# The Relationship of Intellectual Intelligence and Emotional Intelligence to Students' Learning Outcomes in Intelligence Courses

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**Abstract**: Education is a very important aspect in an effort to improve the quality of human resources in various aspects of social, national and state life, therefore, in carrying out its functions, the POLRI can produce something optimal if the quality and quantity of POLRI members is continuously improved through the provision of quality education. The POLRI education system, which has been colored by military nuances, has an impact on the behavior of POLRI members who are arrogant, unprofessional, so that they are not liked by the public. In an effort to create professional and cultured POLRI members, and able to balance the level of public education, the POLRI education system is structured based on the national education system through the development of Police Science, which currently has a consortium (Institute for Curriculum Cooperation) Police Science at the Ministry of Education and Culture. The method used in this study is a survey method with correlational techniques. The variables of this study consisted of two independent variables, namely emotional intelligence (X1) and intellectual intelligence (X2). While the dependent variable (dependent variable) is the result of learning Intelligence. The population in this study were all participants. Students In Education Formation of the POLRI General Duty Brigadier at the Polda Metro Jaya Lido Bogor State Police School, while the sample of this study was 100 people. The results of this study are 1).There is a positive relationship between emotional intelligence and learning outcomes in intelligence subjects. 2). There is a positive relationship between intellectual intelligence and learning outcomes in intelligence subjects. 3). There is a positive relationship between emotional intelligence and intellectual intelligence together with the learning outcomes of intelligence subjects.

**Keywords:** Emotional intelligence, Intellectual intelligence. Intelligence, Learning outcomes

## Preliminary

Human resources are the most important asset of the National Police, both in carrying out reforms and in realizing the objectives of Law Number 2 of 2002 concerning the Indonesian National Police. Article 21 paragraph 2 explains "The development of members of the state police of the Republic of Indonesia includes the provision, education, use, maintenance and termination of services. The deployment of Polri's human resources is an asset that does not experience quality loss if it is developed sustainably and managed effectively and efficiently. The quality and quantity of human resources is a determining factor for the successful implementation of the tasks entrusted to the National Police. For the successful implementation of tasks, it is necessary to revamp the parenting system to create synchronization, synergy, and consistency in parenting life.

In addition, the economic life of the people who are still slumped, the wide gap between the poor and the rich, the large number of unemployed, can cause social jealousy and/or social insecurity, because of the potential for various crimes to emerge in society, such as theft, robbery, fraud, and illegal activities or transactions, such as illicit trade, drug trafficking/use, and corruption which are against the law and can harm other people and/or the state.

Living conditions as described above, increasingly demand the role and function of the National Police in the life

of society, nation and state that are increasingly independent and professional, especially nowadays criminal activities are increasingly sophisticated and systematic. Da'i Bachtiar revealed that the increasingly sophisticated and systematic methods of crime demand the independence and professionalism of the Indonesian National Police in carrying out their main duties, protecting, serving and protecting the community, maintaining public security and order and consistently enforcing the law.

In addition, with the passing of the reform era, it has resulted in transparency in every aspect of people's lives, therefore the Indonesian National Police as part of state administrators has a vision, namely "POLRI who are able to become protectors, protectors and public servants, as well as law enforcement officers who professional and proportional who always upholds the rule of law and human rights, maintenance and public order, as well as realizing domestic security, a democratic national life and a prosperous society. And have a mission; 1) provide protection, guidance and services to the community covering aspects of security, surety and peace so that the community is free from physical and psychological disturbances; 2) provide guidance to the community through pre-emptive and preventive efforts that can increase public awareness and legal power; 3) enforce the law in a professional and proportional manner by upholding the rule of law and human rights leading to legal certainty and a sense of justice; 4) maintain public security and order by taking into account the prevailing norms and values within the framework of the integrity of the jurisdiction of the Unitary State of the Republic of Indonesia; 5) manage POLRI human resources professionally in achieving POLRI's goals, namely the realization of domestic security so that it can encourage increased enthusiasm for work in order to achieve public welfare; 6) continue the consolidation within (internal POLRI) as an effort to align the vision and mission of the POLRI in the future; 7) maintain the solidarity of the POLRI institutions with various external influences that are very detrimental to the organization. To be able to realize the goals of the POLRI, the POLRI officers are required to work professionally Education is a very important aspect in an effort to improve the quality of human resources in various aspects of social, national and state life, therefore, in carrying out its functions, the POLRI can produce something optimal if the quality and quantity of POLRI members is continuously improved through the provision of quality education.

The POLRI education system, which has been colored by military nuances, has an impact on the behavior of POLRI members who are arrogant, unprofessional, so that they are not liked by the public. In an effort to create professional and cultured POLRI members, as well as being able to balance the level of public education, the POLRI education system is structured based on the national education system through the development of Police Science, which currently has a consortium (Institute for Curriculum Cooperation) Police Science at the Ministry of Education and Culture.

Various substances in POLRI education and training have been oriented, including the curriculum for each type of POLRI education with various materials closely related to the Police profession, including intelligence.

However, efforts to achieve the objectives of Police education have not been realized properly, even in the development of globalization, Police education in Indonesia is increasingly lagging behind when compared to other countries, including those in Southeast Asia (ASEAN). Indicators of not achieving the maximum educational goals of the Police, among others, can be seen in the low results of the Final Examination for the establishment of the National Police Brigadier General Duty (Diktuk). This is illustrated by the results of the General Duty Brigadier General Task Force's Diktuk Final exam for the subject of Intelligence at the Polda Metro Jaya State Police School (SPN) for the 2012/2013 academic year, which consists of three batches. The head of the SPN Polda Metro Jaya stated, that the average result of the General Task Force Brigadier Diktuk Final Examination of the POLRI for the Intelligence subject has only reached an average mastery level of 60%.

With the highest level of mastery obtained 90% and the lowest 40%. When viewed from the level of mastery set by the curriculum, 90%-100% is a very good mastery level category, 80%-89% is a good category, 70%-79% is a medium category, less than or equal to 60% including a poor category. , then this shows the low level of intelligence mastery . Whereas intelligence is an important provision in supporting POLRI operations in the field, so the low achievement of student learning outcomes, especially in intelligence, is a challenge for the Police to improve it. With the highest level of mastery obtained 90% and the lowest 40%. When viewed from the level of mastery set by the curriculum, 90%-100% is a very good mastery level category, 80%-89% is a good category, 70%-79% is a medium category, less than or equal to 60% including a poor category. Then this shows the low level of intelligence mastery . Whereas intelligence is an important provision in supporting POLRI operations in the field, so the low achievement of student learning outcomes, especially in intelligence, is a challenge for the Police to improve it. With the highest level of mastery obtained 90% and the lowest 40%. When viewed from the level of mastery set by the curriculum, 90%-100% is a very good mastery level category, 80%-89% is a good category, 70%-79% is a medium category, less than or equal to 60% including a poor category. Then this shows

the low level of intelligence mastery.

Whereas intelligence is an important provision in supporting POLRI operations in the field, so the low achievement of student learning outcomes, especially in intelligence, is a challenge for the Police to improve it. 70%-79% is in the medium category, less than or equal to 60% including the less category, then this shows the low level of intelligence mastery. Whereas intelligence is an important provision in supporting POLRI operations in the field, so the low achievement of student learning outcomes, especially in intelligence, is a challenge for the Police to improve it. 70%-79% is in the medium category, less than or equal to 60% including the less category, then this shows the low level of intelligence mastery. Whereas intelligence is an important provision in supporting POLRI operations in the field, so the low achievement of student learning outcomes, especially in intelligence, is a challenge for the Police to improve it.

The state of the quality of education achieved from intelligence subjects is certainly influenced by several factors. This is in line with Amien's opinion, that education is actually a human process, a socialization process that involves various factors: teachers, students, costs, facilities, learning situation/environment, learning process, and so on. Of these various factors, one of them is the student factor. Students get the most important place in the learning process, where students who are inputs in the education system will also become outputs. Coombs stated that students (students) are the components that become the subject, students as parties who are directly involved in planning or implementing education, while as objects,

There are several factors that affect the process and student learning outcomes, namely external and internal factors. External factors include: natural and social environment, as well as instrumentals such as curriculum, programs, facilities, facilities and teachers (instructors). Internal factors: include physical and psychological such as interests, intelligence, emotional level, talent, motivation, intellectual intelligence and cognitive abilities.

## Theory Review

### Intellectual Intelligence

Intellectual intelligence is intellectual ability, analysis, logic and reason. It is the intelligence to receive, store and process information into facts. People with good intellectual intelligence, for him there is no difficult information, everything can be stored and processed, at the right time and when needed, processed and informed again. The process of receiving, storing, and reprocessing information, (either information obtained through hearing, sight or smell) is commonly called "thinking. Thinking is a medium to increase the treasury or treasures of the human brain.

Sayyed Hossein Nasr calls the mind a projection or mirror of the heart (qalb), the place of human belief and trust. Intellect is not only an instrument for knowing, but also as a forum for the "unification" of God and humans. (spirit). According to Rhenis Meister Echart; "In a person's soul there is something that is not created and cannot be formed (by humans). That something is intellect. Taufik Pasiak said: "In the Qur'an, reason (aql) has religious qualifications as belief and intellect. , that reason has indeed been used differently. Even, tends to diminish the true meaning of the word itself. Indonesian, for example, only interprets the word as something rational, which is based on logical-mathematical evidence. The word is opposed to the intellect. Intellect, according to Abi al-Baqa 'Ayyub Ibn Musa al-Kufi has many names.

There are 4 (four) names that stand out: Al-Lub, because he is a reflection of the holiness and purity of God. The activity is dhikr and thinking. Al-Hujah, because this mind can show strong evidence and describe abstract things. Al-Hijr, because reason is able to bind a person's desires so that he can restrain himself, and Al-Nuba, because reason is the peak of intelligence, knowledge and reasoning Umar bin Khathab ra once commented on reason: "The crown of a person is his mind, Is not an intelligent person a person who is perfect in maintaining his dignity, clear in his eloquence, who is generous in his hands, and has a noble position? Then he recited QS Az-Zukhruf: 35 which means: "And all that is nothing but the pleasures of the worldly life, and the hereafter with your Lord is for those who are pious. , although in the life of this world he is lowly and despicable." (HR Al-Harith bin Osama)

### Emotional Intelligence

Emotional intelligence consists of two words, namely intelligence and emotional. Intelligence in English is called

intelligence and in Arabic it is called aka' which means understanding, speed and perfection of something. According to William Stern in Akyas Azhari, "intelligence is the soul's ability to adapt quickly and precisely in new situations".

In other words, intelligence is an individual's mental ability that is rightly used to adjust to a new environment, and can solve the problems faced quickly and accurately.

The word emotional comes from the word emotion. In Arabic it is called infi'āl or in English it is called emotion. The root of the word emotion is movere, a Latin verb meaning "to move, to move" plus the prefix "e" to mean "to move away", implying that the tendency to act is absolute in emotion According to Crow and Crow "emotion is an affective experience that is accompanied by generalized inner adjustment and physiological and mental stirred-up states and that expresses is self in overt behavior". The meaning freely that emotions are affective experiences accompanied by adjustments from individuals about mental and physical states and manifested a visible behavior.

While the word emotional can be interpreted (1) the tendency of an emotional attitude to see or interpret something that can be seen by the senses or facts. (2) Changed feeling conditions accompanied by motor and gland changes, due to emotional stimulation, especially changes that give rise to a special picture that can be seen from the outside. From some of the opinions above, it can be concluded that emotions show a more dynamic, turbulent, visible and open inner atmosphere because they are more manifested in physical behavior.

In providing a terminology understanding of emotional intelligence, the author expresses the opinions of several psychologists such as: Daniel Goleman suggests that, "Emotional intelligence abilities such as being able to motivate one self and persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think to empathize and to hope."

Emotional intelligence is the ability to motivate oneself and survive in the face of frustration, controlling impulses and not exaggerating pleasure, regulating moods and keeping stress loads from paralyzing the ability to think, empathize and pray. Steve Hein said "Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage, and understand emotions." Emotional intelligence refers to the natural potential to feel, use, communicate, recognize, remember, learn, regulate and understand emotions. Ary Ginanjar Agustian stated that emotional intelligence is the ability to feel, understand and affectively apply the power and ability of emotional sensitivity as a source of energy, information, connection and human influence.

**Intelligence Learning Outcomes**

In his life, every individual is always experiencing changes both physically and psychologically. These changes can either be due to the process of growth and development, or due to the learning process. Educational technology is the study and ethical practice in an effort to facilitate learning and improve performance by creating, using and utilizing and managing appropriate technological resources processes to facilitate effective, efficient and engaging learning and improve performance.

According to Sanjaya, learning is a mental process that occurs in a person, causing changes in behavior. Thus, changes in behavior that occur due to the learning process through the process of thinking in a person.

Furthermore, according to Sardiman, learning is a complex process that occurs in everyone and lasts a lifetime, from infancy to the grave later. Meanwhile, according to Slameto in Hamdani psychologically, learning is a process of change, namely a change in behavior as a result of interaction with the environment in meeting the needs of life. So that learning is carried out by individuals with the aim of fulfilling their needs through a process of adjustment to their environment and experiences.

Ernes.ER.Hilgard in Riantodefines learning as follows: A person can be said to learn if he can do something by means of exercises so that the person concerned becomes changed. According to Walker in Riyanto, learning is a change in the performance of his duties that occurs as a result of experience and has nothing to do with spiritual maturity, fatigue, motivation, changes in stimulus situations or other vague factors that are not directly related to activities. Gagnein Riyanto states that learning is a tendency to change in humans that can be maintained during the growth process.
Furthermore, according to Salmeto, learning is a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. Therefore, learning is a change in a new pattern of reactions in the form of skills, attitudes, habits, intelligence, skills, or an

understanding. The same thing was also stated by Abuddin Nata, that: "Learning is an individual change in habits, knowledge, and attitudes. This principle includes new ways of doing an effort to gain adjustment to new situations. Learning can simply be interpreted as an attempt to influence a person's emotions, intellectuals, and spirituals so that they want to learn at their own will.

Muhibbinsyah explained that learning is a process activity and a very fundamental element in the implementation of every type and level of education, while according to Wohn B. Carroll in Hakim, to achieve a better level of mastery or learning outcomes, it is necessary to look at talent because someone who has high talent needs time to study. shorter time to learn a learning material, those with lower aptitude take longer. Furthermore, Novak and Gowin in Hakim explained.

"In the learning process that how to learn, the approaches, strategies, and methods used are not only done by memorizing the learning material but in addition to memorizing and understanding, they strive to find their own concepts or principles that must be mastered, through discovery activities. (inquiry and discovery)" Based on the opinion of the expert as an educator in carrying out teaching tasks, do not behave in mastering learning, be a learning facilitator so that students can develop their abilities. Systemlearning by considering students as learning subjects is more effective than a learning system that considers students as learning objects.

WiththerebyBased on the theories above, it can be concluded that what is meant by learning is a change in behavior within the individual that takes place continuously (permanently), as a result of interaction with the environment and his experiences with the aim of fulfilling his life needs.

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## Research Methodology

The method used in this study is a survey method with correlational techniques. The variables of this study consisted of two independent variables, namely emotional intelligence (X1) and intellectual intelligence (X2). While the dependent variable (dependent variable) is the result of learning Intelligence. The constellation or research design of the three variables mentioned above can be seen in the following figure:
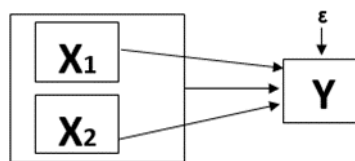
Information :
X1 = Emotional intelligence
X2 = Intellectual intelligence
Y = Intelligence learning outcomes
ε = Other variables.

The population in this study were all participantsLearners In Education Formation of the General Duty Brigadier of the Indonesian National Police at the State Police School of the Polda Metro Jaya Polda Metro Jaya Bogorwhich amounted to 1000 people with the distribution as

| No. | Kompi | Jumlah | No | Kompi | Jumlah |
|---|---|---|---|---|---|
| 1 | 1 | 75 | 6 | 6 | 75 |
| 2 | 2 | 75 | 7 | 7 | 45 |
| 3 | 3 | 75 | | | |
| 4 | 4 | 75 | | | |
| 5 | 5 | 75 | | | |
| Jumlah | | | Jumlah | | 505 |
| Total | | | 505 | | |

Table 1. Distribution of Research Population
Source : Sekolah Polisi Negara Polda Metro Jaya

The sample is a reflection or representative of the entire population in other terms. The sample or sample is an example, monster, representative or representative of a population that is quite large in number, namely one part of the selected whole and is representative of the whole. In determining the number of samples to be taken in this study, the author refers to the views of Suharsini Arikunto, namely:

Just to be sure, if the research subjects are less than or below 100, it is better to take all of them so that the research is a population study. Furthermore, if the number of research subjects is large, samples can be taken between 10-15% or 20-25%.

The sample of this research is the students of the POLRI General Duty Brigadier at SPN Polda Metro Jaya. There is no absolute requirement for the size of the sample. On that basis, the sample is taken from the population proportionally by 20%, so 20% X 505 = 101 is rounded up to 100 respondents who are chosen at simple random sampling. The point is that all students at the Polda Metro Jaya State Police School have the same position to be elected. The distribution of the sample can be seen in the following table.

In this study, questionnaires and observation sheets were used as research instruments to obtain primary data. The primary data needed is about emotional intelligence and intellectual intelligence obtained through questionnaires, and intelligence learning outcomes obtained through test sheets.

## Research Result

Based on data from research in the field (empirical data) and with the help of statistics or data analysis techniques, this chapter will present the results of research in the field and the results of data analysis. The results of the study will be presented in the form of descriptive statistics for each descriptive research variable. The research data includes: the highest score, the lowest score, the average (mean), the value that often appears in the respondents' answers (mode), the mean (median), sample variance, standard deviation (standard deviation). Furthermore, testing of research data will be carried out in terms of testing requirements analysis for Pearson product moment correlation, testing research hypotheses, and discussing research results and research limitations. The description of the research data can be seen as follows:

Table 2. Description of Research Data

| No | Keterangan | X1 | X2 | Y |
|----|------------|------|------|------|
| 1 | Mean / Rata-rata | 166,8 | 125,28 | 81,10702 |
| 2 | Standard Error | 2,0179 | 1,140537 | 0,424517 |
| 3 | Median / Titik Tengah | 167 | 125 | 81,05455 |
| 4 | Mode / Modus | 200 | 135 | 80 |
| 6 | Sample Variance | 407,1919 | 130,0824 | 18,02148 |
| 7 | Range | 78 | 54 | 19,6 |
| 8 | Minimum | 122 | 96 | 70 |
| 9 | Maximum | 200 | 150 | 90 |
| 10 | Sum | 16680 | 12528 | 8110,702 |

The formulation of the first hypothesis in this study is that there is a positive relationship between Emotional Intelligence (X1) and Intelligence Learning Outcomes (Y). After testing the requirements analysis through normality, homogeneity and linearity tests, it was found that the calculation of the functional relationship between the two variables of Emotional Intelligence (X1) and Intelligence Learning Outcomes (Y) was obtained in accordance with the statistical hypothesis, the relationship between Emotional Intelligence and Intelligence Learning Outcomes using the product correlation technique. moment obtained correlation coefficient ry.1 = 0.654 > rtable (rtable = 0.195 at = 0.05 and rtable = 0.256 at = 0.01).

Thus, H0 is rejected and H1 is accepted, meaning that there is a very significant positive relationship between Emotional Intelligence (X1) and Intelligence Learning Outcomes (Y). The contribution of Emotional Intelligence (X1) to Intelligence Learning Outcomes (Y) is calculated based on the coefficient of determination, namely r2 = (ry.1)2 = 0.428. It means that the Emotional Intelligence variable makes a contribution of 42.8% with Intelligence Learning Outcomes (Y). It can be explained that Emotional intelligence is one of the factors that can affect the improvement of learning outcomes. Emotional intelligence.
Taking into account the goals and functions of emotional intelligence mentioned above, it can be seen how important the role of emotional intelligence is in our lives, including in the learning process, in other words that good emotional intelligence will have an impact on learning outcomes..

**The Relationship between Intellectual Intelligence (X2) and Learning Outcomes (Y)**

The formulation of the second hypothesis in this study is that there is a positive relationship between intellectual intelligence (X2) and Intelligence Learning Outcomes (Y). After testing the requirements analysis through normality, homogeneity and linearity tests, it was found that the calculation of the functional relationship between the two variables of Intellectual Intelligence (X2) and Intelligence Learning Outcomes (Y) was obtained in accordance with the statistical hypothesis, the relationship between Intellectual Intelligence and Intelligence Learning Outcomes using the product correlation technique. Moment obtained correlation coefficient ry.2 = 0.719 > rtable (rtable = 0.195 at = 0.05 and rtable = 0.256 at = 0.01). Thus H0 is rejected and H1 is accepted, meaning that there is a significant positive relationship between Intellectual Intelligence (X2) and Intelligence Learning Outcomes (Y). The contribution of intellectual intelligence (X2) with Intelligence Learning Outcomes (Y) is calculated based on the coefficient of determination, namely r2 = (ry.2)2 = 0.518. It means that the intellectual intelligence variable makes up a contribution of 51.8% with Intelligence Learning Outcomes (Y). It can be explained that high intellectual intelligence can improve learning outcomes.

The third hypothesis being tested is that there is a positive relationship between Emotional Intelligence (X1) and Intellectual Intelligence (X2) together with Intelligence Learning Outcomes (Y). In accordance with the statistical hypothesis, the relationship between emotional intelligence (X1) and intellectual intelligence (X2) together with Intelligence Learning Outcomes (Y) using the product moment correlation technique obtained a correlation coefficient of ry.2 = 0.721> rtable (rtable = 0.195 at = 0.05 and rtable = 0.256 at = 0.01). Thus H0 is rejected and H1 is accepted, meaning that there is a very significant positive relationship between Emotional Intelligence (X1) and Intellectual Intelligence (X2) together with Learning Outcomes (Y).

Learning outcomes are the level of mastery of students in the form of certain abilities from learning experiences after following a series of lessons where the changes that occur in students can be in the form of mastery of certain knowledge, attitudes and skills. Learning outcomes in research have a very close relationship with emotional intelligence and intellectual intelligence. In other words, learning outcomes, especially in intelligence subjects, can be influenced by emotional intelligence factors (external factors) and intellectual intelligence factors (internal factors).

# Conclusions and Suggestions

## Conclusion

There is a positive relationship between emotional intelligence and learning outcomes in intelligence subjectsFor Education Participants Formation of the General Duty Brigadier of the Indonesian National Police at the State Police School of the Polda Metro Jaya Polda Metro Jaya Bogor.

There is a positive relationship between intellectual intelligence and learning outcomes in intelligence subjectsFor Education Participants Formation of the General Duty Brigadier of the Indonesian National Police at the State Police School of the Polda Metro Jaya Polda Metro Jaya Bogor.

There is a positive relationship between emotional intelligence and intellectual intelligence together with the learning outcomes of intelligence subjectsFor Education Participants Formation of the General Duty Brigadier of the Indonesian National Police at the State Police School of the Polda Metro Jaya Polda Metro Jaya Bogor.

## Suggestion

Based on the results that have been concluded and the discussion of the research, as well as its implications. Here are some suggestions for improving student learning outcomes as follows:

1.Educational institutions/institutions.
For this reason, it is recommended to the relevant educational institutions to provide training to educators at the Polda Metro Jaya SPN related to education and training related to increasing intelligence both emotionally and intellectually.

2.Teaching staff / educators at SPN Polda Metro Jaya and professional friends.

In implementation, it is recommended that all educators at the Polda Metro Jaya SPN be given moral and material support, both related to technical and information needed. The implementation of learning using methods that are linked to improving emotional and intellectual intelligence should be continuously followed by all educators at the Polda Metro Jaya SPN through socialization and training.

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