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Importance of Emotional Intelligence for Physics Teacher

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Abstract

Emotional intelligence (EI) is an important part of the learning process to realize the Expected learning achievement. Learning is no longer just a process of transferring Knowledge or learning materials to students Learning has a wider place, and it must be a Vehicle for the holistic development of students' potential through the active role of Students toward better change In this situation, Teachers' constructive efforts are urgently needed in developing students' emotional dimensions. Students at a high school in Ende are often unable to attain learning outcomes commensurate with their intellect, according to the findings of observations conducted during physics instruction. There are kids with high intellect who have relatively poor learning outcomes and children with relatively low intelligence who may achieve relatively high learning outcomes. For example, during daily tests, mid-semester tests, and semester exams, students who usually get high scores at certain times may get unsatisfactory grades. The level of emotional intelligence of class X students is not yet stable. This is due to changes in the level of education from junior school education level to high school education level. Students also do not understand the importance of emotional intelligence. Students who have a high level of emotional intelligence will have high learning achievement, and vice versa students who have a low level of emotional intelligence will have low learning achievement, interviews with physics subject teachers evidence with Intelligence can be interpreted as the ability to think rationally in solving problems Using existing facilities and resources. Emotions are feelings that encourage individuals to Respond or behave to stimuli, both from within and from outside themselves. Sensitivity to And mastery over one's emotions and the capacity to use that knowledge to make sound Decisions constitute emotional intelligence. Emotional intelligence is related to personal Intelligence, including self-regulation, self-awareness, and motivation. While emotional entelligence related to social skills includes social skills and empathy. Emotional intelligence are self-regulation, self-awareness, empathy, motivation, and social Skills.

This study aims to assess the impact of emotional intelligence on students' physics Learning achievement. Eighty-three students were taken randomly to measure their Emotional intelligence. A questionnaire that measured emotional intelligence and learning Achievement was obtained through school documentation. Data were analyzed using simple Regression. The findings show that empathy is the aspect of emotional intelligence that gets The highest score. The regression results show Fcount(25.87) > Ftable (3.96). The findings of this Research reveal that there is an influence of emotional intelligence on students' physics Learning achievement. Emotional intelligence is a factor in a student's ability to learn and Succeed in physics.

The purpose of this study is to ascertain how emotional intelligence affects high school students' learning outcomes in physics in Palu, Central Sulawesi, Indonesia. Since emotional intelligence includes the capacity to recognize, comprehend, control, and effectively communicate emotions, it is vital for students' academic Achievement. The study uses a correlational design and a quantitative methodology to investigate the link between emotional intelligence and success in studying Physics. A sample of high school students in Palu, Central Sulawesi, is selected using a random sampling technique. The data collection process involves Administering two validated instruments: The Emotional Intelligence Scale (X) and the Physics Learning Achievement Test (Y). The relationship and prediction Potential of emotional intelligence on physics learning accomplishment is then determined by utilizing statistical approaches, such as correlation analysis and Regression analysis, to assess the data that has

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been collected. The findings of this study demonstrate how students in high school can learn more effectively, Particularly in the subject of physics, by having stronger emotional intelligence. The results demonstrate that students' emotional intelligence significantly influenced Their ability to meet high school physics learning outcomes, as indicated by a regression coefficient value of R = 0.12. By providing light on how emotional Intelligence might improve students' learning outcomes in physics, the study hoped to add to the body of knowledge already in existence

Keywords: Emotional intelligence, physics learning achievement, student, empathy, physics teacher.