *"I understand my lack in English"*. The mean value of this statement was 4.4 with SD value 0.8. It was categorized as very high.

To sum the mean value of those five statements, the result of the analysis showed that the mean value of this aspect was 4.3 with SD 0.3. Referring to the table conversion proposed by Sugiono, this value was categorized as very high. Thus, it could be concluded that the students' self-awareness was very high.

The second aspect was self-setting. There were 5 items of statements related to this aspect. They were items number 6, 7, 8, 9, and 10. The detail description of each statement as follows: The sixth statement was *"I can't calm down when in a state of negative emotions (for example, anger, disappointment, hatred, etc.)"*. The mean value of this statement was 2,7 and SD value was 1,2. This mean value was categorized as low because the mean value fell between 1.95 and 2.65. The seventh statement was *"I can manage my emotions in facing my final project even in stressful situations"*. The mean value of this statement was 3.8 with SD value 0.79. This mean value was categorized as high. The eighth statement was *"I can calm in facing of my final project"*. The mean value of this statement was 4.08 with SD value 0.92. It was also considered as very high because the mean value > 4.05. The ninth statement was *"I try to be calm in the facing the adversity"*. The mean value of this statement was 4,25 and SD value was 0,74. It was also categorized as very high also because the mean value was > 4,05. The ninth statement was *"I can overcome the difficulty of focusing on my final project"*. The mean value of this statement was 4 with SD value 0.72. It was considered as high because the mean value fell between 3,35 and 4.05.

To sum the mean value of those five statements, the result of the analysis showed that the mean value of this aspect was 3.8 with SD 0.6. Referring to the table conversion proposed by Sudijono, it was categorized as high. Thus, it could be concluded that the self-setting of the

students was high.

The third aspect of emotional intelligence was motivation. For motivation, there were 5 statements, namely statements 11, 12, 13, 14, and 15. The eleventh Statement was *"I never try to finish my final project on time"*. The mean value of this statement was 4.00 with SD value 1.04. It was categorized as high because the mean value fell between 3.35 and 4.05. The twelfth statement was *"I don't want to be old student because I didn't make my final project"*. The mean value of this statement was 4.25 with SD value 1.32. This mean value was categorized as very high because the mean was  $> 4.05$ . The thirteenth statement was *"I want to finish my study because I want to continue S2"*. The mean value of this statement was 4.00 with SD value 0.9. It was also considered as high because the mean value fell between 3.35 and 4.05. The fourteenth statement was *"I want to my parents to be happy"*. The mean value of this statement was 4.95 with SD value 0.22. It was also categorized as very high. The last statement on this aspect was *"I want finish my study quickly, because I want to get married"*. The mean value of this statement was 3.28 with SD value 1.38. Since the mean value fell between 2.65 and 3.35, this statement was categorized as average.

Summing up the mean value of statements 11, 12, 13, 14, and 15, the result of the analysis showed that the mean value of motivation aspect was 3.8 with SD 0.6. Referring to the table conversion proposed by Sugiyono, it was categorized as high. Thus, it could be concluded that the motivation of the students was high.

The fourth aspect of emotional intelligence was empathy. It had 5 statements, namely statements 16, 17, 18, 19, and 20. The sixteenth statement was *"I don't want to help a friend who needs my help although I'm not in trouble"*. The mean value of this statement was 4.48 with SD value 0.75. This mean value was categorized as very high because the mean was higher than 4.05. The seventeenth statement was *"Although I'm working on my final project, I continue to give priority to the needs related to the family"*. The mean value of this statement was 4.25 with SD value 0.78. It was also considered as very high because the mean value was  $> 4.05$ . The eighteenth statement was *"I always try to keep the feelings of my friends although my friends are always annoying during the work of my final project"*. The mean value of this statement was 4.1 with SD value 0.6. Since the mean value fell between 3.35 and 4.0, it was categorized as high. The nineteenth statement was *"I care with friend who facing the problem"*. The mean value of this statement was 4.2 with SD value 0.6. Referring to the table conversion, it was also considered as high because the mean value fell between 3.35 and 4.05. The last statement on this aspect was *"I follow the positive habits of my friend and avoid negative"*. The mean value of this statement was 4.2 with SD value 0.8. It was also categorized as high because the mean value fell between 3.35 and 4.05.

Summing up the mean value of statements 16,17,18,19, and 20, the result of the analysis showed that the mean value of empathy was 4.23 with SD 0.16. Referring to the table conversion proposed by Sugiyono, it was categorized as high. Thus, it could be concluded that students' empathy was very high.

The last aspect of emotional intelligence was social skills. In this aspect, there were 5 statements, namely statements 21, 22, 23, 24, and 25. The twentieth one statement was *"I need guidance from friends in the implementation of final project"*. The mean value of this statement was 4.2 with SD value 0.8. This mean value was categorized as very high because the mean value was higher than 4.05. The twentieth two statement was *"I always take a good care of all my friends including*

friends who I don't like". The mean value of this statement was 4.05 with SD value 0.88. It was categorized as high. The twentieth three statement was "When the lecturer explains the material, I've never been a good listener". The mean value of this statement was 3.6 with SD value 1.2. It was also considered as high because the mean value fell between 3.35 and 4.05. The twentieth four statement was "I still do good to friends who interfere with the process of my final project". The mean value in this statement was 3.6 with SD value 0.9. It was also categorized as high because the mean value fell between 3.35 and 4.05. The last statement of social skills was "It is easy for me to accept the new knowledge that conveys". The mean value of this statement was 3.9 with SD value 0.7. It was also considered as high because the mean value fell between 3.35 and 4.05.

Summing up the mean value of statements 21,22,23,24, and 25, the result of the analysis showed that the mean value of social skill aspect was 3.9 with SD 0.3. Referring to the table conversion proposed by Sugiyono, it was categorized as very high. Thus, it could be concluded that the social skills of the students was very high. All of the mean scores of each aspect were summarized in the following table.

**Table 3.** Summary of Mean and Standard Deviation of Each Aspect of EI

No.	Aspects	N	Mean	SD	Category
1	Self-Awareness	40	4,3	0.3	Very High
2	Self-Setting	40	3.8	0.6	High
3	Motivation	40	4.09	0.6	Very High
4	Empathy	40	4.23	0.16	Very High
5	Social Skills	40	3.9	0.3	High
Emotional Intelligence			4.05	0.22	Very High

Looking at the table above, it could be seen that all of aspect categories of emotional intelligence. Three aspects were categorized very high, and two aspects were categorized high. To sum all of the average scores of every aspect, it was found out that the average score from all of those aspects was 4.05 with SD score 0.22. Thus, it could be concluded that the level of final semester students' emotional intelligence was very high as could be seen in Table 3 above.

From these results, it could be seen that the most dominant aspects of students in facing the thesis was the aspect of self-awareness with a value of 4,3, then followed with the aspect of empathy with the value of 4.23, then the aspect of motivation with the value 4.09 and social skills with a value of 3,9, and the latter was the self-setting with the smallest score 3.8.

For closer analysis on this finding, the researchers categorized all of the respondents in this study according to their gain score on the questionnaire into three groups by using the following table conversion.

**Table 4.** Level Category of Respondents' Gain Score on the Questionnaire

NO	Level / Category	Score	Frequency	Percentage %
1	High	$4.44 \leq X$	3	7.5 %
2	Standard	$2.68 \leq X < 4,44$	37	92.5 %
3	Low	$2.68 \leq X$	0	0 %

Total	40	100 %
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According to the data presentation of each respondent's gain mean score toward the questionnaire, it was found that from the frequency and the percentage of the 40 respondents in each category, 3 respondents or 7.5% were categorized into high category and 37 respondents or 92.5% were categorized into standard category. And no respondents or 0 % are categorized into low category.

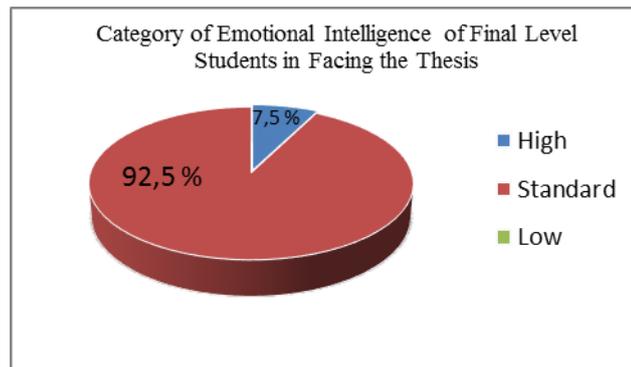


Figure 1. The Category of Students' Emotional Intelligence

The above graph showed the level of emotional intelligence of final semester students of English Department in facing the thesis in a standard category with the highest percentage of 92.5 %. This showed that respondents were sufficiently able to manage their emotional life with the help of the intellect, to maintain emotional harmony, so it was expected that the role of teachers or lecturers and parents helped and improved the emotional intelligence of students. But the above graph also showed that the percentage of the emotional level of intelligence included in the high category of 7.5% respondents were indicated that final level students in facing the thesis can receive, process, evaluate, manage and control the emotions of oneself and surrounding people were able to establish good relations with others.

Based on the results of processed data on the classification of emotional intelligence, the most dominant aspect was the self-awareness, and then the next position was empathy, then there was the motivation, next position was the social skills, and the latter was self-setting.

Based on the results of data processed, it was done at the level of emotional intelligence, you can see that the frequency distribution of emotional intelligence in the high category was 3 respondents with a percentage of 7.5%, and for standard category was 37 respondents, with the largest percentage was 92.5% of the respondents there were 40 respondents.

From the results of the above analysis, it could be seen that the final level students of English Department in facing the thesis from all respondents had a high level of emotional intelligence, with 7.5% respondents were indicated that final level students in facing the thesis could receive, process, evaluate, manage and control the emotions of oneself and surrounding people were able to establish good relations with others.<sup>14</sup>

<sup>14</sup> Goleman, *Emotional Intelligence*.

In a standard category with a percentage of 92.5%, this indicated that the final level students of English Department in facing the thesis were sufficiently able to manage their emotional life with the help of the intellect, to maintain emotional harmony and disclosure through the skills of the five aspects of emotional intelligence.<sup>15</sup>

While for a low category with a percentage 0%, this indicated that no one of them less able to recognize emotions, which were one of the important requirements for controlling emotions, so they easily cope with their emotions.

According to Salovey and Grewal, using emotions is the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotional intelligent person can capitalize fully upon his and her changing moods in order to best fit the task at hand.<sup>16</sup> From the result of final level students of English Department in facing the thesis with percentage 7.5% respondents had an ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving.

In a standard category with percentage of 92.5 % respondents were sufficiently able to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The low category with percentage of 0% respondent that indicated no one of them were able to harness emotions to facilitate various cognitive activities.

## **CONCLUSION**

Based on the results of the study of the emotional intelligence of final semester students of English Department in facing the thesis at University of Sembilanbelas November, Kolaka, it could be concluded as follows: from the results of the study it could be seen that the final semester students of English Department in facing the thesis at University of Sembilanbelas November, Kolaka from all respondents have a standard level of emotional intelligence with 92.5%, this indicated that the final level students of English Department in facing the thesis were sufficiently able to manage their emotional life with the help of the intellect, to maintain emotional harmony and disclosure through the skills of the five aspects of emotional intelligence. While for a high category with a percentage 7.5%, this indicated that they were indicated that final level students in facing the thesis could receive, process, evaluate, manage and control the emotions of oneself and surrounding people were able to establish good relations with others. From the result of the calculation of the data, the ideal Mean (Mi) and the ideal Standard Deviation (SDi) found the dominant aspect in emotional intelligence, which was self-awareness that dominated and the highest value, then the next aspect of empathy, then followed the aspect of motivation, and then the aspect of self-setting, and the latter was aspect of social skills.

Based on the results of the study and discussion, the researcher wanted to give suggestions that could be used inputs, namely: the emotional intelligence of some final level students English Department in facing the thesis was quite good, the support and help of parents and lecturers were necessary for the ability of students to control emotions in facing the problems, and to facing the thesis can be improved even better to control, process, evaluate, and

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<sup>15</sup> Ibid.

<sup>16</sup> P. Salovey, D. Grewal, "The Science of Emotional Intelligence," *Current Directions in Psychological Science*. (2005), 14:6.

manage emotions. They were able to establish good relations with others.

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