






# The Relationship between Emotional Intelligence and Social Support on Academic Achievement of Students during the COVID-19 Pandemic at SMAN XY Lampung Selatan

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## Abstract

This study investigates the correlation between emotional intelligence and social support on academic achievement among high school students. Utilizing a non-experimental quantitative approach with purposive sampling, data were collected from 70 students aged 15-18 years in grades X-XII at SMAN XY Lampung Selatan. Emotional intelligence was assessed using Goleman's Emotional Intelligence Competencies (GEIC), social support was measured with the Multidimensional Scale of Perceived Social Support (MSPSS), and academic performance was evaluated based on the previous semester's scores. Multiple regression analysis revealed that emotional intelligence and social support collectively contribute 68.6% to academic achievement, indicating that 31.4% of the variance is attributable to other factors not examined in this study. Based on the data analysis, emotional intelligence and social support significantly influence students' academic achievement in SMAN XY Lampung Selatan. This research is expected to provide practical contributions for schools, teachers, and parents to train students' emotional intelligence and enhance social support, enabling students to demonstrate optimal academic performance. Theoretical contributions are also anticipated to enrich studies on psychological variables supporting academic achievement in educational psychology.

## A. Introduction

Quality and sustainable education significantly influence students' cognitive development and academic achievement (Peng & Kievit, 2020). When students fail to achieve academic success, the educational process is considered unsuccessful, as students cannot reach self-actualization in their learning (Susanti, 2021). This is a strong rationale because students are a benchmark for learning success (Rosyid et al., 2019).

Learning during the COVID-19 pandemic, largely at home, presents numerous challenges. Students are accustomed to accumulating assignments, and the workload has doubled during the pandemic compared to normal learning. They face challenges such as lack of engagement in online learning, difficulty discussing with fellow students, trouble managing time between homework and school, and parents needing to be more satisfied with students' academic performance at home (Harahap, 2020).

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Furthermore, during the COVID-19 pandemic, many students need help to achieve adequate academic performance due to increased absenteeism in online classes (Kuhfeld et al., 2020). During the pandemic, a significant number of parents complain and experience stress, making it difficult for them to provide maximum support to their children. About 75.34% of parents experience mild stress, and 10.31% experience severe stress while assisting their children with learning at home (Susilowati & Azzasyofia, 2020).

Cognitive, affective, and psychomotor aspects are indicators of students' academic performance (Uma, 2021). Based on field data, the cognitive aspect measured through students' learning achievements is still far from the determined passing grade standards. The passing grade standards for grades X, XI, and XII are 75, 77, and 78, respectively. According to data obtained from the head of student affairs, at the midpoint of the 2021 semester, 54 (24.1%) students were in grade XI with low grades. Due to the accumulation of tasks, teachers are required to consider the workload to avoid overburdening students. Consequently, teachers must adjust the grading scale for all subjects.

Additionally, there are other indicators, such as the affective aspect, which shows low performance, such as students' inability to absorb learning material well, improper response, and the inability to work in groups during online learning. Subsequently, the school must take immediate follow-up steps as a preventive measure to prevent students from dropping out. SMA XY, Natar, is among the top three schools with the highest number of students entering local state universities through the national selection process (SNMPTN). Therefore, any decline in students' performance at the school must be promptly addressed (Sofyan, 2021).

Various factors influence the high or low achievement of students. Internal factors affecting performance include health and physical condition, interests and talents, intelligence, emotional maturity, physical endurance, and learning style. External factors include family environment, school, and community environment (Rosyid et al., 2019).

These factors are expected to interact with each other, supporting behavioral changes in learning and achieving the desired academic performance. Additionally, academic achievement develops in tandem with emotional achievement, influencing an individual's adaptive ability in facing academic difficulties (Putwain et al., 2020). Therefore, this study focuses on two variables: emotional intelligence as an internal factor and social support as an external factor.

Experts have extensively researched the significant role of emotional intelligence. Goleman researched students, analyzing competencies that help them succeed in any job or organization (Goleman, 2011). Surprisingly, the results showed that emotional intelligence ranks second after IQ in determining outstanding performance. However, in 2018, a considerable 9.8% of adolescents above 15 years old in Indonesia had a prevalence of emotional mental disorders (Finaka & Oktari, 2021).

Students with high emotional intelligence can manage emotions effectively, leading to more efficient learning motivation and the ability to achieve desired academic performance. Many experts argue that emotions are related to an individual's mental processes for achievement because individuals with emotional intelligence can better solve problems under pressure, perform optimally in various situations, be good listeners, empathize with others, and excel in self-leadership and leadership of others (Williams, 2019).

Emotional intelligence is crucial in achieving academic success by connecting rationality and feelings, creating motivation to achieve a goal. The absence of emotions hinders decision-making and future planning. DeClaire and Gottman (2020) state that emotional intelligence is more important than IQ. It significantly impacts life by helping children become better prepared to cope with uncertainties throughout their lives. Children trained and guided by their parents in controlling, regulating, recognizing, and expressing emotions grow into mentally healthy and successful adults (DeClaire & Gottman, 2020).

Zimet identified external factors affecting academic performance as social support (Zimet et al., 2010). Social support involves the exchange of resources between individuals, benefiting the giver, the receiver, or both. Support from close individuals, such as parents, significantly impacts students' academic performance (Mauliddya & Rustam, 2019). Parental Support, Peer Support and School Connectedness as Foundations for Student Engagement and Academic Achievement in Australian Youth (Bradley et al., 2021).

Support from close individuals can enhance academic achievement in students. The most substantial support for children in achieving academic success in elementary school comes from their families,

accounting for 86.4%, compared to support from teachers (6.4%) and friends (4%). Emotional family support accounts for 44.4% of all support students receive (Wibowo & Susanto, 2014). Zimet identified three significant support sources that influence individuals: support from parents, close friends, and a special person (Zimet et al., 2010). Support from a special person, according to Suparman, makes someone feel comfortable and valuable (Suparman, 2020).

Social support has several aspects: family support, friend support, and support from a special person (Zimet et al., 2010). Family support can include assistance in decision-making or emotional support, friend support can involve facilities and encouragement to develop oneself, and feeling calm, comfortable, and valued can be obtained through support from a special person.

Parental support can foster students' achievement motivation. This can happen because parents play a role in providing emotional support, expressing opinions, and being involved in the child's learning process, such as discussions, additional learning agendas, providing learning facilities, and coordinating with the school (Tam et al., 2021). In addition, parental involvement at home that supports students' performance in school includes reading at home, high expectations from parents for their children to excel in school, discussions about learning at school, and encouragement and support for learning (Boonk et al., 2018). Peer support also enhances students' academic achievement (Sovayunanto et al., 2019). Students who receive support from their surroundings are more confident and motivated to demonstrate optimal academic performance (Boonk et al., 2018).

Based on the explanation above, this study aims to determine the influence of students' emotional intelligence and social support on academic achievement at SMAN XY, Lampung Selatan. Academic achievement at SMAN XY Lampung Selatan is interesting to investigate because it is among the top three schools with the highest number of students entering local universities through the national selection process or Seleksi Nasional Masuk Perguruan Tinggi Negeri (SNMPTN). The research hypothesis proposed is that there is a correlation between emotional intelligence and social support with students' academic achievement.

## B. Research Methods

This study employs a correlational research design, using three variables: emotional intelligence, social support, and academic achievement. The independent variables in this study are emotional intelligence and social support, while academic achievement is the dependent variable.

Data collection is done through the completion of an online questionnaire. Participants in this study are students at SMAN XY, Lampung Selatan, aged 15-19 years. Out of 222 participants who completed the questionnaire, 152 (68.46%) had extreme values and were excluded from the data analysis. The subjects in this study consist of 41 students (58.6%) from grade X, 27 students (38.6%) from grade XI, and two students from grade XII (2.9%). The age distribution is 24 students (34.3%) aged 15, 28 students (40.0%) aged 16, and 19 students (25.7%) aged 17. Furthermore, there are 18 male respondents (25.7%) and 52 female respondents (74.3%). This study uses two scales: (a) the emotional intelligence scale from Goleman's Emotional Intelligence Competencies adapted by Sari (2014); (b) the Zimet's Multidimensional Scale of Perceived Social Support (MSPSS) scale translated by Utami (Utami, 2018; Zimet et al., 2010).

The scale in this study is the emotional intelligence scale adapted from Goleman's Emotional Intelligence Competencies, taking 5 subscales from dimensions: 1) Self-awareness, 2) Emotional management, 3) Motivation, 4) Empathy, and 5) Social interaction (Goleman, 2000). This scale is used to determine an individual's emotional intelligence level. The emotional intelligence scale is adapted from Goleman's Emotional Intelligence Competencies by Sari (2014) and consists of 25 statements. The Cronbach's alpha value for this scale is 0.852. The instrument is created using a 5-point scale (1 = strongly disagree, 5 = strongly agree).

After factor analysis and reliability testing, it is found that this emotional intelligence scale has 4 factors with 2 dropped items, namely items 15 and 16. These two dropped items influenced the change in factors formed from five factors based on the theory to four factors after confirmatory factor analysis. The emotional intelligence KMO score is 0.755, and Bartlett's value is 0.000 (<0.05), indicating significance. Factor 1 consists of 6 items ranging from 0.524 to 0.809 with a Cronbach's alpha value of 0.867; factor 2 consists of 6 items ranging from 0.362 to 0.655 with a Cronbach's alpha value of 0.627; factor 3 consists of 3 items ranging from 0.459 to 0.621 with a Cronbach's alpha value of 0.538, and factor 4 consists of 3 items ranging from 0.421 to 0.531 with a Cronbach's alpha value of 0.587.

The social support scale adapted from The Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 2010) by Utami (2018) includes 3 sub-scales of social support in the form of dimensions: 1) family, 2) friends, and 3) special person. This scale consists of 12 statements with a Cronbach's alpha value of 0.917. The instrument uses a 7-point scale (1 = strongly disagree, 7 = strongly agree).

Factor analysis and reliability testing show this social support scale has three factors, with no dropped items. The social support KMO score is 0.865, and Bartlett's value is 0.000 ( $<0.05$ ), indicating significance. Factor 1 consists of 4 items ranging from 0.635 to 0.902 with a Cronbach's alpha value of 0.876; Factor 2 consists of 4 items ranging from 0.636 to 0.779 with a Cronbach's alpha value of 0.882, Factor 3 consists of 4 items ranging from 0.560 to 0.846 with a Cronbach's alpha value of 0.871.

Data used to measure students' academic achievement are report card grades from the previous semester, with an average student score of 84.05. The minimum student achievement score is 74, and the maximum is 98.25. The data will be analyzed using multiple linear regression techniques with SPSS 26 software. Assumption tests conducted before hypothesis testing include normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation. After assumption tests, data analysis proceeds with hypothesis testing and determining the effective contribution (R-square). The hypothesis test is accepted if  $p < 0.05$ .

### C. Results and Discussion

Statistical tests were conducted to determine the categorization of research subject variables of emotional intelligence, as seen in Table 1.

**Table 1.** Subject Category Based on Emotional Intelligence Scores

Category	Score	Number	Percentage
Low	$50.1 \leq X < 66.7$	24	34.3%
Medium	$66.7 \leq X < 83.3$	44	62.9%
High	$83.3 \leq X < 99.9$	2	2.9 %

As seen in the table, it is clear that the emotional intelligence of research subjects falls into the low category for 24 subjects (34.3%), the medium category for 44 subjects (62.9%), and the high category for 2 subjects (2.9%). Thus, the conclusion is that the emotional intelligence of most subjects falls into the medium category (62.9%) within the score range of  $66.7 \leq X < 83.3$ .

Furthermore, statistical tests were also conducted to determine the category of research subject variables in the social support variable, as shown in Table 2.

**Table 2.** Subject Category Based on Social Support Scores

Category	Score	Number	Percentage
Low	$30 \leq X < 42$	12	17.1%
Medium	$42 \leq X < 52$	9	12.9%
High	$52 \leq X < 66$	49	70.0%

Based on the table, it can be observed that the social support of research subjects falls into the low category for 12 subjects (17.1%), the medium category for 9 subjects (12.9%), and the high category for 49 subjects (70.0%). Therefore, most social support for research subjects falls into the high category (70.0%).

Statistical tests to determine the categorization of research subjects in the academic achievement variable were also conducted and can be seen in Table 3.

**Table 3.** Subject Category Based on Academic Achievement Scores

Category	Score	Number	Percentage
Low	$55 \leq X < 75$	1	1.4%
Medium	$75 \leq X < 95$	12	17.1%
High	$95 \leq X < 115$	57	81.4

Based on the table of academic achievement categorization, there is one research subject in the low category (1.4%), 12 subjects in the medium category (17.1%), and 57 subjects in the high category (81.4%). Thus, the average achievement of subjects is high and falls within the score range of categorization  $95 \leq X \leq 115$ .

The researcher also conducted classic assumption tests before multiple regression analyses to avoid bias when drawing regression conclusions. Common assumption tests include normality, multicollinearity, autocorrelation, heteroscedasticity, and linearity tests.

### 1. Multicollinearity Test

**Table 4.** Table of Multicollinearity Test

Variabel	Tolerance	VIF	Description
Emotional Intelligence	0,634	1,578	No multicollinearity
Social Support	0,634	1,578	No multicollinearity

Multicollinearity test obtains a tolerance value of .634 ( $>0.1$ ) and a VIF value of 1.578 ( $<10$ ), indicating no multicollinearity symptoms.

### 2. Normality Test

**Table 5.** Table of Normality Test

Kolmogorov-Smirnov	Std. Deviation	Sig. 2 Tailed
	5,60	0,200

Based on the normality test table in this study, it can be observed that the Kolmogorov-Smirnov test shows that the data is normally distributed, with a significance value of 0.200 ( $p > 0.05$ ).

### 3. Linearity Test

**Tabel 6.** Table of Linearity Test

Variable	F	Sig.	Description
Unstandardized residual *	0,000	1,000	Linear
Unstandardized predicted value			

Multiple linear tests were also conducted; a linearity test was used to determine the linear relationship between the dependent variable (academic achievement) and the independent variables (emotional intelligence support and social support). In the table above (Table 6), the linearity significance result is 1.000 ( $>0.05$ ), indicating a significant linear relationship between emotional intelligence (X1), social support (X2), and academic achievement (Y) in the study.

### 4. Heteroscedasticity Test

**Table 7.** Table of Heteroscedasticity Test

Variable	Sig.	Description
Emotional Intelligence	0,000 ( $<0,05$ )	Confirmed Heteroscesdastisity
Social Support	0,001 ( $<0,05$ )	Confirmed Heteroscesdastisity

In the heteroscedasticity test, the significance values for the unstandardized residuals of emotional intelligence variables and social support variables are .000 ( $p < 0.05$ ) and .001 ( $p < 0.05$ ), respectively.

### 5. Autocorrelation Test

**Tabel 8.** Autocorrelation Test

Runs Test	Z	Significance
	1,722	0,470

Based on Table 8, the significance value obtained is 0.470 ( $>0.05$ ). This means the data has significance above 5%, indicating no autocorrelation symptoms. Some assumption test results indicate that the data can proceed to hypothesis testing through multiple regression.



**Table 9.** F Test Results

Model	F	Sig.	R Square
Regression	69.671	,000	.686

## 6. Hypothesis Testing Results

Based on the multiple regression test, an F value of 69.671 was obtained with a significance of 0.000 ( $p < 0.01$ ), which means it is highly significant. Thus, the hypothesis in the study is accepted. Emotional intelligence and social support can influence students' academic achievement during the COVID-19 pandemic ( $R^2 = 0.686$  and  $P < 0.01$ ). This also means that the contribution of emotional intelligence and social support is 68.6%, with the remaining 31.4% influenced by other variables not explained in this study.

**Table 10.** Effective Contribution

Variable	Regression Coefficient	Correlation Coefficient	Effective Contribution	R square
Emotional Intelligence	0,540	0,770	41,58	0,686
Social Support	0,381	0,708	26,97	

The correlation coefficient of emotional intelligence with academic achievement is 0.770, and social support with academic achievement is 0.708. Furthermore, the effective contribution of the emotional intelligence variable to academic achievement is 41.58%, and the contribution of the social support variable to academic achievement is 26.97%. Thus, based on this, the hypothesis stating that there is a relationship between emotional intelligence and social support with academic achievement is accepted.

Based on the data analysis conducted in this study, it is known that there is a relationship between emotional intelligence and social support with students' academic achievement. The better the emotional intelligence and social support, the higher the academic performance. This is supported by research conducted (Antonio-Agirre et al., 2019) and (Fernández-Lasarte et al., 2019), which shows a significant correlation between emotional intelligence and academic achievement. If emotional intelligence increases, there will be an increase in the academic achievement variable.

Emotions also act as a preventive measure against learned helplessness in the learning process. When someone learns that they cannot escape a painful situation, emotions help maintain control over them (Wilcox, 2018). Individuals with higher emotional intelligence have better interpersonal relationships and are believed to positively influence overall intellectual development, ultimately impacting academic performance (Boyatzis, 2009).

Other research Fernández-Lasarte et al., (2019) suggests that academic achievement is also influenced by social support from teachers and friends, contributing by 11.2%. Emotional intelligence also affects academic performance, with a contribution value of 3.2%. This aligns with research conducted to identify direct effects and important factors in achieving academic performance in secondary education. Support from teachers and parents has a greater impact on individual social adjustment than emotional intelligence (Antonio-Agirre et al., 2019).

The correlation coefficient of emotional intelligence with academic achievement is 0.770, and social support with academic achievement is 0.708. Furthermore, the effective contribution of the emotional intelligence variable to academic achievement is 41.58%, and the contribution of the social support variable to academic achievement is 26.97%. Thus, based on this, the hypothesis stating that there is a relationship between emotional intelligence and social support with academic achievement is accepted.

Family or friend support can encourage students to improve effective learning habits, leading to satisfactory academic achievement (Li et al., 2018). Additionally, parental support can cultivate students' achievement motivation because they provide emotional support, express opinions, and engage in the child's learning process through discussions, additional learning agendas, providing learning facilities, and coordinating with the school. Furthermore, parental involvement at home, which supports students' achievements in school, includes activities such as reading at home, high expectations from parents for academic success, discussing school learning, and encouragement and support for learning (Boonk et al., 2018).

The researcher acknowledges some limitations in this study, including not conducting a tryout of the emotional intelligence scale before data collection. Additionally, the researcher did not directly present the questionnaire to the research subjects but through intermediaries. Therefore, there is a high potential for

subjects not to complete the questionnaire due to needing to realize the importance of response answers to the researcher. Moreover, many research subjects were excluded due to extreme scores and being classified as outliers. The reason the researcher still used the research data is that the sample obtained in this study still meets the requirements for multiple regression research, as expressed by Roscoe, stating that in multivariate research, the minimum required sample is 10 times the number of variables studied (Rangkuti, 2017; Santoso & Madiistriyatno, 2021). However, the number of samples removed is a significant priority issue that needs to be addressed. This study has several areas for improvement, including data analyzed still showing symptoms of heteroscedasticity and needing to maximize the obtained research sample.

The researcher has three recommendations for future research: *First*, researchers with similar interests in investigating the variables of emotional intelligence and social support with academic achievement can add other variables as independent variables or as mediators. This is because 31.4% of other factors influencing academic performance still need to be discussed in this study. *Second*, academic performance measurements should preferably use pure scores obtained from daily grades, as report card grades are an accumulation of exam scores, daily grades, and attitude assessments by teachers. *Third*, subsequent researchers should conduct a scale test first to assess the reliability of the measuring instrument and evaluate items that may not be suitable for certain conditions.

#### D. Conclusion

This study demonstrates a relationship between emotional intelligence and social support in influencing students' academic achievement during the COVID-19 pandemic. Emotional intelligence and social support collectively impact students' academic performance. Thus, the hypothesis in this study is accepted.

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