THE EFFECT OF EMOTIONAL INTELLIGENCE ON STUDENTS' ACADEMIC ACHIEVEMENT

(Study on Accounting Students of Brawijaya University)

By:

Putri Ayu Dwi Lestari

Supervisor:
Prof. Dr. Unti Ludigdo, Ak

ABSTRACT

The purpose of this study is to determine whether the components of emotional intelligence which consists of five categories, such as: (1). Self-Awareness, (2). Self-Regulation, (3). Motivation, (4). Empathy, and (5). Social Skills that are effect on students' academic achievement on accounting, Brawijaya University. This study uses primary data and secondary data. The primary data was used to measure emotional intelligence of accounting students using a questionnaire. Meanwhile, secondary data were obtained from the accounting department to get information about the total of active students majoring in accounting. This research is categorized as Causal Study because this study illustrates the cause of one or more problems. In other words, researcher is trying to link between variables. Using multiple regression analysis, the results obtained simultaneously showed that emotional intelligence does not significantly influence academic achievement. Partial test showed, that only empathy variable significantly affects academic achievement of accounting students.

Keywords: Emotional Intelligence, Accounting Student Academic Achievement

INTRODUCTION

One of the important components to live in the community is the ability to manage the emotions. Emotional Quotation (EQ) includes the ability to express feelings, awareness and understanding of emotions and the ability to regulate and control it. Salovey & Mayer in Awangga (2008), defined Emotional Intelligence or EQ as the ability to know own feelings and the feelings of others, and use those feelings, requires thought and behavior. Education is an invaluable asset because it is the basis for the individual and society. A factor that can support the success of higher education accounting is emotional intelligence.

Accounting knowledge is instrumental to hold and run the company's operations because the accounting provides financial information to support the decision making process. The role and function of accounting in the world of education is to provide quantitative information, especially about finance, that is useful in making economic decisions for entities. In addition, an accountant is also required to have high integrity

because she/he provides financial information of the company, that's means the accountant holds the key of the company to continue to run.

The American Institute of Certified Public Accountants (AICPA) has also provided three competencies that must be owned by an accounting graduate to compete at an international level. Among the functional capabilities are technical ability, personal ability which includes personal skills and social skills, and broad business knowledge. Competencies must be owned by each accountant if they want to compete internationally and become a professional accountant (Kartika, 2015).

It can be imagined when an accountant in a company does not have the integrity and high emotional intelligence. The operational activities of the company will not be able to run smoothly and the company will not be able to develop because the accountant may not be be able to present the correct company's financial statements.

Based on the above descriptions, it can be concluded that emotional intelligence has an important role for accounting students career and the career of an accountant. Nevertheless, formal education in Indonesia ranging from elementary schools, junior high schools, high school and college, still has not taught the emotional intelligence that may result in students good attitudes such as integrity, commitment, as well as visionary that needed by the young generation.

Formal education is still seeing a student from learning outcomes or scores gained on learning process in class as evidenced by the ranking in school, GPA, and their IQ scores. Ranking is determined by the order of best grades obtained by a student in class while the GPA is an average score of all courses taken by students in all semesters, and IQ is the interpretation of the results of intelligence tests into numbers that can be a clue about the status level of someone's intelligence. The students are said to be clever if they get the first rank in the school, as well as GPA, students will be considered clever if they get a high GPA and so on. It can be concluded that the formal education assess students is clever based on the numerical facts. It is regardless of how they control themselves, self-knowledge, motivation, empathetic attitude toward others, and social skills to interact with others.

Sundem (1993) in Rachmi (2010) worried about the lack of clarity on the accounting industry generated by higher education accounting system; this is because many colleges are not able to make their students good in the knowledge and life skills. Students are familiar with the memorization learning but they do not understand the lesson. This make the students tend to easily forget what they've learned or difficult to understand what will be taught next. Daniel Goleman in Martin (2003) mentioned that intellectual intelligence contributed only 20 percent to the success of someone's life. The rest, 80 percent relies on the emotional intelligence.

However, it cannot be said that the value in the form number is not more important than emotional intelligence. This value is used to measure the extent to which a student is disciplined and conscientious in following formal learning. Because, formal education is also important to provides a broader knowledge for students in accordance with their field.

A student should not only gain knowledge through formal education. If student seeks knowledge outside the classroom, then they will occupy one level above the student who only seek knowledge in the classroom. McClelland (1973) in Agustian (2001:9) stated that a set of specific skills such as empathy, self-discipline, and initiative may determine those who are

successful in jobs. Academic achievements may predicate not be the only indicator of a person's performance on the job or the success can be achieved. There are many examples that show the academic success resulting in the success at work. Often, a low formal education achievers are more successful at work because they have high emotional intelligence.

A study conducted by Bond et al. (2005) showed that academic successful students had significantly predicted by higher levels of several different emotional and social competencies. He suggested that emotional intelligence plays an important role in the successful transition from high school to university. This is consistent with Sari (2012) who stated that there is positive relationship between emotional intelligence and academic achievement. She measured emotional intelligence based on several categories are self-knowledge, self-control, motivation, empathy and social skills.

Based on components of emotional intelligence, Yuniani (2010) conducted a study to determine which of the components of emotional intelligence that affects to the level of understanding in accounting. The results showed that self-awareness, self-regulation and motivation affect the level of understanding of accounting students. While, empathy and social skills are not affect to the level on understanding of accounting.

However, there are some studies that show emotional intelligence cannot predict academic achievement. This is evidenced by a study conducted by Dewanto and Nurhayati (2012) which shows that emotional intelligence and spiritual intelligence do not affect the attitude of ethical and accounting student achievement. Accordingly, Ardana *et al.* (2013) also showed that only the Intellectual Intelligence can significantly predict accounting students' academic performance. While, the other independent variables such as emotional intelligence, spiritual intelligence, and physical intelligence failed to predict the Academic Achievement accounting students. Thus, a study conducted by Barchard (2003) explained that Emotional Intelligence is not a primary factor that determines academic success. Emotional Intelligence is associated with academic success, but its role is not greater than verbal skills. Cognitive ability and personality characteristics take more important role in predicting academic success.

Although each of these researchers have different dependent variable, but the elements is academic dimension that can reflect achievements as it will also be examined in this study. But, despite having some similarities with the study plan, this study chooses achievement based on grade point average, or GPA of accounting students. The reason to choose GPA as an indicator of academic achievement is because company or organization often will select their accountant based on the index of overall achievement and as a reflection of proportional intelligence.

This study develops the study of Prasetyo (2013), who explored whether there is a relationship between emotional intelligence and learning behavior and the achievement of an accounting student from the Faculty of Economics and Business, University of Brawijaya. The motivation of the study is to deeply examine the components of emotional intelligence that will affect significantly on academic results or GPA on accounting students, Brawijaya University and to determine whether there are differences in the results of studies that have been conducted previously and this recent study. This study uses different population and there are additional variables from previous studies. In the previous study, independent variables used are emotional intelligence and learning behavior, while this study uses

emotional intelligence as an independent variable that will be categorized into five criteria based on Goleman (2005:39) covering Self-Awareness, Self-Regulation, Motivation, Empathy, and Social skill. The population is an active student majoring in accounting, Brawijaya University. Within this population, the author will determine some criteria used as a sample in this study.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Emotional Intelligence

The definition of emotions was described by Martin (2003:94) from several sources, first is from *Kamus Besar Bahasa Indonesia* (1994) defines emotion as emotional outbursts growing sentiment and downs in a short period of time, circumstances and physiological reactions. Furthermore, J.P. Du Preez, an EQ defines emotion as a reaction of the body in a specific situation. The nature and intensity of emotion usually closely linked to the activity of human thinking as a result of the perception of the situation. Emotion is the result of a cognitive reaction to a specific situation.

While, intelligence, based on the traditional definition, consists of the ability to read, write and count, that are the focus on formal education and actually lead to achieve academic success. But the definition of success in life is not only that. Developing new view says that there are other intelligences outside the intelligence quotient (IQ) such as talent, social acumen, social relationships, emotional maturity and others that should be developed as well. That Intelligence is emotional intelligence (EQ) (Aziza and Melandy 2006 in Rachmi, 2010).

A comprehensive theory of emotional intelligence is first proposed in 1990 by two psychologists, Peter Salovey, at Yale, and John Mayer, now at the University of New Hampshire. He defined emotional intelligence as the ability to monitor and control own feelings and use those feelings to guide thought and action (Goleman, 2005). Then, in 1995, the concept was popularized by Daniel Goleman and was adapted into a version that is more easily understood and applied in everyday life. Daniel Goleman adaptation include the five basic emotional and social skills that consists of self-awareness, motivation, self-regulation, empathy and skills in developing relationships with others (Awangga, 2008).

Besides classifying into five criteria of emotional intelligence, Goleman (2005:9) also revealed that there are some misconceptions about emotional intelligence. First, emotional intelligence does not only mean "being friendly." At certain moments it takes maybe not "friendly attitude" but assertiveness. Second, emotional intelligence does not mean giving freedom to the feeling of power or indulge feelings but manage feelings then, it is expressed appropriately and effectively, which enable people to work together smoothly toward a common goal.

The definition of emotional intelligence was also expressed by ESQ Indonesian experts that, Agustian (2001:11) who stated that emotional intelligence or EQ is the ability to feel. Emotional intelligence is key to own honesty against conscience. There are some questions as evidence of own honesty such as, Are we honest to ourselves, How carefully we feel the deepest feelings in ourselves, and how often do we ignore those feelings.

Awangga (2008:23) stated that emotional skills include the identification or identify the names of people, expresses emotions, assess the intensity of emotion, delay or hold back when one is sad or angry, feelings and emotions, reducing stress or environmental stress and knowing the difference of emotion. Cognitive skills include the ability to understand another person's perspective, recognize social cues and rules or manners, introspection or self-evaluation, positive thinking, self-awareness and problem solving. While behavioral skills include non-verbal ability (message or emotion with language or gestures) and verbal (spoken). All of these skills can be owned by everyone. While emotional intelligence includes different abilities, but it is complementary to academic intelligence. Many people who are smart and educated but they do not have the emotional intelligence, in field of work their position is lower than people who has low IQ but high emotional intelligence. Emotional intelligence is growing with the growth of a person from birth until they death. EQ growth is influenced by the environment and family.

The Components of Emotional Intelligence

Goleman (2005:39) defined that emotional skills are skills from learning outcomes based on emotional intelligence and because it produces a good performance in the job. The main skills are two capabilities of empathy that involves the ability to read other people's feelings and social skills means being able to manage other people's feelings very well. Emotional intelligence determines the potential of someone to learn practical skills that are based on the five elements according to Goleman, namely:

1.   Self Awareness

Self-awareness according to Goleman (2005:42) is a skill in determining self-condition, preferences, resources, and intuition. In other words, self-awareness is the ability to know our internal situation and it is very important in the formation of a positive self-concept. It can be concluded that people who have high self-awareness is able to know what they are feeling at a time, using it to guide decisions, have a realistic to measure self-ability and have a strong confidence (Citra, 2013). The concept of self is the personal view of ourselves, which includes three aspects:

a.   Emotional awareness: recognize self-emotions and its effects.

b.   Accurate self-awareness: recognize the strengths and limits of our self.

c.   Self-confident: recognize self-esteem and confidence about our own abilities.

2.   Self Regulation

According to Goleman (2005:42), self-regulation is managing the condition, impulse, and the resources of our self. Based on this theory, self-regulation means being able to handle the emotions so gives positive impact on the implementation of tasks, sensitive conscience and could delay the pleasure before reaching a target, and able to recover from emotional stress. Elements of self-regulation covers several aspects, namely:

a.   Self-control: managing emotions and impulses that damage.

b.   Trustworthiness: maintaining the norms of honesty and integrity.

c. Conscientiousness: being responsible for the personal performance.

d. Adaptability: being flexibility in responding to changes.

e. Innovation: being receptive and open to ideas, approaches, and new information.

3. Motivation

The ability to motivate ourselves defined by Goleman (2005:42) as the emotional tendencies that facilitates the achievement of targets. In line with this theory, motivation means using self-desire or willingness to move and guide ourselves toward goals and objectives. Motivation can help ourselves to take the initiative and act very effectively, as well as to withstand failure and frustration. There are basically four motivational abilities to be possessed, namely:

a. Achievement drive: an encouragement to become better or to meet the standards of success.

b. Commitment: the willingness to adjust to the target group or company.

c. Initiative: the readiness to take advantage of opportunities.

d. Optimism: the persistence in striving for goals despite obstacles and failures.

4. Empathy

Goleman (2005:43) defines empathy as awareness of the feelings, needs, and interests of others. Empathy stressed the importance of sensing the feelings of the other person's perspective as a basis to build healthy interpersonal relationships. When the consciousness is focused on the introduction of our own emotions, the attention of empathy is focused on the introduction of other people's emotions. Someone is getting to know their own emotions, then they will be more skilled at reading people's emotions. Thus, empathy can be understood as the ability of sensing the feelings and perspectives of others (Citra, 2013). This means having empathy to others, a person will be able to feel what is felt by others, able to understand their perspective, foster a trusting relationship as well as aligning themselves with various people. Empathy has several elements, namely:

a. Understanding others: being able to perceive the feelings and perspectives of others and show an active interest on their interests.

b. Developing others: being able to feel the developmental needs of others and trying to grow the capabilities of others.

c. Service orientation: being able to anticipate, recognize, and trying to meet other's needs.

d. Leveraging diversity: being able to foster opportunities through association with a variety of people.

e. Political awareness: being able to read the currents of emotion group and its relationship with feelings.

5. Social Skills

Social skills means being able to handle emotions well when dealing with others and can carefully read the situation so that it can interact smoothly. Goleman (2005:43) defined social skills as intelligence in understanding the desired response of others and using these skills to influence and lead, deliberation and resolve disputes, and to cooperate and work in teams. The elements of social skills are:

a. Influence: having tactics for persuasion.

b. Communication: being able to send a clear and convince message.

c. Conflict management: being able to negotiate and solve disagreement.

d. Leadership: being able to generate inspiration and guide groups and others.

e. Change catalyst: being able to initiate and manage change.

f. Build bond: being able to foster beneficial relationships.

g. Collaboration and cooperation: being able to cooperate with others for a common goal.

h. Team capabilities: being able to create group synergy to maintain the common goal.

Importance of Emotional Intelligence

Several research have shown that emotional intelligence has an important role in determining someone's success (Goleman, 2005:10). Someone who has a high IQ does not necessarily have a high emotional intelligence as well. If someone has a high IQ but has low emotional intelligence, then it will be a source of problems for others. Because, he will be seen as stubborn, difficult to get along, easily frustrated, do not easily trust others, do not sensitive to environmental conditions and tends to desperate when experiencing stress. Awangga (2008:26) also stated that if someone has a high IQ, coupled with high EQ as well, the person will be able to control the situation, and able to read any opportunities that exist without creating new problems.

Goleman (2005:10) revealed that the level of emotional intelligence are not tied with genetic factors and do not only develop during childhood. Unlike IQ, which changed only slightly after passing through adolescence, it seems more emotional intelligence obtained through learning, and continues to grow throughout life while learning from our own experience. That is, if a person is born with the low IQ, then IQ can never be increased or decreased. It can be said that a person is born with enough IQ, he cannot get higher IQ. Some studies have traced the emotional intelligence on level of people, it shows that over the years people are better in handling their own emotions and impulses, motivate themselves, and have good empathy and social skills. Because, the increasing years, a person's mind and attitude will develop towards maturity.

Having emotional intelligence is very important for everyone, especially the students who are in the learning phase for their future career. This is evidenced by studies conducted by Abraham (2006) which examines the need for the integration of emotional intelligence skills in business education at university students. Research on emotional intelligence has

shown that training the right skills is essential to prepare successful and satisfactory career. Thus, graduate students should increase their emotional intelligence level. Therefore, research has determined that the student requires Emotional Intelligence skills. To achieve it, it requires educators to actually implement these changes into their educational programs. Business educators, in particular, have a responsibility to provide graduates with a strong foundation in both technical and emotional training so they are later become a good person, an effective managers and dynamic leaders.

The importance of Emotional Intelligence skills in the accounting workplace is highlighted by the very nature of the job because accountants work both by themselves and in teams. Furthermore, the importance of EI skills has been recognized by the US professional accounting bodies. The American Institute of Certified Public Accountants (AICPA 2000) identified the critical nature of Emotional Intelligence competencies and the Institute of Management Accountants concluded from their research that, all corporate accountants need good communication and interpersonal skills (IMA, 1996:14 in Abraham, 2006).

There is a reality that makes emotional intelligence is increasingly important because of the presence of intense competition in the company. Accountants should be more reliable and more transparent. Whereas in the past, people could easily conceal the nature of dissidents and shy. Now abilities such as control emotion, able to work in groups, having leadership ability, and open minded will be more considered (Goleman 2005:14).

Many entrepreneurs complain about a lack of social skills on their new employees. As told by a businessman to Goleman (2005:19) in one branch of the great restaurants. He said that too many young people who cannot accept criticism, they become defensive or angry if there are people who give them feedback on how they work. They respond to feedback about performance as a personal attack.

Goleman (2005:19) also mentioned that in the national survey of what is desired by the employer of new workers, specialized technical skills is not much important than the basic ability to learn on the job in question. Additionally, other skills such as listening and oral communication; adaptability and creative responses to failures and obstacles; Personal management, confidence, motivation to work achieving its objectives, the desire to develop a career, and is proud of the achievements; Group and interpersonal effectiveness, cooperation within the group, negotiating skills dissent; and effectiveness in the enterprise, wishes to contribute, leadership potential. Among the seven talents desired, only one associated with the school are learning to read, write, and count.

However, IQ is also no less important than emotional intelligence in accordance expressed by Martin (2003) that in the working world academic intelligence (IQ) only takes us past the gate of the company, it turns EQ that brought us to pursue higher career. Thus, it can be concluded that the skills of emotional intelligence to work in synergy with cognitive skills, and people who are high achievers have both because the more complex the job, the more important emotional intelligence, especially when due to low emotional intelligence, a person can be impaired in the use of technical expertise or thoughts that may be held (Goleman, 2005).

Achievement

In *Kamus Besar Bahasa Indonesia* (2005), achievement is defined as the achievement of the results that have been achieved from activity that has been done. Meanwhile, according

to Luficha (2012), achievement is a feat of skill or concrete results that can be achieved at the time or period through the learning process.

In this study, achievement is defined as academic achievement. Thus, the definition of academic according to *Kamus Besar Bahasa Indonesia* (2005) is a scientific nature, nature science, theoretical, with no immediate practical significance.

A student's academic achievement is the result of measurement after participating in the learning process. The measurements uses test instruments that will be converted in the form of symbols, letters or sentences form of GPA or average value of all the courses that have taken.

Knowledge, experience and skills acquired will form the personality of students, expand the student's personality, broaden horizons and improve the ability of students' lives. In the learning process, if a student does not increase the ability, then that student is not actually experiencing a learning process, or in other words he fails in the learning process (Luficha, 2012).

Based on previous descriptions, it can be concluded that academic achievement is a result of the efforts that have been achieved by someone in the field of scientific knowledge and theory. Students acquire the learning achievement from the results of learning process when attending the lecture.

Factors that Influence Achievement

Achievement of learning achieved by an individual is the result of interaction between the various factors that influence both from inside and from outside of the individual (Haryanto, 2010). By knowing the factors that can affect student achievement, a student is expected to be able to improve learning achievement well. These factors, are:
1. Internal Factors

    Internal factors are factors that come from within someone self which include physical and psychological factors. Physical factors such as vision, hearing, body structure and so on. While psychological factors include how to learn, learning motivation, feelings, interests, and psychological conditions.
2. External Factors

    The external factor is a factor that comes from outside of an individual that can affect learning achievement such as education of the family, the methods and processes of academic learning acquired at school or university, as well as the social environment which is when a student interacts with others.

Hypothesis Development

Emotional intelligence has an important role in determining success in life and academic success. People who have a high intelligence but is emotionally unstable and irritable will often make mistake in determining and solving the problems of life because they cannot concentrate. In this study the researcher draws up hypotheses based on the influence of emotional intelligence on achievement or GPA accounting students.

The Influence of Self Awareness on Accounting Students' Academic Achievement Brawijaya University

This first is self-competence which is the basic of emotional intelligence. Because self-awareness means being able to recognize self-emotions, know the strengths and limitations, and have confidence in the ability of self. Goleman (2005) stated that self-awareness is not limited by observing ourselves and recognizing the feelings but also managing the feelings that arise in our self and knowing the relationship between thoughts, feelings, and reactions. Based on this theory, it can be concluded that to have the ability on self-awareness is important because if a person cannot observe or know own emotion, it will make an individual controlled by feelings.

This is consistent with results of research conducted by Espenshade et al. (2005), which examined the relationship of self-efficacy and stress on academic success in college. The study found that academic self-efficacy/self-awareness is more important than perceived stress in predicting the accumulation of college credits and a higher GPA. The findings underline the importance of academic self-efficacy both in moderating the effect of stressors on perceived stress for college students and also in predicting academic success in college. Then, it can be concluded that the ability of self-awareness must be possessed by every individual and no exception by an accounting student because it is expected to enable them to learn seriously and strive to the maximum according to their ability because they are aware of their obligations as a student and have a strong sense of confidence. By having such self-awareness, they would be more aware of what they are learning to achieve better performance with a high emotional quality. Therefore, the proposed hypothesis is as follows:

H_1 : Self Awareness has positive relationship on students' academic achievement/GPA.

The Influence of Self Regulation on Accounting Students' Academic Achievement Brawijaya University

Emotions that arise from an individual is an expression of feelings to others. Emotions or moods can be very powerful over the mind, memory and insight. Therefore, the second ability is self-regulation in managing emotions. According to Goleman (2002), self-regulation is the management of impulse and feeling pressed. Based on this theory, it can be concluded that the emotion is certainly not enough to be only recognized, but also must be aware of its existence and well-managed in order to unfold properly and not excessive, especially when interacting with others. To manage emotions well is the responsibility for a student in campus environment and in their lives because if a student was upset and have lack self-regulation, then their minds will be filled with angry and showed negative attitudes which will affect their concentration during the learning process.

This is also evidenced in the results of research conducted by Carlson and Duckworth (2013). The research results prove that children's ability to regulate attentional, behavioral, and emotional impulses paves the way for success in school. The study Explains that the success of a student in the academic field, depends largely on the ability of self-control or manage the temperament/personality self. Therefore, it can be assumed that self-regulation can affect the level of understanding of accounting as if a student can refuse a negative mood or control himself when angry then they can learn to productively. Regulate self is able to make the students become a more responsible, careful or thorough in carrying out their obligations. It means that a student who can control themselves, they will produce a good performance. Therefore, the proposed hypothesis is as follows:

H_2 : Self Regulation has positive relationship on students' academic achievement/GPA.

The Influence of Motivation on Accounting Students' Academic Achievement Brawijaya University

Reforming emotion is very important to achieve a goal, to motivate one-self and have self-control, to be creative, and to motivate one-self. Motivation is the desire to move in and guide toward target, help to take the initiative to act effectively, and to withstand the failure or frustration (Goleman, 2002). A study conducted by Guay et al. (2010) on the relations among academic self-concept, academic self-motivation, and academic achievement showed that motivation arising from oneself may mediate the relation between academic self-concept and academic achievement. The study also mentioned that a learning conditions can be established to improve the competence of students and improve motivation from oneself like, choice, decision-making, and enjoyment, instead of obligation and pressure, thereby potentially increasing students' achievement levels.

Then, being able to self-motivate for a student is important because it will help them to achieve success. In social life, students will have a lot of motivators that can be used as a reference to get high achievement. However, the most powerful motivator is themselves because it will make a person to be able to fight and drive to success. A student who has low motivation in the learning process are not serious following the lecture. If he is not serious in their study, then their performance will also be bad. In contrast to a student who has high motivation, they would be compelled to achievement then they will find a way to reach success. Thus, it can be assumed that self-motivation can influence the level of students' academic achievement. Some students who are motivated to be success will be more careful in finding ways to learn better and always strive to achieve success. Therefore, the proposed hypothesis is as follows:

H_3 : Motivation has positive relationship on students' academic achievement/GPA.

The Influence of Empathy on Accounting Students' Academic Achievement Brawijaya University

Empathy is understands feelings and problems of others and think from their point of view, respect differences on people feel about various things (Goleman, 2002). Thus, empathy can be referred to as sensitive to the feelings or emotions of others. Training the ability to recognize the emotions of others is necessary for students to connect with other people because it will determine the way in addressing the circumstances surround them. In addition, the ability to recognize emotions in others and respond appropriately will have great impact on the success in dealing with others.

A study conducted by Faisal and Zuri (2015) which examined the influence of empathy towards academic achievement among gifted students in Saudi Arabia showed that there is a positive influence of empathy on academic achievement among gifted students. The study concluded that a student with high capacity for empathy has the ability to accept the lecture more easily because they have a high level of understanding of what is delivered by others. Therefore, the proposed hypothesis is as follows:

H_4 : Empathy has positive relationship on students' academic achievement/GPA.

The Influence of Social Skills on Accounting Students' Academic Achievement Brawijaya University

The last self-competence is social skills. It is the ability to handle emotions when dealing with others, such as the ability to influence, listen and give clear message, resolve opinion differences, lead, collaborate and cooperate, build team. According to Goleman (2002), dealing with the emotions of others is a high art to establish relationships with other people because it requires a maturity of two other emotional skills, the self-regulation and empathy. Having both skills will ease a person to interact with others. This is a social skills that support success in association with others. Not having these skills will lead to inadequacies in the social world.

This is consistent with research conducted by Elliott and Malecki (2002) which found that social skills can positively predict the levels of a student's academic achievement. There are two independent variables on in this study i.e. social skills and problem behaviors. Then, it is only social skills, however, emerged as a significant predictor of future academic achievement when both social skills and problem behaviors are analyzed simultaneously. In the lecture, the ability of a student in social skills can be seen from how close relationship the student with lecturers. The closer one coordinated between lecturer and students, the greater feeling of friendship, happiness, enthusiasm, interest, and openness when interacting. This is what can cause the students can learn in a good atmosphere so that the results achieved can be maximized. Therefore, the proposed hypothesis is as follows:

H_5 : Social Skills has positive relationship on students' academic achievement/GPA.

RESEARCH METHODOLOGY

Subjects observed in this study are accounting students who are still active as students in Faculty of Economics and Business, University of Brawijaya, Malang. Based on information obtained from accounting bureau as of October 2015, the number of population in this study is 502 students. From the total population, researcher set sample using purposive sampling to establish several criteria, namely active student of accounting who is at the end of their studies period or is writing thesis and is active student of accounting who have taken the whole courses.

Arikunto (2002:112) stated that the sample size is calculated when the subject is less than 100, then it is better to take all of that then the research is the study of population. Furthermore, if the subject is large can be taken between 10 to 15% or 20 to 25% or more. In this study, researcher took 15% of the total population. Then the number of questionnaires distributed is 75 sheets (15% x 502 = 75.3). Kuncoro (2003:111) stated that if the research for correlational studies, it takes a minimum of 30 samples to test the relationship. However, the usable questionnaire is 65 sheets. The rest of the questionnaire cannot be used because the respondent does not complete all statements in the questionnaire.

This study will use secondary data and primary data. Secondary data that is obtain from a document from Faculty's academic Bureaus to obtain information about the population along with sample to be used in this study.

Primary data used in this study is data that obtained directly from the first source which is on accounting students, Brawijaya University using data collection method namely questionnaire. This technique gives the responsibility to the respondents to read and answer the questions. Researcher will distribute questionnaires directly to the respondents that categorized as sample criteria in this study. The questionnaire used is a questionnaire that has been tested in previous studies in the scientific work of Muta'aly (2014), but there are some statement that is modified by the researcher.

Data analysis includes testing instrument (validity test data and reliability), data testing (classical assumption) and hypothesis testing are done with the program SPSS V.20 for Windows. Hypothesis testing performed by multiple regression analysis with the following model.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

Variable and Measurement

Kuncoro (2009:49) defines a variable as something that can differentiate, or change the value. Values can be changed at different times for the same object/person or the value may be different in the same time for different object/person. In this study, there are two kinds of variables studied, that consists of five independent variables and one dependent variable, namely:

1. Independent Variables (X)

    Independent variables are variables that can affect a change in the dependent variable and have a positive or negative relationship on the dependent variable. Variation of the dependent variable is the result of independent variables (Kuncoro, 2009:50).

    The independent variable in this study is Emotional Intelligence that is according to Goleman (2002:45) in Muta'aly (2014) refers to the ability to motivate ourselves and endure frustration, impulse control and not exaggerating pleasure, set the mood and keep the stress load to not cripple the ability to think and empathize. In the questionnaire, there will be 5 statements on every characteristics of emotional intelligence that are answered using a Likert scale of 5 points, which are Strongly Disagree has valued 1, Disagree has valued 2, Netral has valued 3, Agree has valued 4, and Strongly Agree has valued 5. Goleman (2005:513) divides emotional intelligence into five criteria which will be as the independent variables, namely:

    a. Self-Awareness (X_1)

        Self-awareness is to understand what is perceived by self at a time and use it as guidance in decision-making, have a realistic measure of self-ability and self-confidence.

    b. Self-Regulation (X_2)

        Self-regulation is defined as emotion that gives positive impact on implementation of the tasks; sensitive conscience and could delay the pleasure before reaching a target, and able to recover self from emotional stress.

c. Motivation (X_3)

Motivation means using deepest desire to direct and lead toward a goal, ability in turn initiative and act very effectively to withstand from failure and frustration.

d. Empathy (X_4)

Empathy is to be aware of others feeling that helps them to understand others perspective, build a relationship of trust and aligning self with various people.

e. Social skills (X_5)

Social skills is able to handle emotions well when dealing with others and carefully read the situation and social networks; interact smoothly; use these skills to influence and lead, deliberate to solve problem, and cooperate to work in teams.

2. Dependent Variable (Y)

The dependent variable is the major concern in an observation. Observers will be able to predict or explain the variable in the dependent variable along with the changed happens next (Kuncoro, 2009:50).

Achievement in this research is referred as academic achievement or GPA which is the average score of the semester as a dependent variable. Researcher will ask to respondents about their GPA on the taken semesters.

FINDINGS AND DISCUSSION

Variable	Unstandardized Coefficients (B)	Standardized Coefficients β	t value	Sig.	Explanation
(Constant)	3.250		14.582	0.000	Significant
Self Awareness (X_1)	-0.066	-0.195	-1.113	0.270	Not Significant
Self Regulation (X_2)	0.094	0.300	1.820	0.074	Not Significant
Motivation (X_3)	-0.095	-0.301	-1.701	0.094	Not Significant
Empathy (X_4)	0.113	0.311	2.073	0.043	Significant
Social Skills (X_5)	-0.038	-0.117	-0.662	0.511	Not Significant

R^2 = 0.119

F value = 1.592

F table = 2.37

Sig. F = 0.177

t table	= 1.998
α	= 0.05

From the analysis that has been carried out simultaneously at the variables Emotional Intelligence consisting of Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills to Academic Achievement as measured by GPA shows that emotional intelligence does not significantly affect academic achievement of students in Accounting, Brawijaya University. This is found in the coefficient of determination which shows that the R^2 value is 11.9%. The emotional intelligence plays only 11.9% on the students' academic achievement. Then it can be assumed that there are other factors at 88.1%, which affects GPA of Accounting student.

Results of this study is not consistent with previous studies conducted by Prasetyo (2014) which states that emotional intelligence affects academic achievement of students in Accounting. However in that study, the learning behavior variables were also included. It means that students will get a good academic achievement if they have a high emotional intelligence and also good learning behavior.

It is in line with that expressed by Barchard (2003) that emotional intelligence is more important than intellectual intelligence in determining a person's success in all areas but emotional intelligence may not able to play a full role in determining the success on the academic field. Cognitive abilities and the personalities are more effective to determine a success in the academic field. The study concluded that if the emotional intelligence is coupled with cognitive abilities along with a good personality, then a person can be successful in the academic field.

There are some assumptions that reveal why emotional intelligence can not predict academic achievement. This is evidenced in some previous studies as expressed by Dewanto and Nurhayati (2012) which revealed that emotional intelligence does not have a significant effect on student achievement because emotional intelligence is measured by indicators of the real when it is experienced by the students. It means, when respondents fill every statements in questionnaire of emotional intelligence, they are actually filling in accordance with what they feel at that time.

Ardana *et al.* (2013) also assume that emotional intelligence does not have a significant relationship with achievement of students because of the age of students is still relatively young and has no experience in the world of work which is full with problems and should be solved so students have not much experience on emotional disorders or in other words an emotional level the student is still not stable so it does not relate significantly to Student Academic Achievement/GPA.

Based on these studies, it can be concluded that there are other factors that further determine students' academic success is not only because of emotional intelligence. Emotional intelligence cannot stand alone in determining a person's success in the academic field. In addition, emotional intelligence does not affect the academic achievement of students in Accounting as reflected in the GPA because there are other factors that have greater role in determining the GPA of students such as the grade from the lecturers is limited only to student' learning results and activity of students during the learning process without seeing the students' attitude to get grades.

The results of this study is in line with Muta'aly (2014) which examined the influence of emotional intelligence and intellectual intelligence of the achievements as measured by GPA in Accounting student, Hasanuddin University. The study used 45 students as a sample. The results showed that emotional intelligence does not have a significant impact on student achievement as measured by GPA.

The Influence of Self Awareness on the Academic Achievement/GPA

Based on the results of research on the effect of self-awareness on achievement/GPA of accounting students the obtained t value is = -1.113 and a significance level is 0.270 with a 95% probability level. From these results it can be concluded that self-awareness does not have a positive influence on academic achievement/GPA.

If viewed from the criteria of accounting student response to variable self-awareness shows that the average student has self-awareness at the high category. This reflects that of 65 students as respondents in this study, generally have a high self-awareness. Meanwhile, based on the average GPA of accounting students, Brawijaya University were included in the study subjects is categorized in the high category.

Have a good self-awareness means that students know their strength, knowing their emotions, and can understand the strengths and weaknesses of their self. By knowing the weakness of their self, students who have a good self-awareness will instropection their self then, they know very well the causes of emotion. In addition, the strength in their self was the self-confidence which means they will have the courage to express their opinions in group discussions.

Accounting students have high self-awareness means they have high confidence and a high GPA but both of them are not related each other. However, the average of self-confidence is only affects the psychological condition of the students in general. The meaning of self-confidence here is confident in expressing opinions on learning activity. Study of Hebaish (2012) showed if there is significant correlation between self-confidence and academic achievement. That study said if the more self-confident students were, the higher were their scores in the oral test. The result of that study is not in line with the result on this study because students are not confident on a few subjects that they did not understand about the material given by the lecturer. However, in some other subjects they have strong confidence. Thus, they are only weak in some subjects, while in other subjects they were deeply understand therefore why the students has high GPA. This is the reason why self-confidence did not take a major role in determining the high GPA.

In addition, it no need self-confidence in the learning process is because lecturer do not see the end result from students' psychological factors. Indeed, during the learning process at Brawijaya University, grades were also obtained by courage in expressing opinions in class but that are very small percentage is not comparable with the Middle and Final Exam.

Results of this study is reinforced by studies conducted by Azimi et al. (2012) which states that the self-awareness, which is one factor of emotional intelligence components do not affect the achievement. It was because of the self-awareness in emotional intelligence can only be considered as a mediator that facilitates the compatibility of intelligent functions in the environment.

Allik and Pullmann (2008) also revealed that a student who scores low academic is because they have the high ability of self-recognition. It can be concluded that the introduction of self and academic performance are inversely. Due to accounting students of Brawijaya University have high self-awareness, and have an average GPA is high, therefore, the two are not related because they both are in the high category.

It can be concluded that there is no significant relationship between self-awareness on achievement/GPA is because self-awareness is not the main factor that plays a major role in determining the high value of accounting students' GPA, Brawijaya University.

The Influence of Self Regulation on The Academic Achievement/GPA

Based on the results of this research on the effect of self-regulation on academic achievement/GPA of accounting students obtained t value = 1.820 and a significance level at 0.074 with 95% probability level. From these results it can be concluded that self-regulation does not have a positive influence on academic achievement/GPA.

If viewed from the criteria of accounting student response to variable self-regulation shows that the average student has self-regulation in the medium category. This reflects that of 65 students as respondents in this study, in general have the self-regulation that is not too high. Meanwhile, based on the average GPA of accounting students, Brawijaya University were included in the study subjects is categorized in the high category.

Students who can control their self means that they can manage and control emotions in any situation so that they would remain calm, even in situations that make other people angry. Have a good self-regulation means that a student has an open mind means capable of effectively responding to criticism. In carrying out its obligations as a student, then they will soon complete the planned work immediately.

Self-regulation in accounting students are not too high could also be due to the lack of education about how to control emotions when learning in class. Results of the study by Zimmerman (2002) which revealed that has the ability to self-regulation is important for students in learning. However, students are seldom given choices regarding academic tasks to pursue, methods for carrying out complex assignments, or study partners. Few teachers encourage students to establish specific goals for their academic work or teach explicit study strategies. Also, students are rarely asked to self-evaluate their work or estimate their competence on new tasks.

However, despite accounting students have self-regulation is not very high, but the average GPA of them are included in the high category and the both are not related. This is because the learning process is not necessary to control emotions. Although students can not control their emotions, but they were still able to focus on one goal which is to get a high GPA. By the time they were angry, the learning process may be interrupted just at that time, but they still can learn more material that they can not understand outside of class by looking for a book in the library, ask a friend, or browsing via the Internet relating to the material delivered by lecturers at the time.

Results of this research is reinforced by Shaine (2015) which states that self-regulation does not have a significant relationship with achievement. In line with the above description, no significant relationship was as a lecturer still dominate the learning activity, where students are not encouraged to develop their own strategies but instead to follow teacher's

words. Most classes are characterized by a situation where students are made to listen to the teachers and copy notes from the blackboard. Learning by doing, problem solving, cooperative learning and group approaches are limited.

The research conducted by Wijaya (2015) also showed if self-regulation does not affect on academic achievement, which means the size of the self-control will not have an impact on students' academic achievement.

It can be concluded that there is no significant relationship between self-regulation to the academic achievement/GPA is because self-regulation is not a major factor that plays a major role in determining the high value of accounting students' GPA, Brawijaya University.

The Influence of Motivation on The Academic Achievement/GPA

Based on the results of this research on the effect of motivation on academic achievement/GPA of accounting students obtained t value = -1.701 with a significance level 0.094 at the 95% probability level. From these results it can be concluded that motivation does not have a positive influence on academic achievement/GPA.

If viewed from the criteria of accounting student response to variable motivation shows that the average student has a motivation in the high category. This reflects that of 65 students as respondents in this study, in general have a high motivation. Meanwhile, based on the average GPA of accounting students, Brawijaya University were included in the study subjects is categorized in the high category.

High motivation means that students are able to motivate their self as well as having an optimistic attitude to achieve the desired goal. By having an optimistic attitude, then the student will always be eager to improve achievement by trying new things because by trying new things, the students will be more motivated when facing a variety of challenges to solve problems.

Tella (2007) reveals that the importance of motivation to academic performance Because highly motivated students perform better academically than the lowly motivated students. Motivation in here is the motivation that comes from within our self. Which means, students must be motivated from within themselves so that their academic achievement will be good.

However, the results of this study indicate that the motivation is not the main factor that has a major role in determining students' academic achievement as measured by the GPA. In other words, there are other factors which have a greater role in determining the GPA of students. One factor is the classroom environment as claimed by Anderman et al. (2006). He revealed that the students will adopt the most positive approach and adaptive environment for learning when school emphasizes learning, understanding, and improve skills and knowledge. Although classroom environment that focuses on demonstrated abilities and compete for grades can improve the academic performance of some students, the evidence suggests that the motivation to learn will be reduced under these conditions. A student will demonstrate an unpleasant behavior such as truant and cheating.

Based on this, the motivation is not related to the GPA is because the classroom environment or lecturers are take a major role so as to improve the academic performance of the students is not because students have the motivation from their self to get a high GPA.

The result of this study is in line with study conducted by Poerwati (2010) who showed that motivation does not influence on academic achievement because students have high motivation to learn but they have not been able to provide an assessment of the important things that can maximize their academic achievement. Thus, it became one of the factors why motivation has no significant effect on students' academic achievement.

It can be concluded that there is no significant influence of motivation on academic achievement/GPA is because the motivation is not a major factor that plays a major role in determining the high value of accounting students' GPA, Brawijaya University.

The Influence of Empathy on The Academic Achievement/GPA

Based on the results of this research on the effect of empathy to achievement/GPA of accounting students obtained t value = 2.073 and a significance level of 0.043 with a 95% probability level. From these results it can be concluded that empathy has a positive influence on academic achievement/GPA.

If viewed from the criteria of accounting student response to variable empathy shows that the average student has empathy on the high category. This reflects that of 65 students as respondents in this study, in general have high empathy. Meanwhile, based on the average GPA of accounting students, Brawijaya University were included in the study subjects, included in the high category.

The attitude of empathy is a sensitive attitude towards others and the environment. A student who has empathy attitude means that they can feel what is perceived by others, such as sadness and happiness, then they will always understand the interests of others. They will have many close friends from diverse backgrounds because they like to help their friend when they have difficulties and strive to be a good listener and give a positive response.

Bandura et al. (2000) revealed that prosocial behavior such as care for others/empathy strongly predict or related to achievement because when a student has the nature of empathy, it can reduce vulnerability to depression and other behavioral problems. If there is a problem in the learning process of a student's behavior then it would bother others even make lecturer annoyed by their attitude.

The results showed that the accounting students of Brawijaya University on average have high empathy. This means that they are able to capture what is conveyed by the lecturer because empathy is easy to understand the attitude of what is perceived by others then they will get a good grades because they are easy to understand the material being taught by lecturers. In addition, empathy is important because students may be sensitive to what is desired by the lecturers and will show a good attitude and respect to the lecturers. Students who have an attitude of empathy will have a lot of friends so that they can ask their friends if there is a material that does not understand then they will get high grades.

Research conducted by Faisal and Zuri (2015) is also in line with the results of this study indicate that empathy has a positive effect on achievement because empathy is the most powerful aspect for the development of learning relationships and achievement. That study found that empathy domains have the strong correlation with leadership skills are political awareness, followed by leveraging diversity, developing other's potential, caring and helping others. The study of Maria (2012) also showed if empathy has significant relationship on

academic achievement, which means empathy is a factor that can increase the learning achievement index/GPA.

It can be concluded that there is significant relationship between empathy toward academic achievement/GPA is because empathy is one factor in determining the high value of accounting students' GPA, Brawijaya University.

The Influence of Social Skills on The Academic Achievement/GPA

Based on the results of this research on the influence of social skills to academic achievement/GPA of accounting students obtained t value = -0.662 and significance level at 0.511 with 95% probability level. From these results it can be concluded that the social skills do not have a positive influence on academic achievement/GPA.

If viewed from the criteria of accounting student response to variable social skills showed that the average student has social skills in the high category. This reflects that of 65 students as respondents in this study, in general have a high social skills. Meanwhile, based on the average GPA of accounting students, Brawijaya University were included in the study subjects is categorized in the high category.

Has a high social skills means that students have a good ability to communicate with others. Good communication skills means that they will always maintain good relations with others that they had known even people they had just known. By way of ethics when dealing with other people so they can maintain good relations with others. In addition, students who have a high social skills means they have a way to convince others that the idea is acceptable so that they can easily lead and work together in teams.

The results are consistent with the results of research conducted by Yuniani (2010) which says that there is no significant relationship between social skills with academic achievement. This is because the size of academic achievement is generally a cognitive measure where students are required to understand any material provided by the lecturer. If the student is able to understand every material that has been given by the lecturer then he will get a high GPA so that the effect of social skills are rarely directly related to cognitive aspects of education.

The study conducted by Nafasati *et al.* (2011) also in line with this study which showed if social skills does not influence on academic achievement. Ansharullah (2013) also revealed that social skills do not have a positive relationship to the level of understanding of accounting as measured by GPA. He revealed that there are many other factors beyond the social skills that support an understanding of accounting as measured by GPA.

It can be concluded that there is no significant influence of social skills to academic achievement/GPA is because social skills is not a major factor that plays a major role in determining the high value of accounting students' GPA, Brawijaya University.

CONCLUSION AND RECOMMENDATION

Conclusion

This study examined the effects of emotional intelligence on accounting students' academic achievement, Brawijaya University. In this study, the emotional intelligence is categorize into Self Awareness, Self Regulation, Motivation, Empathy, and Social Skills. The simultaneously test showed that emotional intelligence has no effect on accounting students' academic achievement. Meanwhile, the partial test results showed only empathy variables that affect academic achievement of accounting students.

The results showed that emotional intelligence can not stand alone as a determinant of academic success on Accounting student. Because, emotional intelligence is a psychological factor that indirectly affect academic achievement. There are other factors which have a greater role in determining academic achievement such as learning behavior. Because, learning behavior is a form of real effort in determining academic success of students in Accounting.

Self Awareness does not have a positive and significant impact on students' academic achievement in Accounting. In the learning process, the confidence is not a major factor because the lecturer will give a grade based on the final results in which the activity of the students only have a small percentage compared to the percentage of Middle and Final Exam in determining the final value.

Self Regulation does not have a positive and significant impact on students' academic achievement in Accounting. Have a high self-control is not the main factor that determines academic achievement. Indeed, if student can not control their emotions, it will affect on their concentration during class. It means that it will affect the understanding of the subjects. However, students are still able to search the information about subjects outside the classroom that they do not understand.

Motivation does not have a positive and significant impact on students' academic achievement in Accounting. Motivation in here is the motivation that comes from within the self. However, Accounting student has a high motivation is because the classroom environment or lecturer take a major role to improve the academic performance of the students. Then, motivation is not coming from their self.

Empathy has a positive and significant impact on students' academic achievement in Accounting. Empathy is one factor that can determine a student's academic achievement because empathy is able to understand what others felt. Thus, have high empathy is one of the factors that determine the high academic achievement because if students have high empathy, then they can easily catch the material presented by the lecturer.

Social skills do not have a positive and significant impact on students' academic achievement in Accounting. Has a high social skills means that the student is able to communicate well with others. However, social skills are not a factor that determines students' academic achievement because a factor that can determine a student's academic achievement is the understanding of the material, then it is not necessary to have a good communication with others.

Limitation

Researchers realized some limitations that may affect the results of this study, and can be fixed by future researchers, namely:

1. This study uses accounting students of Brawijaya University as respondents which can not describe the effect of emotional intelligence on the academic achievement of students in general and the results would be different when using other respondent.
2. This study used a questionnaire in which respondents were given several statements to assess themselves, which could affect on the accuracy of the results because the perception of the respondents presented do not necessarily reflect the real situation. It is necessary using interview method after using questionnaires to confirm the respondents' answers.

Recommendation

Noting to the conclusions and limitations of this study that has been described above, the researcher proposed suggestions for further research:

1. Researcher suggest for the next researcher to analyze the other factors that can affect students' academic achievement not only on emotional intelligence, but also involves intellectual and spiritual intelligence on academic achievement.
2. Although this results showed that emotional intelligence has no effect on accounting students' academic achievement, it can not be concluded that emotional intelligence does not have an important role in determining someone success in the future. Then, it need for long-term research to determine the effect on emotional intelligence to the success in future rather than only on academic success.
3. It is important to give education about how to improve emotional intelligence to the Accounting students, Brawijaya University because emotional intelligence has an important role in determining someone success in the future.

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