

THE INFLUENCE OF SELF EFFICIENCY, EMOTIONAL INTELLIGENCE, SOCIAL SUPPORT ON LEARNING ACHIEVEMENT QUANTUM INDONESIA JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This scientific research is entitled THE INFLUENCE OF SELF EFFICIENCY, EMOTIONAL INTELLIGENCE, SOCIAL SUPPORT ON LEARNING ACHIEVEMENT QUANTUM INDONESIA JUNIOR HIGH SCHOOL STUDENTS. This research is motivated by the fact that there are still facts obtained from sources of informants, educators, school counselors regarding the problem of learning achievement with the responses of junior high school students in adolescence (adolescence) who respond that students obtain learning achievement at school must have high intelligence, cognitive, intelligence. But from the other side, learning achievement can also be obtained from the psychological domain, namely affective and motor. The purpose of this scientific research was to determine the effect of the variables Self-efficacy, Emotional Intelligence, and Social Support on the Learning Achievement of Indonesian Quantum Junior High School students. This study uses a quantitative method, using a Likert scale consisting of a value of 1 disagree completely to 5 (completely agree). From the results of the random sampling method, 92 students were obtained as respondents (solving formula) out of a total of one hundred and eighteen students. The results of the data analysis used are multiple regression analysis to measure the validity and variability of the three variables above. The dependent variable is learning achievement (X) while the independent variable (Y) is self-efficacy, emotional intelligence, and social support. The conclusion of the results of this study shows that the three variables have a significant influence on learning achievement in Indonesian Quantum Junior High School students.

Keywords: Learning Achievement, Self Efficacy, Emotional Intelligence, Social Support.

INTRODUCTION

The basis of this scientific research is because there are still responses from some junior high school students who believe that learning achievement can only be obtained from students who have skills, high intelligence. However, to obtain learning achievement apart from intelligence, cognitive, currently the expected needs of students are also demanded to have a better change in attitude or behavior, that is, students do not only have intelligence from the cognitive domain, but also from the affective or cognitive domain behavior and motor.

Learning achievement is an output or goal which is the result obtained from a learning process which is assessed in the form of symbols of numbers, letters or sentences that reflect the results achieved by each junior high school student through learning reports (raports) within a certain period. (Sumadi Suryabrata, 2002). Learning achievement is also the result of a learning activity accompanied by changes achieved by students. (Rosyid M. Zaiful, et al. 2019-9).

In the era of increasingly sophisticated globalization and the rapid pace of science and technology, junior high school students who have a high level of intellectual prowess are not enough to be the main requirement for academic achievement. It takes students who have affective or behavioral and motor domains, resilience, fighting power. (Sumadi, 2002). Students who are still in their early adolescent development, adolescents, are also required to start learning to have self-confidence, namely trying to be able to do difficult tasks, manage emotional intelligence by training themselves to be able to avoid emotions that cause anger, learning discomfort and support obtained from parents, educators, outside observers who can motivate students to achieve achievements.

Because of these basic reasons, researchers are interested in explaining psychological variables to determine their effect on learning achievement, especially junior high school students. The characteristics of adolescence are full of challenges and emotions that are still not fully stable in carrying out their duties as students. (Hurlock, E 2001).

It is hoped that these junior high school students will one day grow from their teenage years into mature individuals who give birth to individuals of quality, character, and responsibility as well as personality, and are able to make the best decisions for themselves by having physical and mental health while participating in educating the nation's life. . Learning achievement is expected to be achieved with the influence of the perspective of psychological variables such as self-efficacy, emotional intelligence, and social support. (Suryabrata, 2002) Educational Psychology.

Self-confidence (self-efficacy) is a belief in an individual's ability to complete even difficult school assignments. (Bandura, 1997). Self-confidence will provide strength, and motivation of students to obtain learning achievements. Emotional intelligence possessed by students, namely the existence of a balance between skills and emotional intelligence can train students to control their emotions, and motivate students to regulate themselves in learning, (self regulated learning) Daniel Goleman, 2002).

Social support, both support in the form of advice, instructions and direct support, especially from parents, educators, and from outside, a means that can support junior high school students who still need attention really encourages students to obtain psychological well-being. (Kohen & Suriyadi, 2003).

Conceptual and Operational Definitions of Research Variables

1. Learning Achievement

Learning achievement is conceptualized as the skills and mastery of subject matter possessed by students. Operational definition: Learning achievement is an achievement that is carried out in various ways, namely by giving various tests, which have the function of measuring students' abilities in successful teaching programs. (Arikunto, 2006).

2. Self Efficacy

Conceptual definition: Self-efficacy is an individual's self-perception. Operational definition: Self-efficacy as the acquisition of individual (student) confidence in their abilities by exercising a number of measures of control over self-function as students, being able to use their best efforts to overcome obstacles in the form of difficulties in completing learning tasks. (Bandura, 2001).

3. Emotional Intelligence

Conceptual definition of Emotional Intelligence: A person's ability in self-control to learn to respect one's own feelings and the feelings of others. The operational definition is an

individual who has the ability to recognize feelings, control emotions quickly and precisely, can focus attention objectively, relates well with others, and can be more empathetic to the circumstances of others. (Goleman, 2002).

4. Social Support

The conceptual definition of Social Support is assistance or information in the form of advice, words, material assistance that can provide physical and psychological comfort. Operational definition of Social Support: Is information or feedback from other people, especially support from parents, family, teachers, peers, which can give meaning. (Cohen&Surihadi 2003:3) Hoberman, in IsnawatiTaylor, et al., 2009 & Sarafino, 2006).

RESEARCH METHODS

The location of the research was conducted at the Indonesian Quantum Junior High School from January 9 to January nineteenth 2023. This research is a quantitative research using statistical methods. The variable in this research is learning achievement variable (Y) dependent variable, self-efficacy variable, emotional intelligence, social support becomes variable (X) independent variable.

Arikunto (2006): 130) the population is the entire research subject. The population in this study were Quantum Junior High School students totaling 118 students. Purwanto (2011: 56) the sample is part of the population of junior high school students as respondents. The sample size in this study was calculated using the Slovin formula as follows:

$$n = \frac{N}{1+Ne^2} = \frac{118}{1+118x(0,05)^2} = 91.12 \approx 92 \text{ sampel}$$

Information :

N = total population of 118, e = precision (5%), n = sample

In this study there were 92 people. This research uses probability sampling technique.

Sources and Data Collection Techniques

The data collection technique in this study was to use a questionnaire. The questionnaire in this study uses a Likert scale in the form of statements with a value scale of 1 - 5, the value of 1 strongly disagrees and the value of 5 means strongly agree.

Research Instruments

Learning Achievement Scale

The learning achievement scale was compiled based on the aspects/indicators of learning achievement from Sumadi Suryabrata (2006). The learning achievement scale consisted of 25 statement items, with the distribution as follows:

Table 3.1
Blue Print Learning Achievement Scale

Variable	Aspects / Indicators	Sub-Indicators	Favorite	Unfavorable	Totally
Learning Achievement	Physiological	Health/Sensory	92, 91, 89	90	4
	Psychological	Intelligence	78, 79, 82, 83, 84, 87	80, 82, 85	9
		Talent (Attention)	86, 88	-	2
		Interest	93, 94, 95, 96	-	4
	Family Environment		97,98, 100	99	4
Community School		101, 102	-	2	

1. Self-Efficacy Scale

The scale used to reveal self-efficacy or self-confidence by researchers with reference to what was stated by Bandura (1997). In this study the researchers looked at the extent to which Quantum Middle School students' self-confidence towards learning achievement. This self-confidence scale consists of 26 items, with the distribution as follows:

Table 3.2: Blue Print Self Efficacy Scale

Variable	Aspects/Indicators	Favorite	Unfavorable	Totally
Self Efficacy	Difficulty Level	1, 2, 3, 7, 13	4, 5, 6, 10, 17, 26	11
	Strength / Strength	8, 9, 12, 23	11, 18, 22, 25	8
	General / Belief	14, 15, 16, 19, 20, 24	21	7

2. Emotional Intelligence Scale

The Emotional Intelligence Scale for Quantum Indonesia Middle School students was compiled based on the Emotional Intelligence indicator aspect from Daniel Goleman (2002) in Salovey 2002. This Emotional Intelligence Scale consists of 37 items.

Table 3.3: Blue Print Emotional Intelligence Scale

Variable	Aspects/Indicators	Favorite	Unfavorable	Totally
Emotional Intelligence	Recognizing Self Emotions/Self Awareness/Self Regulation	27, 28, 29, 34, 42, 43, 45, 48	31, 52	10
	Managing Emotions / Motivating Yourself	30, 33, 35, 36, 49, 50, 56, 57	32, 41, 58, 59	12
	Recognizing Other People's Emotions/Building Relationships With Others	37, 38, 40, 44, 46, 47, 51, 53, 54, 55, 60, 61, 63	39, 62	15

3. Social Support Scale

The social support scale is arranged based on aspects, factors from the social support scale from Cohen & Hoberman (in Isnawati & Suhariadi, 2013: 3). This social support consists of 14 items, with the distribution as follows :

Table 3.4: Social Support Scale / Social Support

Variable	Aspects/Indicator	Favorite	Unfavorable	Totally
Social Support	Appreciate Support/Advice	64, 65, 66, 67, 69,70, 71, 72	-	8
	Tangible / Action Support, Physical In Person	68, 73	-	2
	Self Esteem Support / Feeling Valued	74, 75, 76, 77	-	4

Data Processing and Analysis Design

The processing design in this study began with testing research instruments or questionnaires using validity and reliability tests. After that, it is continued with descriptive analysis testing to obtain an overview of the research variables. Last to do a quantitative test using multiple regression analysis test. Data processing will use the help of Software Statistical Product and Service Solution (SPSS) version 25.

1. Validity and Reliability Test

a. Validity test

According to (Soedibjo, 2017), the validity test is intended to see whether we have measured something correctly (concept). Construct validity discusses the content and

meaning of a concept as well as the measurement tools that will be used to measure the concept. The formula used to correlate each instrument item is using the product moment correlation as follows:

$$r_{x_i y_i} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{[n \{ \sum x_i^2 - (\sum x_i)^2 \}] [n \sum y_i^2 - (\sum y_i)^2]}}$$

Information :

- r = The coefficient of validity of the statement items sought
- n = The number of respondents
- x_i = The score obtained by the subject of all items
- y_i = Total score of all items
- $\sum x_i^2$ = The sum of the squares of each of the X distributions
- $\sum y_i^2$ = The sum of the squares of each Y

Then the valid criterion is if the coefficient value is worth more than r table.

b. Reliability Test

The reliability test was carried out to measure the stability and consistency of measurement results. In the reliability test that is seen is the nature of the measuring instrument. The test tool used in this research is Cronbach's alpha test. This test was conducted to see the consistency of respondents in answering all statement items. The Cronbach's alpha formula is as follows:

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum V_i}{V_t} \right]$$

Information :

- k = Number of items, V_i = Variance of the i th item
- V_t = Variance of total item scores

where is the formula for calculating the variance of each item, where the number of respondents is as follows:

$$s^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

The greater the Cronbach's alpha coefficient is close to 1, the more reliable the measuring instrument is and if the Cronbach's alpha coefficient is < 0.6 then it has poor reliability (Bambang S. Soedibjo (2017 : 8).

2. Methods of Data Analysis

In order for the research to achieve its objectives in accordance with the formulation of the problems and objectives put forward in this study, the data collection instrument used a questionnaire which was analyzed descriptively and associatively.

a. Descriptive Analysis

In this research, the analytical method used is descriptive analysis. Descriptive studies are conducted to find out and explain the variables of a situation or situation (Soedibjo, 2017).

b. Classic assumption test

The classical assumption test is also referred to as the analysis prerequisite test in several learning studies. One of them was put forward by (Noor, 2011).

1) Normality

According to (Hamdani, 2008) the data normality test is an attribution test for the data to be analyzed, whether the distribution is normal or not, so that it can be used in

parametric analysis. If the data is not normally distributed, then parametric analysis cannot be used but non-parametric analysis.

2) Multicollinearity Test

The classic multi-collinearity assumption test can be applied to multiple linear regression analysis consisting of two or more independent variables, and the degree of association/influence between these independent variables is measured (Sunyoto, 2010:97).

c. Multiple Regression Analysis

According to (Sugiyono, 2016) multiple regression analysis is used if the researcher wants to predict the condition of the dependent variable when the predictor factor (independent variable) is manipulated. Multiple regression analysis is performed if there is more than one number of independent variables. The multiple linear regression formula is as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Information ;

Y = Interest to Revisit,

X1 = Facility,

X2 = Price,

e = errors

a = Constant

b1 = Facility Coefficient

b2 = Price Coefficient

d. Correlation Analysis

According to (Rambat, 2015: 102) the use of correlation analysis is a technique for measuring associations/relationships between two variables with a certain scale. The simple correlation formula:

$$r_{XY} = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n(\sum X^2) - (\sum X)^2\} \cdot \{n(\sum Y^2) - (\sum Y)^2\}}}$$

Where :

r = Correlation coefficient value,

X = Able vent variable

Y = dependent variable,

n = number of samples

ANALYSIS RESULTS AND DISCUSSION

A. Scene Orientation

The location of the research was at the Quantum Inti Indonesia Junior High School on Jl.Cimatis-Kalimanggis, Jatikarya Village, Jatisampurna District, Bekasi City. Decree of School Establishment: 425.11/10394-Dis.dik.Pem.SMP, Form of Middle School Education, Private Status, NPSN 20271861, NSS 202026508122 with Accreditation A.

B. Research Implementation

Data collection was carried out from 9 to 19 January 2023 at Indonesian Quantum Junior High Schools and Senior High Schools.

C. Research Data Analysis Results

1. Validity Analysis

The validity test is carried out by correlating the score of the answers to each question with the total score of the variables. The correlation technique used is the Pearson product moment correlation technique according to the ordinal data measurement scale. The number used as a comparison to see whether an item is valid or not is 0.3.

Table 4.1: Research Variable Validity Test

Variable	Valid Indicator	Invalid Total Indicators
<i>Self Efficacy</i>	P1 – P24	-
Emotional Intelligence	P27- P63	-
Social Support	P64 – P77	-
Learning achievement	P77 –P102	-

Source: Results of Primary Data Processing, 2023

The decision regarding the results of the validity test in the research questionnaire must be compared between the item correlation numbers with the total correlation obtained with the number of r items > 0.03 (Bambang S.Sudibjo, 2103:91). Because the coefficient value (r) obtained from each research variable statement item has a value above 0.300, these questions are decided to be significant, have good validity, and can be used for further analysis.

2. Reliability Analysis

Reliability test is used to see the stability or consistency of measurement results. A measuring tool is said to be reliable if it is used repeatedly on one object to produce the same results. The reliability technique used is the reliability of consistency between items. The researcher used the Cronbach alpha test.

Table 4.2: Research Variable Reliability Test

Variable	Cronbach Alpha	Information
<i>Self Efficacy</i>	0.915	Reliable
Emotional Intelligence	0.935	Reliable
Social Support	0.718	Reliable
Learning achievement	0.932	Reliable

Source: Results of Primary Data Processing, 2023

Reliability test in this study, using the Cronbach alpha method. A construct or variable is said to be reliable if it gives a reliability coefficient > 0.60 (Ghozali, 2013:41). Based on the calculation of the reliability test that the researchers have done, it was found that the research variables had a Cronbach alpha reliability coefficient value above 0.6. This means that the instrument has reliable results, so that this instrument or questionnaire belongs to reliable and consistent instruments so that it can be used for further analysis.

a) Descriptive Analysis / Description of Respondents' Perceptions

In order to make it easier to interpret the variables being studied, a categorization of respondents' responses was carried out based on the scores of respondents' responses, with the following calculations:

1. Minimum Index Value = 1
2. Maximum Index Value = 5
3. Range value = Maximum Index Value – Minimum Index Value = $5 - 1 = 4$
4. Interval value for each class = range value: 5 class = $4 : 5 = 0.8$

Based on the results of these calculations, score interpretation criteria can be obtained, which can be seen in the table below.

Table 4.3. Score Interpretation Categories

No.	Intervals	Category
1	1.00 – 1.80	Very Poor/Very Low
2	1.81 – 2.60	Not Good/Low
3	2.61 – 3.40	Enough
4	3.41 – 4.20	Good/High
5	4.21 – 5.00	Very Good/Very High

Source: Data Processing Results, 2023

Table 4.4. Recapitulation of Respondents' Responses Regarding Research Variables

Variable	Minimum Value	Maximum Value	Average Total Score	Average Value	Category
<i>Self Efficacy</i>	241 (2.62)	441 (4.79)	346.08	3.76	Good
Emotional Intelligence	182 (1.98)	404 (4.39)	346.51	3.77	Good
Social Support	163 (1.77)	405 (4.04)	342.71	3.73	Good
Learning Achievement	226 (2.46)	406 (4.41)	350.36	3.81	Good

Source: Results of Primary Data Processing, 2023

Based on table 4.13 it can be seen the responses of respondents regarding the variables in this study. The variable that gets the lowest score is the social support variable and the variable that gets the highest score is the learning achievement variable.

b) Results of Verification Analysis

1) Normality Test

One way to detect a normally distributed regression model is to use the Kolmogorov-Smirnov test with the following results:

**Table 4.5: Data Normality Test Results
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		92
Normal Parameters ^{a,b}	Mean	.000000
	Std. Deviation	.30264466
Most Extreme Differences	Absolute	.163
	Positive	.163
	Negative	-.148
Test Statistic		.163
Asymp. Sig. (2-tailed)		.200 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Results of Primary Data Processing, 2023

The data in the research model is said to have a normal distribution if it has a significance value greater than 0.05. Based on the table it can be seen that the significance value is 0.200 and this value is greater than 0.05. So thus it can be said that the regression model has a normal distribution.

2) Multicollinearity Test

Multicollinearity testing aims to test whether the regression model found a correlation between independent variables. A good regression model should not have a correlation between the independent variables, as can be seen from the following table 4.6.

Table 4.6: Table of Multicollinearity Test Results
Coefficients^a

Models	Collinearity Statistics	
	Tolerance	VIF
1		
<i>Self Efficacy</i>	.310	3.224
Emotional Intelligence	.309	3.239
Social Support	.701	1.426

Dependent Variable: Learning Achievement

Source: Results of Primary Data Processing, 2023

In the table above it can be seen that the tolerance value is above 0.10, namely 0.310; 0.309 and 0.701. Then the VIF value is below 10 which is worth 3,224; 3.239 and 1.426. So it can be concluded that there is no multicollinearity problem in the regression model.

All classical assumption tests have been fulfilled so that the multiple regression analysis can be continued because it has been found that there is no violation of the classical assumptions.

3. Multiple Regression Equations

Multiple linear regression analysis method is used to see the effect of Self Efficacy (X1), Emotional Intelligence (X2) and Social Support (X3) on Learning Achievement (Y) directly. Multiple regression analysis in this study is formulated by the following equation:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

The following table is the result of calculating multiple regression analysis using SPSS v25.0 software:

Table 4.7
Multiple Regression Analysis
Coefficients^a

Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations Zero-order
		B	Std. Error	Beta			
1	(Constant)	-0.468	0.177		-2.651	0.010	
	<i>Self Efficacy</i>	0.438	0.076	0.391	5.774	0.000	0.867
	Emotional Intelligence	0.453	0.073	0.419	6.180	0.000	0.873
	Social Support	0.245	0.044	0.253	5.613	0.000	0.675

Dependent Variable: Learning Achievement

Source: Results of Primary Data Processing, 2023

Based on the calculation results in the multiple regression analysis table, the multiple regression equation is obtained as follows:

$$Y = -0.468 + 0.438X_1 + 0.453X_2 + 0.245X_3 + e$$

The value of the regression coefficient on the independent variables illustrates that if it is estimated that the independent variable will increase by one unit and the value of the other independent variables is estimated to be constant or equal to zero, then the value of the dependent variable is estimated to increase or decrease according to the sign of the regression coefficient of the independent variable. The learning achievement coefficient of 0.468 means

that when learning achievement is not influenced by the three independent variables, it will have a value of 0.468 with a negative slope.

The sign of the independent variable regression coefficient indicates the direction of the relationship of the variable concerned with Learning Achievement. The regression coefficient for the independent variable X1 is positive, indicating a direct relationship between Self Efficacy (X1) and Learning Achievement (Y). The regression coefficient of the X1 variable is 0.438 which means that for every one unit increase in Self Efficacy (X1) it will lead to an increase in Learning Achievement (Y) by 0.438 units.

The regression coefficient for the independent variable X2 is positive, indicating a direct relationship between emotional intelligence (X2) and learning achievement (Y). The regression coefficient of the variable X2 is 0.453 which means that for every increase in emotional intelligence (X2) by one unit, it will lead to an increase in learning achievement (Y) by 0.453 units.

The regression coefficient for the independent variable X3 is positive, indicating a direct relationship between social support (X3) and learning achievement (Y). The regression coefficient of the variable X3 is 0.245 which means that for every increase in social support (X3) by one unit, it will lead to an increase in learning achievement (Y) by 0.245 units.

4. Hypothesis Testing

Hypothesis testing was carried out to prove whether Self Efficacy (X1), Emotional intelligence (X2) and Social support (X3) have a significant effect on Learning Achievement either partially or simultaneously. So in testing this hypothesis two hypotheses are used, namely simultaneous hypothesis testing and partial hypothesis testing.

1. Partial Hypothesis Test (t test)

In the partial hypothesis, the t test is used to test whether individually, Self Efficacy (X1), Emotional intelligence (X2) and Social support (X3) have a significant effect on Learning Achievement.

Table 4.8: Self Efficacy t test on Learning Achievement

Models	Coefficients ^a						Correlations Zero-order
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.		
1	(Constant)	-0.468	0.177		-2.651	0.010	
	<i>Self Efficacy</i>	0.438	0.076	0.391	5.774	0.000	0.867
	Emotional Intelligence	0.453	0.073	0.419	6.180	0.000	0.873
	Social Support	0.245	0.044	0.253	5.613	0.000	0.675

Dependent Variable: Learning Achievement

Source: Results of Primary Data Processing, 2023

Based on the table above it can be seen that the direction of the relationship between Self Efficacy and Learning Achievement is positive (coefficient value in column B), it is written 0.438 meaning that when there is an increase in Self Efficacy it will increase Learning Achievement and a t-count of 5.774 is obtained and degrees of freedom (n-k -1) or 92-3-1 = 88, the t-table number is 1.987, so t-count > t-table. This means that H0 is rejected and Ha is accepted, so there is a significant influence between Self Efficacy on Learning Achievement.

Thus the hypothesis which states that there is a significant effect of Self Efficacy on Learning Achievement can be accepted, so that hypothesis 1 is accepted.

Then it can be seen that the direction of the relationship between emotional intelligence and learning achievement is positive (coefficient value in column B). or $92-3-1 = 88$, the t-table number is 1.987, so $t\text{-count} > t\text{-table}$. This means that H_0 is rejected and H_a is accepted, so there is a significant influence between emotional intelligence on learning achievement. Thus the hypothesis which states that there is a significant effect of emotional intelligence on learning achievement can be accepted, so hypothesis 2 is accepted.

Whereas the direction of the relationship between social support and learning achievement is positive (coefficient value in column B), it is written 0.245 meaning that when there is an increase in social support it will increase learning achievement and a t-count of 5.613 is obtained and degrees of freedom (n-k-1) or $92-3-1 = 88$, the t-table number is 1.987, so $t\text{-count} > t\text{-table}$. This means that H_0 is rejected and H_a is accepted, so there is a significant influence between social support on learning achievement. Thus the hypothesis which states that there is a significant influence of social support on learning achievement can be accepted, so that hypothesis 3 is accepted.

2. Simultaneous Hypothesis Test (F Test)

Based on the results of calculations using SPSS 25.0, to find out whether the variables Self Efficacy (X1), Emotional Intelligence (X2) and Social Support (X3) affect Learning Achievement together or simultaneously. The technique for obtaining the calculation results is using the F test with the following results:

Table 4.9: Simultaneous Hypothesis Test

		ANOVA ^a				
Models		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.391	3	19.464	205.495	.000^b
	Residual	8.335	88	.095		
	Totally	66.726	91			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Social Support, Self Efficacy, Emotional Intelligence

Source: Results of Primary Data Processing, 2023

Based on the calculation results, it is known that the F-count value is 205,495 and then the significance value (sig.0,000). (X1), emotional intelligence (X2) and social support (X3) have a significant effect together, and obtained an F-count of 205.495 and degrees of freedom (n-k-1) or $92-3-1 = 88$ obtained an F number -table is 2.71 while F-count is 205,495 so $F\text{-count} > F\text{-table}$ means that H_0 is rejected and H_a is accepted, meaning that there is a significant influence between the variables Self Efficacy (X1), Emotional intelligence (X2) and Social support (X3) on Learning Achievement simultaneously, then hypothesis 4 is accepted.

3. Coefficient of Determination (R²)

The coefficient of determination is used to see the magnitude of the effect of Self Efficacy (X1), Emotional Intelligence (X2) and Social Support (X3) on Learning Achievement. The following is the result of calculating the deacceptance coefficient based on the SPSS output.

Table 4.10: Coefficient of Determination

Summary Models				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.935^a	0.875	0.871	0.30776

Predictors: (Constant), Social Support, Self Efficacy, Emotional Intelligence

Source: Results of Primary Data Processing, 2023

Based on the table above it can be seen that the simultaneous correlation coefficient value is 0.935 then the coefficient of determination (R^2) is obtained a value of 0.875. This means that the total influence between the variables Self Efficacy (X_1), Emotional intelligence (X_2) and Social support (X_3) on Learning Achievement is 87.5% while the remaining 13.5% is the influence of other variables that the researchers did not involve in this study.

Based on the description above, it can be concluded that the hypothesis test is described as follows:

H1 : The first hypothesis can be accepted because Self Efficacy affects Learning Achievement.

H2: The second hypothesis can be accepted because emotional intelligence affects learning achievement.

H3: The third hypothesis can be accepted because social support affects learning achievement.

H4 : The fourth hypothesis can be accepted because Self Efficacy, Emotional Intelligence and Social Support affect Learning Achievement.

CONCLUSION

The conclusion of this study shows that the three psychological variables above have a significant influence on learning achievement. Partially the regression coefficient of self-efficacy, Self-efficacy (X_1) is 0.438 (positive), Emotional Intelligence variable (X_2) is 0.453 (positive), Social Support (X_3) is 0.224.5 (positive). The simultaneous influence of Self-Efficacy Variables (X_1), Emotional Intelligence (X_2), and Social Support (X_3) on Learning Achievement (Y) is 87.5%, while the remaining 13.5% is the influence of other variables which are not present in this study.

Based on the results of data analysis and discussion above, a conclusion is obtained

1. There is a direct effect of Self-Efficacy on the Learning Achievement of students at Quantum Inti Indonesia Middle School, Kalimanggis, Jakarta.
2. There is an effect of Emotional Intelligence on the Learning Achievement of students at Quantum Inti Indonesia Middle School, Kalimanggis, Jakarta.
3. There is an influence of Social Support on the Learning Achievement of SMP Quantum Inti Indonesia students, Kalimanggis, Jakarta.
4. There is a joint effect of Self-Efficacy, Emotional Intelligence, Social Support on Learning Achievement of students at Quantum Inti Indonesia Middle School, Jakarta.

Based on the conclusions of the research results, an implication can be drawn that the variables of self-efficacy, emotional intelligence and social support have a large influence on learning achievement. The implications of the results of this study need to be made efforts from junior high school students, especially in relation to this research, students of SMP Quantum Inti Indonesia to consistently maintain self-efficacy, train them to try to do tasks no matter how difficult by organizing learning, train emotional intelligence so that can learn more focused without obstacles, behave as students with good character and can control emotions in responding to a stimulus. Variable Social support, especially from parents, is a necessity for junior high school students, so that from a psychological point of view, students feel

comfortable and cared for by parents, educators, friends and from outside individuals to help students have self-confidence, self-confidence and keep the enthusiasm to achieve learning achievement.

Students are expected to continue to have self-efficacy, emotional intelligence within themselves as a provision for self-strengthening so that they can achieve learning achievements that are very useful for students towards developing life spans and participating in educating the nation.

Social support, especially from parents, and sources of social support have a very important role in shaping the character of junior high school students, at the early adolescent stage so that they still have a high enthusiasm for learning full of self-confidence, by responding to emotions, and having a tough and personality as an educated student Good.

Students, teachers are required to carry out interactions between students by helping students in the process towards learning achievement by increasing the intelligence of students in particular and applying learning discipline during learning.

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