



**MEDAN THE RELATIONSHIP OF EMOTIONAL QUOTIENT
AND LEARNING INTEREST WITH LEARNING
ACHIEVEMENT IN ISLAMIC EDUCATION AT
SMA NEGERI 16 MEDAN**

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ABSTRACT

This study is a quantitative approach. The variables of this study consisted of the dependent variable and the independent variable. This study aims to determine the magnitude of the relationship between the dependent variable and the independent variable. This study applied correlational research. The population of this study consisted of all students of SMA Negeri 16 Medan, 900 students, in 2020. The sample of this study was set to be 100 students, and the sampling was done by using of Slovin technique. The techniques of data collection in this study were a Likert scale questionnaire and pre-test and post-test. The research instruments were arranged according to variable indicators based on the direction and guidance of the Thesis advisor, then tested on students of Medan 16 High School. All data collection instruments for the first independent variable consist of 40 items from the second independent variable, consisting of 40 items. The requirement test for the first independent variable data and the second independent variable used data normality test, comparable data, and linearity. Hypothesis testing uses the t-test to look for correlations on each variable and a partial correlation test with the product-moment formula or SPSS version 20. The results of the research hypothesis state that there is a positive and significant relationship between emotional quotient and learning interest with learning achievement in Islamic Religious Education subjects, with proven that $r_{\text{arithmetic}} > r_{\text{table}}$ and also $t_{\text{arithmetic}} > t_{\text{table}}$ that can be accepted with a decision-making level of 0.05.

Keywords: Emotional Quotient, learning interest, and learning achievement

INTRODUCTION

As a strategic tool, education is believed to improve the standard of living of people for the better. Education will be able to educate people and have the ability and have the right attitude in life so that they will be able to be in the midst of society and can also help themselves, their families, and society. Education can make humans civilized and dignified to provide benefits to humans socially and personally, and humans can be a pride for themselves, families, and communities due to the human being undergoing an education (Engkoswara, Aan Komaria: 2012). In Greek, intelligence is called *nuos*, while in the use of power, it is called *noesis* while in Latin it is said to be *intellectus* and *intelligentia*. In Language English is each translated as *intellect* and *intelligence*, and in Indonesian, we call *intelligence*. (Hamzah B. Uno: 2006). The nature of emotions is the perception of physical changes that occur in giving a response (response) to an event (Hamzah B. Uno: 2006). Recognizing other people's emotions or empathy is the ability to feel other people (Desmita: 2005). Every ability to feel feelings functions as a kind of storehouse of emotional memories (Muallifah: 2009). Emotional, according to Islam is *lust*, and *lust* including, *low lust*, *lust anger*, *lust lawwamah*, *lust Mussawilah*, *lust mutmainnah* (Ibn Qoyyim et al.: 2007). From a series of explanations above that emotional intelligence is the ability to optimize emotional intelligence into a situation that can overcome situations of frustration and depression that exist within the individual itself (Muhibbin Syah: 2013). Emotional intelligence is an ability, such as the ability to motivate oneself and survive frustration (Gemozaik: 2019). Emotional intelligence in a person has a deep sense rooted in oneself to help them build more balanced relationships with teachers, parents, and friends with positive moods (Baghdad Afero & Adman: 2016). So it can be concluded that emotional intelligence is the ability that exists in humans to respond and understand and manage moods to be more biased in dealing with stressful and frustrating situations, self-motivated, and push themselves towards a better way by optimizing sympathy and empathy.

Understandably, learning is something done to obtain knowledge from things that do not know to know; then, it will change the whole of the individual self, whereas interest is a particular concern (Ruswandi: 2013). Explanation about learning that learning is something that can change the whole of the human self, which starts from not knowing becoming knowing. Interest is a sense of preferability and a sense of interest in a thing or activity (Djaali: 2013). From these explanations, it can be concluded that learning is the desire of someone to do something that drives him to change, which changes cognitive,

effective and psychomotor. Concerning the definition of learning and the definition of interest, it can be concluded that learning interest is the tendency of individuals to have a sense of pleasure without coercion so that it can cause changes in cognitive, effective and psychomotor in a learning process that occurs in the scope of education, one of which is learning in Islamic education.

While achievement means "rich results achieved" (Bambang Marhijanto: 1999). The concept of interest consists of individual interests and individual self-situational (Siti Nur Hasanah & A. Sobandi: 2016). How to increase interest in yourself is, awaken a need, relationship with past experience, allow getting good results, and using various forms of teaching such as discussion (S. Nasution: 2004). Theory of learning behaviorism (Makmun Khairani: 2013). Behavior focuses on the development of behavior that occurs in humans. The word "learning" from a psychological point of view is a change in behavior (Nurwanita Z: 2003). Interest in learning means that if someone interested in a lesson, he will have a feeling of interest in the lesson (Siti Nurhasanah and A. Sobandi: 2019). Learning achievement is a combination of two words, namely achievement and learning (Muhammad Fathurrahman: 2012). The term learning achievement (achievement) is different from the learning outcomes (learning outcome) (Zainal Arifin: 2009). Learning achievement is perfection achieved by someone in thinking. (Ghullam Hamdu, Lisa Agustina: 2011). Learning achievement is the result of learning activities. (Sia, Tjundjing: 2001). Then the learning achievement is a peak of the learning process achieved (Dimiyati & Mudjiono: 2006). It can be concluded that learning achievement is a process of development and growth of human thought patterns and changing people from the unknowing to knowing, learning can produce maximum results for human beings while humans want to learn, whenever and wherever. Learning can provide a gradual change in behavior if humans want to learn. If humans want to learn, then everything that they do not know can turn into knowledge because the achievement of a learning result is due to the intertwining of the learning and teaching process. If the learning and teaching process runs, humans will achieve the goal of education. To obtain goals education, humans must follow the process of learning and teaching, so that from the learning and teaching process that humans will get achievements in learning, both high achievement, and low achievement, it all remains called achievement. Islamic religious education is systematic and pragmatic efforts in helping students (Zuharerini: 1983). The general objective of Islamic Religious Education is to achieve the quality mentioned by the Qur'an and Hadith, while the specific purpose of Islamic Religious Education is to increase

knowledge about religion (Yatim Riyanto: 2006).

Starting from the thought above and based on the results of interviews during pre-survey activities in the field, learning achievement in Islamic Studies in SMA Negeri 16 Medan, in general, almost all students who are Muslim do not meet the standard values specified in the graduation standards / KKM of the school, which is the best standard for graduation / KKM in SMA Negeri 16 Medan includes a minimum grade of 75 on a scale of grades 10-100. That is due to students' lack of interest in learning, especially for Islamic religious subjects, which is proven; there are still some students who are late in collecting assignments, and also there are students who do not collect assignments given by teachers in the field of study of Religious Education. Islam. By doing so, it is possible that the student is not interested in Islamic Religious Education lessons at the school. Moreover, students are less optimizing their emotions to be positive, and this is also because students lack sympathy and empathize with a good thing that is developing intelligence in humans through learning. So that the emotional becomes intelligence that can be developed to achieve learning achievements in Islamic Education subjects through developing emotional intelligence, and also PAI teachers in schools lack punishment for students who are lazy in learning and rewards for students who achieves in learning, especially in Islamic subjects.

In my opinion, with the pre-survey results in the field stated above, students will be able to increase their learning achievements in Islamic subjects, which, if not continuously improved, will have a very detrimental effect on the students themselves in understanding and knowing religion. Because the understanding of religion and religious knowledge is crucial to be instilled in someone, then the solution that arises in overcoming the problem is by optimizing emotional intelligence and developing students' learning interest in Medan 16 Islamic High School. The reason for doing this study is to find out the results of the study with the title "The Relationship of Emotional Intelligence and Learning Interest with Student Achievement in Islamic Religious Education subjects at SMA Negeri 16 Medan". There are many things that researchers want to find out about academic achievement in Islamic Education subjects, especially Islamic religious students who, in recent years learning achievements obtained by SMA Negeri 16 Medan students did not produce good grades in Islamic Education subject as seen from the report cards in each Muslim student. So the researchers took the object of his research in 16 Medan High School, which has problems with learning achievement in Islamic Religious Education subjects. So the researchers took the object of his research in 16

Medan High School, which has problems with learning achievement in Islamic Religious Education subjects. Another reason, the inability of Muslim students to develop emotional intelligence and the ability to encourage interest in themselves to be enthusiastic in accepting about Islamic Education subject to better understand the importance of learning and achievement, and the relationship gave the stimuli in students is to be able to encourage emotional intelligence. So, the interest in learning can optimize it well and have an impact on learning achievement in Islamic subjects.

Thus, with the problems that exist and that occur in 16 Medan High School about improving learning achievement in Islamic Religious Education subjects which in other words meet the graduation standards that can be said to excel in learning, therefore I took the title about **MEDAN THE RELATIONSHIP OF EMOTIONAL QUOTIENT AND LEARNING INTEREST WITH LEARNING ACHIEVEMENT IN ISLAMIC EDUCATION AT SMA NEGERI 16 MEDAN.**

METHOD

In this study, the researchers applied a quantitative research approach. The quantitative approach emphasizes its analysis of numerical data processed by the statistical method. The quantitative approach is carried out in inferential research (in the context of testing hypotheses), and also quantitative research is research that uses the assumption of a positivist approach to developing research designs on quantitative research (Bambang prasetyo & Lina Miftahul Jannah: 2010).

The research site of this study was in SMA Negeri 16 Medan with a population of 900 students, and this study used a sample of 100 students from all classes, namely classes X, XI, and XII. The data collection instruments in this study are questionnaire (questionnaire) and test equipment, such as pre-test and post-test. The questionnaire was used to stabilize data from independent variables, while the pre-test and post-test were used to retrieve data from the dependent variable. The results of these data would be tested using the test requirements (tests of normality, homogeneity, and linearity). After passing the requirements test, we would analyze the data hypotheses and partial correlations to find answers to the tentative conclusions.

FINDING AND DISCUSSION

To facilitate understanding the results of research and discussion, a description of each variable's data, consisting of emotional intelligence (X1), learning interest (X2), and learning achievement in Islamic Education subjects, would be presented. Data description on these variables would have mean, median, standard deviation, and mode values. The next step would test the data requirements between its normality level and the linearity test. In the final step, the data would be analyzed using hypothesis testing and correlation partial to find out the relationship between the first independent variable and the second independent variable with the dependent variable.

EMOTIONAL QUOTIENT

Table 1

Class Interval	Frequency Absolute	Frequency Relative (%)	Cumulative Absolute	Cumulative F. Relative
98-99	35	35.00	50	35.00
96-97	15	15.00	59	50.00
94-95	9	09.00	70	59.00
92-93	11	11.00	81	70.00
90-91	24	24.00	105	94.00
88-89	6	06.00	100	100
Jumlah	100	100		

From table 1, the research questionnaire obtained the first independent variable data, consisting of 40 items of statements and found as many as 35 items of the questionnaire that were declared valid and used a choice of answers (strongly agree, agree, disagree and strongly disagree), with each answer score 1 to 4. Thus, the results of the questionnaire distributed to respondents were that the highest value was 99, and the smallest value was 88. From 100 research samples, and the average value was 94.69, a standard deviation value was 3.88, and a mode value was 99.00. LEARNING INTEREST

Table 2

Class Unterval	Frequency Absolute	Frequency Relative (%)	Cumulative Absolute	Cumulative F. Relative
96 – 99	15	15.00	24	15.00
93 – 95	9	09.00	74	24.00
90 – 92	50	50.00	84	74.00
87 – 89	10	10.00	91	84.00
84 – 86	7	07.00	92	91.00
80 – 83	7	07.00	99	92.00
79 – 76	2	02.00	100	100
Jumlah	100	00.00		

Based on table 2, the research questionnaire obtained data of X2 independent variables, consisting of 40 items of statements and found 31 items that were declared valid question and using a choice of answers (strongly agree, agree, disagree and very disagree), with each answer score 1 to 4. The data obtained from the results of a questionnaire that has been distributed to respondents were that the highest value was 99, and the smallest value was 76. From 100 research samples, and the average value was 94.14, a standard deviation value was 4.44, and a mode value was 99.00.

LEARNING ACHIEVEMENT ON ISLAMIC EDUCATION SUBJECT

Table 3

Class Unterval	Frequency Absolute	Frequency Relative (%)	Kumulatif Absolut	F. Komulatif Relatif
92 – 95	41	41.0	65	41.0
88 – 91	24	24.0	73	65.0
84 – 87	8	8.0	88	73.0
80 – 83	15	15.0	96	88.0
75 – 79	8	8.0	100	96.00

71 – 74	4	45.0	-	100
67 – 70	2	2.0	-	
65 – 60	2	2.0	-	
Jumlah	100	100.0	-	

Based on table 3, the pre-test and post-test to obtain learning achievement variable data in Islamic subjects was consists of 10 question items and obtained the average score for the standard of passing the KKM. Each item on the pre-test and post-test question points were the scale of 10-100, the correct answer points 100, and the wrong answer points 0. The highest value was 95, and the smallest value was 60. From 100 research samples, and the average value was 87.56, a standard deviation value was 7.02, and a mode value was 93.00.

NORMALITY TEST

The summary of the normality test analysis of each study variable described as follows. Calculations were performed using the SPSS version 20 statistical program computer.

Table 4 The Summary of Normality Test Result

Variable	Df	Sig. Chi-Square Calculate	Square Table
Emotional Quotient	11	0.00	0.05
Learning Interest	21	0.00	0.05
Learning achievement of Islamic Education Subject	11	0.00	0.05

According to table 1 above, the normality test results for the emotional intelligence variable obtained a sig chi-square value of 0.00 (seen the appendix). Chi-square table with df = 11 is 0.05 at the 5% level. Based on the results obtained, the chi-square value was smaller than the value of the chi-square table $0.00 < 0.05$ at a significant level of 5%. Thus, the emotional quotient variable data were normally distributed at a significant level of 5%.

Then, the Learning Interest variable data also obtained a sig chi-square value of

0.00 (seen in the appendix). Chi-square table value with $df = 21$ of 0.05 at 5% level. So, based on the results obtained, the proficient chi-square value was smaller than the value of the chi-square table $0.00 < 0.05$ at a significant level of 5% thus, that the emotional quotient variable data were normally distributed at a significance level of 5%.

Learning achievement variable data in Islamic Education subjects also obtained a sig chi-square value of 0.00 (seen the appendix). Chi-square table with $df = 21$ was 0.05 at 5% level. So, according to the results obtained, the proficient chi-square value was smaller than the value of the chi-square table $0.00 < 0.05$ at a significant level of 5% thus, that the emotional quotient variable data were normally distributed at a significant level of 5%.

DATA LINEARITY TEST

This section is a summary of the results of the linearity test of the first independent variable with the dependent variable and the first independent variable with the dependent variable. The calculation was done by statistical computer program (SPSS version 20).

Table 5 Data of Linearity

No	Correlation	F Calculation	P difference	Regression Line
1	X1 with Y	0.883	0.1638	Linear
2	X2 with Y	0.379	0.1638	Linear

Based on table 1 in the Calculation results for the emotional quotient variable (X1) with learning achievement in Islamic Education (Y) subjects obtained $r_{\text{count}} = 0.883$ and $r_{\text{table}} = 0.1638$ with a level of 0.05. As a linearity criterion, if the r count is greater than r table then the correlation between the independent variable and the dependent variable is linear. Based on these criteria, it could be concluded that the emotional quotient variable with learning achievement in Islamic Education subjects was linear.

The results of calculations for the learning interest variable (X2) with learning achievement variable in Islamic Education (Y) subjects obtained $r_{\text{count}} = 0.379$ and r_{table} value = 0.1638 with a level of 0.05. As a linearity criterion, if r is higher than r_{table} , the correlation between independent variables and the dependent variable is linear. Based on these criteria, it could be concluded that the learning interest variable with the

learning achievement variable in Islamic Education subjects was linear.

HYPOTHESIS TEST

This section presents data hypotheses from the results of research that have been carried out, through testing the requirements of all variables between the first variables and the second free with the dependent variable. First, in determining the conclusions in this study, data analysis would be conducted between the first independent variable with the dependent variable, the second independent variable with the dependent variable and the first independent variable, the second independent variable and the dependent variable to find the correlation between the first independent variable and the second independent variable with the dependent variable, using the product moment formula. Then proceed with the t-test to prove the significance of the relationship between the first independent variable and the second independent variable with the dependent variable. The results of the hypothesis and data correlation between the first independent variable and the second independent variable with the dependent variable describe as follows:

Based on the calculation of the correlation between the variables of emotional quotient with learning achievement in Islamic Education subjects, a correlational coefficient obtained was higher than the r_{table} with decision making at 0.05. Then, it also found that t_{count} greater was than t_{table} is $4.954 > 1.66$, it could be concluded that there was a relationship between emotional quotient and learning achievement in Islamic Education subjects by analyzing the hypotheses of data in this study and with a decision making level at 0.05.

Based on the calculation of the correlation between the learning interest variables and learning achievement variable in Islamic Education subjects, the correlation coefficient obtained was higher than the r_{table} with decision making at 0.05. Then, it also found if t_{count} higher than t_{table} $6.006 > 1.66$, it could be concluded that there was a relationship between learning interest and learning achievement in Islamic subjects by analyzing the hypotheses of data in this study and decision-making level of 0.05.

Based on the calculation of the correlation between the variables of emotional quotient and learning interest with learning achievement in Islamic Education subjects, a correlational coefficient obtained was higher than the r_{table} with decision making as broad as 0.05. Then, it also found that t_{count} higher than t_{table} was $4.277 > 1.66$, it could be concluded that there was a relationship between emotional quotient and learning interest with learning achievement in Islamic Education subjects by analyzing the hypotheses of

data in this study and with a decision-making level at 0.05.

DISCUSSION

The results showed that there was a significant relationship between the independent variables and the dependent variable. The results of the study presented as follows:

There was a significant relationship between the variables of emotional quotient with the variable learning achievement in Islamic Education subjects in SMA Negeri 16 Medan, indicated by a correlation number of $r = 0.248$. These results indicated a relationship between the variables X1 and Y based on the decision-maker if $r_{\text{count}} > r_{\text{table}} = 0.1638$, there was a significant relationship with the level of $0.05 = 5\%$.

There was a significant relationship between the variables of learning interest with the learning achievement variable in Islamic Education subjects at SMA Negeri 16 Medan, which is positive and convincing, shown by a correlation number of $r = 0.229$. These results indicated that there was a relationship between variables X1 and Y based on decision-makers if $r_{\text{count}} > r_{\text{table}} = 0.1638$. Then, there was a significant relationship with the level of $0.05 = 5\%$ based on $df = 97$ found $t_{\text{table}} = 1.66$. Due to $t_{\text{count}} > t_{\text{table}}$, it could be concluded that from the tentative conclusions there was a positive and significant relationship between learning interest and learning achievement in Islamic Religious Education lessons, it experiences positive and significant results, it could be accepted at the decision-making level of 0.05.

There was a significant relationship between the variables of emotional quotient and learning interest with the learning achievement variable in Islamic Education subjects at SMA Negeri 16 Medan, which is positive and convincing, shown by a correlation number of $r = 0.382$. These results indicated that there was a relationship between the variables X1 and X2 of the Y variable based on the decision-maker if $r_{\text{count}} > r_{\text{table}} = 0.1638$, also, a t_{count} was higher than the t_{table} value, so there was a significant relationship with the level of $0.05 = 5\%$. So, it could be concluded that the tentative conclusion that there is a positive and significant relationship between emotional quotient and learning interest with learning achievement in Islamic subjects, it experienced positive and significant results at the decision-making level of 0.05.

CONCLUSION

Based on the explanation of the study results, it could be concluded that there was a

significant relationship between the variables of emotional quotient and learning achievement in Islamic Religious Education subjects at SMA Negeri 16 Medan. It can be seen from the results of research that $r_{\text{count}} 0.248$ from the r_{table} value of 0.1638 at a significance of $5\% = 0.05$ with $N = 100$ was higher than the r_{table} value ($0.382 \geq 0.1638$) so that it is concluded "significant". It means that the more effective the students are in developing the emotional quotient that students have within themselves, the higher the level of learning achievement in Islamic Education subjects.

There was a significant relationship between the learning interest variables and learning achievement in Islamic Education subjects at SMA Negeri 16 Medan. It can be seen from the results of research that $r_{\text{count}} 0.229$ from the r_{table} value of 0.1638 at a significance of $5\% = 0.05$ with $N = 100$ was higher than the r_{table} value ($0.382 \geq 0.1638$) so that it is concluded "significant". It means that the more effective the students are in developing their learning interest, the higher the level of learning achievement in Islamic Education subjects.

There was a significant relationship between the emotional quotient variables and learning interest variables in Islamic Education subjects. It can be seen from the results of research that $r_{\text{count}} 0.229$ from the r_{table} value of 0.1638 at a significance of $5\% = 0.05$ with $N = 100$ was higher than the r_{table} value ($0.382 \geq 0.1638$) so that it is concluded "significant". It means that the more effective the students are in developing their emotional to be intelligent, and the more effective the students are in developing their learning interest, the more Islamic Education subject achievement increase, and the learning goals become effective and efficient.

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