

The effects of Emotional Intelligence, Family Environment and Learning Styles on Social-Science Learning Outcomes: An Empirical Analysis

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Abstract:

This research aims to determine the effects of Emotional Intelligence, Family Environment, and Learning Styles on Social-Science Learning Outcomes of the eighth-grade students of state junior high schools in Panggang District, Gunungkidul Yogyakarta, Indonesia. This is quantitative research where the population is 401 students at junior high schools. The research sample was taken from the population, with a total of 101 students. The schools from where the sample was taken were determined using the purposive sampling method. The analysis results show that: 1) Emotional Intelligence positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools with the R^2 value by 0.088 and the F_{count} value by 9.594. 2) Family Environment positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in the Academic Year of 2013/2014, with the R^2 value by 0.103 and the F_{count} value by 11.337. 3) Learning Styles positively and significantly affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools with the R^2 value by 0.097 and the F_{count} value by 10.630. 4) Emotional Intelligence, Family Environment and Learning Styles together positively and significantly affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools with the R^2 value by 0.163 and the F_{count} value by 6.287.

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1. INTRODUCTION

Learning is an obligation for all mankind and therefore, education is an inseparable part of human life. Education is a universal phenomenon and lasts for the whole of one's life. The Law No. 20 Year 2003 on the National Education System Article 1 paragraph 1 reads "Education is a conscious and deliberate effort to create a learning atmosphere and learning processes to enable learners to actively develop their potential to have spiritual, religious, and self-control power, personality, intelligence, noble morals as well as skills necessary for themselves, society, nation and country".

Education is carried out to improve the quality of human resources and efforts to realize common prosperity as well as to educate the nation in accordance with what has been set forth in the Preamble to the 1945 Constitution. To realize these objectives, education needs concerns and participation of a variety of parties. The current condition of the world of education is very different from the past condition, with the need to fulfilling digital based learning (Anshari et al., 2017). Approaches to educational used to be employed are no longer effective to implement, and thus the new strategic appointment should be conducted (Huda et al., 2017a). In the current educational context, it is necessary for a comprehensive approach covering the various aspects of education.

Achievements are not obtained easily or come for granted, rather they require efforts and hard work. Social-science learning outcomes refer to results achieved by students after they participate in instructional activities related to the Social Science subject. In this view, the traditional based learning should be driven into the line of transmitting the learning outcome basis (Huda et al., 2017b). In general, social-science learning outcomes are influenced by two factors, namely internal and external factors. Both factors

affecting these social-science learning outcomes should be managed and maximized in terms of their function so as to improve students' social-science learning outcomes.

The Social Science subject is actually comprised of several subjects in the social discipline, such as Sociology, History, Economics and Geography, which are integrated with one another. It is in this year where the Social Science subject begins to be taught in an integrated manner by one subject teacher. In the previous years, even though in KTSP (i.e. the School-Based Curriculum) the Social-Science curriculum had been drawn up in an integrated manner, in state junior high schools in Panggang District, the Social Science subject was still taught separately by teachers of each subject comprising the Social Science subject. In this, the competence should be prioritised in enhancing the plan goal (Huda et al., 2017c). For example, the Competency Standards for Economics were still taught by the Economics teacher and so were the Competency Standards for Geography.

The Social Science subject in the Academic Year of 2013/2014 is delivered in an integrated manner by subject teachers. This creates a number of problems for the teachers, and thus the need to expand the strategic value of learning style should be taken into consideration (Huda et al., 2017d). Among the problems which arise is the finding that most of the Social-Science subject teachers do not master all the Competency Standards of the Social Science subject. As a result, these teachers are required to learn the other Competency Standards to be able to teach the subject as a whole. Most of the Social-Science subject teachers of state senior high schools in Panggang District do have a teaching certificate but the teaching certificate does not certify that they are a junior high school social-science teacher. Consequently, concerns arise about the probability that their certification allowance

cannot be disbursed. Moreover, the materials in the Social Science subject are still delivered using the lecture method making them less attractive for the students to learn. Based on the preliminary observation, the Social-Science Learning Outcomes attained by the students of state junior high schools in Panggang District are still not maximum. It can be seen from the score of the Class Promotion Examination for the Social Science subject, where less than 50% of the students met KKM (i.e. the Minimum Learning Mastery Standard).

According to Ary Ginanjar Agustian (2001: 56), based on the IQ-test results, many people with a high IQ show poor performance, while those with a moderate IQ indeed have great achievements. Since this achievement is needed to expand the quality assurance, it is important to take a look at the elements of educational instruction (Huda et al., 2017e). This suggests that academic abilities, report scores, and qualifications in higher education cannot be a measure of how good one's performance quality or how successful this person will be.

Family Environment is among the external factors which affect the learning outcomes of children. A family environment which is comfortable, conducive, and concerned about children education will make children feel enthusiastic about learning and achieving satisfactory learning outcomes. In this view, it is important to have a point of view in determining the achievement goal (Huda et al., 2017f).

Learning Styles are the ways used by students to meet the learning objectives and those ways will in turn develop into a habit. According to Musrofi (2010: 56), "each student has a different way to comprehend learning materials". The right Learning Style will significantly affect the students' Social-Science learning outcomes. No matter how big a student's interest in the Social Science subject, if not supported by the right

Learning Style, the Social-Science learning outcomes attained will not be maximal.

Based on the foregoing, attempts to improve Social-Science Learning Outcomes need to be taken by examining a number of factors which affect the Social-Science Learning Outcomes in depth. Therefore, this research is entitled "The Effects of Emotional Intelligence, Family Environment and Learning Styles on Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul Yogyakarta."

2. LITERATURE REVIEW

2.1. Social-Science Learning Outcomes

Muslims are obliged to learn from the cradle to the grave. This is consistent with the view of Robert M. Gagne (1977: 3) "*learning is a change in human disposition or capability, which persists over a period of time, and which is not simply ascribable to processes of growth.*"

John Anderson also explains the definition of learning. According to John Anderson (1994: 4) "*learning is the process by which relatively permanent changes occur in behavioral potential as a result of experience.*"

Learning is an effort to obtain new behavioral changes, from knowing nothing into knowing something as a result of the learning experiences gained. Slameto (2010: 2) describes the definition of learning, namely "Learning is an attempt a person makes to obtain new behavioral changes as a whole, as a result of their own experiences making interactions with their environment."

According to Hilgard and Bower in Ngalim Purwanto (2000), learning has something to do with changes in one's behavior towards a particular situation due to their repeated experiences in that situation, where changes in that behavior cannot be explained on the basis of one's personality traits, maturity or temporary

situations (e.g. fatigue, under the influence of drugs and so on).

Based on the opinions of some experts above, learning can be defined as a process to produce permanent and thorough changes as the result of learning experiences and interactions with the environment.

Learning outcomes are the result one achieves when working on a particular task or activity. According to Tu'u (2004: 75), learning outcomes refer to the mastery of knowledge or skills developed in a particular subject, which are usually indicated by test scores or numeric values assigned by the teacher.

Sumadi Suryabrata (2002: 297) defines learning outcomes as "a value which is the final formulation a teacher can give with regard to a student's learning progress or outcome in a certain period".

Based on the explanation above, learning outcomes refer to a value or figure given by a teacher as evidence of the knowledge and skill mastery developed with regard to a particular subject after carrying out evaluation. In this view, the digital expertise in learning enhancement played a key to achieve the understanding skills towards the issues in this era (Huda et al., 2018a).

Pursuant to the Regulation of the Minister of National Education No. 22 Year 2006 concerning Content Standards, the Social Science subject at the junior high school level shall be delivered in an integrated manner using an interdisciplinary approach to facilitate the comprehension and retention of the materials by learners. The Social Science subject taught in junior high schools Class VIII is an integration of a number of subjects, namely Sociology, History, Economics and Geography.

Social-science learning outcomes are resulted from assessment by assessing the mastery in terms of knowledge, skills, and attitudes that can be achieved by students after participating in the learning process for a certain period of time which

are stated in figures or values after making evaluation with regard to the Social Science subject.

Budi Ardiansyah (2011) asserts that there are several factors influencing students' learning outcomes at school. These factors consist of the students' internal factors and external factors. The first includes intelligence, aptitude, interest and motivation. The latter covers the family environment, the school environment and the community environment.

According to Dalyono (2012) there are several factors which affect learning outcomes, namely internal factors and external factors. The internal factors affecting students' learning outcomes are health, intelligence and aptitude, interest and motivation as well as learning style. As for the external factors which influence learning outcomes, they consist of family, school, community, and the surrounding environment.

Based on the description above, there are two factors which affect students' Social-Science learning outcomes, namely internal factors and external factors. The internal factors which influence students' Social-Science learning outcomes include intelligence, aptitude, interests, health, learning styles, and motivation. In expanding this expertise, learning service should be determined to play its key to achieve learning enhancement (Huda et al., 2018b). Then, the external factors which affect students' Social-Science learning outcomes are the family environment, the school environment, and the community environment.

2.2. Emotional Intelligence

Mohammad Asrori (2007: 82) defines that "emotion is a response to a stimulus that causes physiological changes accompanied by strong feelings and usually come with the possibility to explode. Such a response applies both for external and internal stimuli."

Daniel Goleman (2000: 7) states that "The root of the word *emotion* is *movere*, a Latin verb

meaning “to cause to move, to move” plus the prefix “e” to give a sense of “to move away”, which implies that the tendency to act is absolute in emotion. “

Kleinginna & Kleinginna in Ross Buck (1988: 8) describe emotion as follows:

emotion is often associated with goal-directed behavior (e.g., attack, flight), in contrast with motivation, emotion is often defined in terms of feelings; subjective, affective, experiences of arousal, pleasure or displeasure, and the specific “primary affects” of anger, fear, happiness, sadness, surprise, and disgust. In addition, the concept of emotion is often associated with expressive behaviour, such as smiling and snarling; and with peripheral physiological responding such as heart rate changes, sweating, and defecation.

According to Ary Ginanjar (2001: 199), “Emotional Intelligence is the ability to feel, understand and effectively use power and sensitivity of emotions as a source of energy, information, connections and influences among people.”

According to Lawrence E. Shapiro (2001: 5), “Emotional Intelligence was first raised in 1990 by a psychologist named Peter Salovey from Harvard University and John Mayer from University of New Hampshire to explain the emotional qualities which seem vital for success”.

Emotional Intelligence is the work of the heart which help guide people to deal with pressure. Denzin (Kenneth T. Strongman, 2003) describe the definition of emotion as follows:

Emotion is self-feeling. Emotions are temporarily embodied, situated self-feeling that arise from emotional and cognitive social acts that people direct to self or have directed toward them by others. Emotionality is a circular process that begins and ends with the transactions of the self in the social situation interacting with self and the other.

Kam Imam (2009) explains that “a person who can have a good achievement is certainly not a person who does not recognize their personality. ... People who know their selves as well as possible can manage well their emotion, resulting in something glorious”.

According to Daniel Goleman (2000: 45), Emotional Intelligence is “Abilities such as the ability to motivate themselves and resist frustration; control impulses and not exaggerate happiness; set the mood and ensure that stress does not cripple the ability to think; show empathy and pray. “

Mayer and Salovey (Zaim Elmubarak, 2009) classify Emotional Intelligence into domains, namely recognizing our own emotions, managing emotions, motivating our own self, recognizing others’ emotions as well as building relationships with others.

Based on the above description of Emotional Intelligence, it can be interpreted that Emotional Intelligence is the ability to recognize and understand feelings and emotions, both those of our own and others as can be seen from the tendency to take action. It is necessary to take advantage with digital expertise-based learning skills (Huda et al., 2018c). Thus, students’ Emotional Intelligence can be seen from their actions in their everyday school life.

Daniel Goleman (Mohammad Asrori, 2007) identifies a number of emotion categories as anger, sadness, fear, joy, love, surprise, annoyance and embarrassment.

Based on the research by Paul Ekman (Mohammad Asrori, 2007), there is the language of emotion, known by the nations around the world, i.e. the emotions shown in facial expressions wherein hold the expressions of fear, anger, sadness, and joy. These facial expressions are recognized by all nations in the world despite different cultural backgrounds. The strategic point of having good performance should be properly prepared with the management plan

(Huda et al., 2018d). Thus, facial expressions as the representation of emotions per se have a universality aspect.

Mayer and Salovey (Zaim Elmubarak, 2009) divide Emotional Intelligence into five domains, namely recognizing our own emotions, managing emotions, motivating our own self, recognizing emotions of others, building relationships with others.

Based on the above description it can be concluded that the components of Emotional Intelligence can be seen from one's ability to recognize their own emotions, to manage the emotions, to motivate their own self, to recognize others' emotions, and to build relationships with others.

One's emotional development is evident from their behavioral changes. Quality or fluctuations in the behavior is strongly influenced by the quality or fluctuations of emotions of a person. According to Mohammad Asrori (2007), there are several factors that influence emotional development in adolescents as learners, among other things are physical changes, changes in the pattern of interactions with parents, changes in interactions with peers, changes in external views, and changes in interactions with the school.

2.3. Family Environment

Sartain (Ngalim Purwanto, 2000: 28) defines environment as follows:

Environment includes all the conditions in this world which in a particular way affect our behavior, growth, development or life processes, except genes, even our genes can also be seen as providing an environment for other genes.

Dalyono (2012: 129) "Environment actually covers all materials and stimuli inside and outside an individual, both physiological, psychological, and socio-cultural ones".

According to M. Munandar Soelaeman (2006: 115), "family is defined as the smallest

social unit of humans as social beings, characterized by economic cooperation".

Judy Reinhartz in her book also suggest a similar view with the opinion of Hasbullah. In her book, Judy Reinhartz (1997: 51) defines the influence of the family environment on children's education as *"Several factors can put children at risk in school, and their home environment is one of the most critical. Educators need to be aware of primary home and family contexts into which their students are borned and raised."*

Mohammad Asrori (2007: 208) explains the elements of a family, including family constellation, interactions between parents and children, interactions among family members, family cohesiveness, and family disruption.

According to Hasbullah (2011), there are some functions and roles which the family play, including providing first experiences during childhood, ensuring emotional life of the children, instilling basic moral education, providing basic social education, as well as laying religious foundations.

In this research, the factors used to measure the Family Environment variables are the ways parents educate children such as support and attention from parents, relationships among family members, the home atmosphere, the family economic condition, parents' understanding, and cultural background.

2.4. Learning Styles

According to Slameto (2010: 73) there are efficient and inefficient learning styles and therefore, many students fail in their studies because they do not understand the efficient methods of learning. Teachers should help students by providing general guidelines on how to learn efficiently. The digital expertise-based strategic approach should be wisely combined with learning enhancement procedure (Huda et al.,

2019a). Success in learning can be achieved with efforts and hard work.

Cyril O. Houle (1964) suggests the “Seven Keys to Effective Learning”, namely learning that behavior is resulted from the representation of the mindset, setting realistic goals and measuring the goal achievement, viewing the power which is owned as a viewpoint, actively adjusting new ideas to new related facts, asking for help and support if needed, studying relationships of the key points to facilitate recalling, using psychological functions as well as using logic actions.

Rudolf Pintner (Ngalim Purwanto, 2000) mentions ten learning styles to achieve learning objectives, including the whole-to-part method, the whole-versus-part method, the mixed methods between the whole method vs the part method, the resistance method, learning duration, distribution of learning duration, limiting forgetfulness, memorizing, and retroactive inhibition.

The Liang Gie (1995) suggests efficient ways to learn, which include ways to follow the lesson, the activities of reading textbooks or notes, ways to prepare for the test, ways to study in the library, ways to memorize the lesson, the use and management of time, as well as habits rereading the lesson or doing exercises.

Furthermore, Musrofi (2010) describes learning styles viewed from the types of students. These learning styles consist of visual learners, auditory learners, and kinesthetic learners.

Based on the explanation above, it can be concluded that effective and efficient Learning Styles largely depend on which types of learners a student belongs to, in which each student belongs to a different type. Moreover, creative basis on the way to deal with the learning enhancement should be properly carried out in line with the procedure guideline (Huda et al., 2019b).

3. CONCEPTUAL FRAMEWORK

The Social Science subject is an integration of a number of subjects in social studies, such as Economics, Geography, History, and Sociology. The integration of those subjects are arranged in an integrated curriculum, i.e. one Competency Standard for one particular subject. Most of social-science teachers at junior high schools in Panggang District, Gunungkidul did not major in the Department of Social-Science Education. With regard to the instruction of the subject, there are a number of Competency Standards which they still cannot master well, this makes students encounter difficulties in understanding the Social Science subject. Students with good Emotional Intelligence will be able to recognize and manage their emotions. This is reflected in their ability to build good relationships with others. Students with good Social-Science Learning Outcomes are those with high Emotional Intelligence.

Students' Family Environment consists the social environment and the physical environment. It is in such an environment wherein the students grow and develop into adults. Family becomes the first and main place with regard to their education. A comfortable family atmosphere will make the students happily and calmly learn at home. A conducive Family Environment will affect the attained Social-Science Learning Outcomes.

Learning Styles are the ways used by students to meet the learning objectives and those ways will in turn develop into a habit. Each student has their own learning style which varies depending on the characteristics of the subjects and the learning styles of each student. Students should be able to choose the right Learning Style to maximize the mastery of the Social-Science learning materials to be studied. Learning Styles which are right for the students will facilitate them in understanding the Social-Science subject. The students' interest in the Social Science subject, if not supported by the selection of the right Learning Style, will prevent the students from

achieving maximum Social-Science learning outcomes.

4. RESEARCH HYPOTHESES

1. Emotional Intelligence positively affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.
2. Family Environment positively affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.
3. Learning Styles positively affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.
4. Emotional Intelligence, Family Environment and Learning Styles together positively affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.

5. METHODOLOGY

This is ex-post facto research employing a quantitative approach. The research population were 401 eighth-grade students of 5 state junior high schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. The research sample taken were 101 students. The sample were collected using the proportional sampling technique. The data were collected using questionnaires and documentation. The questionnaires were arranged using the Likert scale whose gradations range from highly positive to highly negative. The data analyses included statistical analyses with three predictors and calculations of the relative contribution and effective contribution of the research variables as well. The research was conducted in July to September 2013.

6. FINDINGS AND DISCUSSION

In this research, it is revealed that there are three factors which affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in the Panggang District, Gunungkidul in the Academic Year of 2013/2014.

6.1. The Effects of Emotional Intelligence on Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014

The research findings suggest that Emotional Intelligence positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. This is indicated by the value of the Coefficient of Determination (R^2), which is equal to 0.088. It implies that the Emotional Intelligence variable positively affects Social-Science Learning Outcomes, where 8.8% of the Emotional Intelligence affects the Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.

The significance test results also indicate that the F_{count} value is greater than the F_{table} value at the 5% significance level ($9.594 > 3.94$) and therefore, it can be concluded that Emotional Intelligence positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.

These findings are in line with the view of Budi Ardiansyah (2011) that among the internal factors which affect learning outcomes is intelligence. Intelligence in this context refers to the ability to study, supported by the ability to adapt to the situation with which they are

confronted. The term *intelligence* here does not only refer to the intellectual intelligence, but also covers other elements of intelligence, including the Emotional Intelligence.

6.2. The Effects of Family Environment on Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014

The research findings suggest that Family Environment positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. This is indicated by the value of the Coefficient of Determination (R^2), which is equal to 0.103. It implies that the Family Environment variable positively affects Social-Science Learning Outcomes, where 10.3% of the Family Environment affects the Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.

The significance test results also indicate that the F_{count} value is greater than the F_{table} value ($11.337 > 3.94$) and therefore, it can be concluded that Family Environment significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.

These findings are in line with the view of Budi Ardiansyah (2011) that one of the external factors which affects learning outcomes is the family environment. The term *family environment* here refers to the environment one recognizes for the first time. It is because Environment Family can be a source of motivation and comfort which largely determines the Social-Science Learning Outcomes.

A similar statement is also asserted by Dalyono (2012), that the family factor is among the external factors which affects learning outcomes. This is because parents play a vital role in the academic success of their children.

6.3. The Effects of Learning Styles on Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014

The research findings suggest that Learning Styles positively and significantly affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. This is indicated by the value of the Coefficient of Determination (R^2), which is equal to 0.097. It implies that the Learning Styles variable positively affect Social-Science Learning Outcomes, where 9.7% of the Learning Styles affect the Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.

The significance test results also indicate that the F_{count} value is greater than the F_{table} value ($10.630 > 3.94$) and therefore, it can be concluded that Learning Styles significantly affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.

This is consistent with the view of M. Dalyono (2012) that among the internal factors which affect the students' learning outcomes is Learning Styles. Learning Styles are defined as the use of suitable learning techniques for students' conditions in order that these students can understand the learning materials optimally.

6.4. The Effects of Emotional Intelligence, Family Environment and Learning Styles

on Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014

The research findings suggest that Emotional Intelligence, Family Environment and Learning Styles positively and significantly affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. This is indicated by the value of the Coefficient of Determination (R^2), which is equal to 0.163. It implies that those three independent variables positively affect Social-Science Learning Outcomes, where 16.3% of the Emotional Intelligence, Family Environment and Learning Styles affect the Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.

The significance test results also indicate that the F_{count} value is greater than the F_{table} value ($6.287 > 3.94$) and therefore, it can be concluded that Emotional Intelligence, Family Environment and Learning Styles significantly affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014.

These findings are consistent with the views of M. Dalyono (2012) and Budi Ardiansyah (2011) that the factors which affect students' learning outcomes are internal and external factors. The first include, for example, Intelligence and Learning Styles, while the latter include Family Environment or the family.

The relative contribution of the Emotional Intelligence variable towards the Social-Science Learning Outcomes is equal to 31.780%, while the effective contribution of the Emotional Intelligence variable towards the Social-Science

Learning Outcomes reaches 5.180%. The relative contribution of the Family Environment variable towards the Social-Science Learning Outcomes is equal to 45.554%, while its effective contribution reaches 7.425%. The relative contribution of the Learning Styles variable towards the Social-Science Learning Outcomes is equal to 22.742%, while its effective contribution reaches 3.707%. From those values, it is evident that the contribution of the Learning Styles variable to the Social-Science Learning Outcomes is the lowest compared to the other variables.

7. IMPLICATIONS

Based on the research results, it can be presented several implications as follows:

The research findings reveal that Emotional Intelligence positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. The Emotional Intelligence of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014 is fairly high (85%). Therefore, the parties concerned should make every effort to improve the students' Emotional Intelligence by incorporating and taking into account the elements of Emotional Intelligence into learning activities. Moreover, seminars or counseling on attempts to improve Emotional Intelligence for students, teachers, and parents can also be held.

The research findings reveal that Family Environment positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. The Family Environment factor belongs to the "good" category (81%). Schools should always urge parents to always pay attention to the improvement of their children's learning outcomes and to always try to create a

conducive family environment to support the academic success of their children.

The research findings reveal that Learning Styles positively and significantly affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. The Learning Style factor belongs to the “good” category (69%). It means that if the students can choose Learning Styles which suit their respective conditions, they will be able to achieve maximum Learning Outcomes in the Social Science subject. Teachers can help students by assigning tasks regularly and gradually to the students so as to develop the students’ learning habit. In addition, teachers can also help students to identify the right Learning Style according to the needs of each student.

The research findings reveal that Emotional Intelligence, Family Environment and Learning Styles together positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. It provides input for the parties concerned that to improve Social-Science Learning Outcomes, attempts such as increasing Emotional Intelligence, creating a comfortable and conducive Family Environment as well as selecting the right Learning Style according to the needs of the students can be done. These attempts can be done either simultaneously or separately.

8. CONCLUSIONS

Based on the results of the analysis and discussion with regard to the research findings, it can be concluded that: Emotional Intelligence positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. It implies that if the students’ Emotional Intelligence is improved and managed

as well as possible, the Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014 will also increase. Family Environment positively and significantly affects Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. It implies that the better the Family Environment of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014, the higher their Social-Science Learning Outcomes are. Learning Styles positively and significantly affect Social-Science Learning Outcomes of the Eighth-Grade Students of State Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. It implies that the better the Learning Styles which the students use to study the Natural Science subject, the higher their Social-Science Learning Outcomes are. Emotional Intelligence, Family Environment and Learning Styles positively affect Social-Science Learning Outcomes of the Eighth-Grade Students of Junior High Schools in Panggang District, Gunungkidul in the Academic Year of 2013/2014. It implies that if the students’ Emotional Intelligence is improved and managed well, with the support of a good family environment, and the students can choose a good and right Learning Style to study the Natural Science subject as well, then all these three factors will help improve their Social-Science Learning Outcomes.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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