

Discovering the Influence of Emotional Intelligence and Blended Learning (A Combination of Classroom Learning and E-Learning) on Students' Character Value

Ashomatul Fadlilah, Tusyanah, Heri Yanto, Risma Nur Anissa, and Fentya Dyah Rahmawati
The Faculty of Economics, Universitas Negeri Semarang, Sekaran Campus, Semarang, Indonesia

Keywords: Emotional Intelligence, Blended Learning, and Student's Characters Values

Abstract: Indonesia is well-known as a good character country. However, various phenomena happening today indicate that Indonesia is experiencing the moral crisis which is displayed by the uncertainty of national identity and character (Setiawan, 2017). The objective of the study is to explain the influence of emotional intelligence and blended learning on the improvement of students character values. It is a quantitative research. The variables of this study are emotional intelligence, blended learning, and the improvement of students character values. The population of this study are Cooperative Education study program students at Universitas Negeri Semarang who are taught using blended learning. The samples of this study are 84 respondents taken by using random sampling and data are collected by distributing the questionnaires. Then, they are analyzed by descriptive analysis and multiple regression analysis with SPSS 21 application. The result of multiple regression analysis shows that simultaneously, emotional intelligence (X1) and blended learning (X2) have significant influence on the development of students character values (Y) for 20.1 percent. Meanwhile, the partial influence of Emotional Intelligence (X1) on students Character Values (Y) is 5.15 percent and the influence of Blended Learning (X2) to Students Character Values (Y) is 20.16 percent. It shows that emotional intelligence influenced students character values because emotional intelligence as a set of personal, emotional, and social abilities can affect a persons ability to succeed. On the other hand; blended learning also influenced the character values because the learning method facilitated lecturers and students in terms of time, place, and learning materials. It can improve the lecturers work ethic and make students more resilient and persistent in learning. Therefore; Higher Education institution has a strategic role to prepare professional human resources. A lecturer should also teach students integrally between the sciences and the morality.

1 INTRODUCTION

Law no. 20 in 2003 on National Education System Chapter 2 Article 3 regulates that national education is to develop the ability and forms the characters and civilization of a dignified nation within the framework of intellectual life of the nation; it is a means for the development of potential learners to be human beings who believe and accused to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. It shows that Indonesia needs human resources as the main supporters in the development. Therefore; to fulfill these human resources, education has a very important role.

The rapid development of science, technology, and globalization requires that human resources

must be able to respond to these developments. The application of information and communication technology in the development of national education is now something that is mandatory (student.cnnindonesia.com). Globalization has triggered a shift in education from conventional education (face-to-face) to more open education. According to Munir (2009: 6) the result of globalization in the world of education are: (1) distance learning; (2) resource sharing among educational institutions in a network; (3) many sources of information, not just libraries but also via the internet; and (4) the effectiveness of the use of information and communication technology with multimedia.

Lecturers have an important role in the success of students, while students are the target of

education as well as one of the measuring tools in determining the success rate in the learning process. The achievement of competency standards is highly dependent on the ability of lecturers in managing learning so that students can learn well. The success of learning that is poured in the competency-based curriculum at universities not only on the knowledge and skills chosen by a student but also supported by the development of personality, behavior, and living together (Kepmendiknas No. 45 / U / 2002).

World Declaration on Higher Education of the Twenty-First Century; Vision and Action, by UNESCO affirms that the vision and core value of a Higher Education is to contribute to sustainable development and community development as a whole. In that context, one of the visions and functions of universities is to educate students to meet the needs of all sectors of human activities, inculcate professionalism and personality through a combination of science with subjects that are continually evaluated and continuously developed, to answer the various needs of today's society and the future. Therefore, an institution must prepare the quality of human resources who master the science and technology and the values of modernity based on spiritual moral values in order to form human moral, character, and religious.

Indonesia is experiencing degradation of human resources. It can be seen from the behavior or ethics of students in learning, easy to despair if not yet, not say if not yet, less democratic, not disciplined in learning, not independent in learning, and also less creative. Students show counterproductive behavior in solving task if they can not. This will result in the dissolution / deterioration of student character.

Many factors make students' personality or characters deteriorate. Moral decline is not only a result of morality and lack of understanding of religious values or noble character but also the influence of globalization especially information and technology (rri.co.id). With the development of technology, teachers/ lecturers sometimes only provide information and cognitive knowledge only, and forget the mental, moral, and spiritual aspects. In other words, there are many smart students but experiencing moral crisis, they will become a very dangerous public pest (kompasiana.com).

Emotional intelligence places the importance of a person to learn to discipline, regulate and control himself, especially when faced with a problem. Learners who have problems in emotional intelligence, will have difficulty learning, socializing, and cannot control his emotions, so far from the expected values in education. Conversely

learners who have emotional intelligence will form learners who are characterized in accordance with the values of character education. This research will be focused on students of Universitas Negeri Semarang. The purpose of this study is to find out how much influence emotional intelligence and blended learning method affect the development of student character values.

Emotional intelligence teaches about integrity, honesty, commitment, vision, creativity, mental endurance, wisdom, justice, trust principles, and self-mastery. Goleman (2003) says that psychologists agree that intellectual intelligence accounts for only 20 percent of the factors that determine success, while the remaining 80 percent comes from other factors, including what is called emotional intelligence. It is supported by research conducted by (Purbowosari, 2016) which states that with emotional intelligence learners can understand themselves and their environment appropriately, have confidence, not easily discouraged, and can form the character of learners. The results shows that there is a significant effect on emotional intelligence to plant the values of the characters in the students. That is, emotional intelligence can improve the social character of students. Then, it is hypothesized:

H1 Emotional intelligence has a significant influence in improving students' characters values

Blended learning according to Orhan (2007) is "in the learning process, the effort to combine the advantages of the internet based computer assisted learning environment with those of the peer learning- especially by focusing on those futures concept of hybrid learning ". It means the integration of face-to-face learning with Internet-based distance learning. Blended learning method has been done and resulted in an increase in learning process. Characters in learning are achieved, among others, improve student's discipline and creativity that has a positive effect on learning outcomes (Supandi, et. al., 2011). It is supported by the results of research conducted by (Supandi, et. al., 2014) stating that Blended e-learning provides an opportunity for students to think openly by doing creative exercises as creative as the authenticity of work, flexibility. Thus the character can be grown naturally that is honesty, discipline, responsibility and independent. The results shows that blended learning has an effect on student character. That is, blended learning method can increase the character values in the students. Thus; the hypothesis is:

H2 blended learning method has a significant influence in improving students' character values

The development of character values in students is not enough to only develop the knowledge of cognitive intellectual intelligence, but must also emphasize the cultivation of spiritual moral awareness in a balanced manner integrated with the courses. Character education in universities aims to improve the quality of organizational and educational outcomes that lead to the achievement of character formation and noble character of students as a whole, integrated, and balanced, as per the competency standards of graduates. Based on the result of Hasanah's (2013) research, the character values applied in universities are choosing the core values developed in the implementation of character education, especially in each department / study program. The core values chosen are honest, intelligent, caring, and tough. Implementation of the core character values are conducted in an integrated way through three channels, which are integrated in learning, management of management majors and study programs, as well as on student activities. While the results obtained by research Mertasari (2016) states that the online media with various forms has become a medium of exchange and a source of information. Online media can increase students' confidence to ask or argue. The characteristics of online media that are asynchronous, context-free, and not overly bound by social conventions strongly support the findings. Subiyati (2014) says that the character values of learners will increase 0.08 times if the learner has an increase in emotional intelligence for 2.98. Then, the hypothesis is:

H3 emotional intelligence and blended learning method have a significant influence in improving student's character values.

Based on above description, the study proposed the theoretical framework as presented in Figure 1.

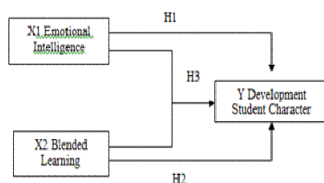


Figure 1. Theoretical Framework

2 METHODS

Sugiyono (2013) says that population is a generalization consisting of objects / subjects that

have quality and certain characteristics set by researchers to be studied and then drawn conclusions. This research is conducted at the Faculty of Economics, State University of Semarang. The sample is a data retrieval procedure where only a portion of the population is drawn and used to determine the nature and characteristics of the desired population. (Siregar, 2013).

The population used of the study are students majoring in Cooperative Education study program in the Faculty of Economics class of 2015 Semarang State University. The population numbered 108 students. The samples of this research are 84 students. The sampling sample is taken with the Solvin formula. The sampling technique used is simple random sampling, in which members of the population are given equal opportunity to become members of the sample.

The data used of the study is the primary data. Data collected by the researcher directly from the first source or place of research object done (Sugiyono, 2009). Data are collected by distributing questionnaires through Google forms in the Cooperative Education study program students in the fifth semester.

Data analysis of the research is descriptive statistics, multiple linear regression tests, classic assumption test, reliability and validity. In the statistical analysis, it is supported by the Statistical Package for Social Sciences (SPSS) version 24.0.

3 RESULT AND DISCUSSION

3.1 Reliability Testing

Reliability relates to the consistency of a measure (Heale & Twycross, 2015). A study is said to be reliable if it has Cronbach's alpha > 0.70 (Nunnally, 1994).

Table 1. Realibility Analysis

Variable	No. of Items	No. of the Delete Items	Cronbach's
Emotional Intelligence	5	0	0.718
Blended Learning	10	0	0.746
Development of Students' character values	10	0	0.720

Based on the above table, it shows that Emotional Intelligence (X1) has Cronbach's for 0.718. Blended Learning has Cronbach's for 0.746.

Improvement of students' characters Values has Cronbach's for 0.720. It means that all instruments of the study are reliable, as all Cronbach's levels are > 0.70.

3.2 Construct Validity

Validity is defined as the extent to which a concept is accurately measured in a quantitative study (Heale & Twycross, 2015). Validity is also called the accuracy of the interpretation made of the results of measurement or evaluation (Gronlund and Lin, 1990). The research instrument is said to be valid if it has significance <0.05.

Table 2. Correlation

Items	Pearson Correlation	Sig. (2-tailed)
Emotional Intelligence		
I cannot make my own decisions without others' opinions	.31**	.000
I cannot imagine life in the future	.574**	.000
I do not know how to express my anger	.658**	.000
If my opinion is not accepted I will keep it	.422**	.000
I will be grouping with my gang's friends to do the work	.343**	.000
I easily run out of my mind when thinking of ways to solve problems	.602**	.000
I do not believe in my ability to deal with problems	.661**	.000
Blended Learning		
Blended learning model is able to achieve learning objectives	.649**	.000
The material in the blended learning method is mentioned by explaining the theory and practice in detail	.555**	
Learning materials in mobile learning are able to achieve learning objectives	.505**	.000
The nature and characteristics of the material can be done sequentially and orderly in every step of the blended learning model	.338**	.000
Blended learning is varied, mutually sustainable, and appropriate for theoretical and practical learning materials	.733**	.000
The learning method is very	.626**	.000

supportive of face-to-face and online learning with proportional		
The learning media are varied and continuous for theoretical and practical learning materials	.639**	
The learning media is very supportive of face-to-face and online learning with proportional	.532**	.000
Evaluating on the face-to-face and online learning is balanced	.623**	.000
There is evaluation of the process and outcomes at each learning activity	.649**	.000
Students' Character Values		
Doing the job well and getting it done on time is a proud thing	.535**	.000
I will try to prioritize tasks that demand to be completed first	.334**	.000

From the output it can be seen that all items used to measure the variable of improving Students' Character Values are valid. It can be seen from the significance of all items > 0.05.

3.3 Regression Analysis among Variables

The data were analyzed by ANOVA and regression analysis. ANOVA was used to determine differences YouTube Learning Videos and English Learning Mobile Application on economics students' vocabularies Acquisition (H1 and H2). Regression analysis was used to determine the influence of differences YouTube Learning Videos and English Learning Mobile Application on economics students' vocabularies acquisition (H3).

Table 3. Simultaneous Test Result (F Test)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	194.684	2	97.342	11.424	.000 ^b
Residual	690.209	81	8.521		
Total	884.893	83			

a. Dependent Variable: Characters_Value
 b. Predictors: (Constant), Blended_Learning, Emotional_Intelligence

From the ANOVA or F test, we get the F value of 11.424 with the probability of 0.000. Because probability is much less than 0.05, regression model can be used to predict Development of Students' character values or it can be said that Emotional Intelligence and Blended Learning together influence in improving the Character Values.

3.4 Partial Test (t test)

All the variables of the study is significant. The probability of significance of independent variables, emotional intelligence (X1) and blended learning (X2) > 0.05., it is $X1 = 0.034 > 0.05$ and $X2 = 0.000 > 0.05$.

According to the table above multiplier linear regression analysis, linear regression multiplier regression is $Y = 11.138 + 0.266X1 + 0.555X2 + e$. It means that the constant is 11,138 where the use of Emotional Intelligence (X1) has a positive influence in improving the Character Values (Y) by 0.266. Blended Learning (X2) has a positive influence in improving the Character Values (Y) of 0.555.

1. Constant = 11.138, if the independent variables are constant Considered or 0 then the average of is 11.138.
2. Coefficient X1 (Emotional Intelligence) = 0.266, it means if Emotional Intelligence variable increased by 1 point while the need for variable blended learning is 0, it would lead to an increase in improving the Character Values for 0.266.
3. Coefficient X2 (Blended Learning) = 0.555, it is the blended learning Increased by 1 point while Emotional Intelligence is 0, it would lead to an increase of Development of Character Values for 0.555.

Table 4. The Result Analysis of Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	11.138	5.134		2.170	.033
EI	.266	.127	.208	2.101	.039
BL	.555	.123	.447	4.524	.000

3.5 Coefficient Determination Test (R2)

Table 5. The Result of Simultaneous Determination Coefficient

Model	R	R Square	Adjusted R Square
1	.469 ^a	.220	.201

From the output display, it is known that adjusted R square is 0.201, it means that 20.1% variation in improving students' character values can be explained by the variation of the two independent variables of Emotional Intelligence and Blended Learning. Whereas; the rest (100% - 20.1%) 79.9% explained by other variables that are not researched

Then, the magnitude of influence of each independent variable to the dependent variable can be known from the magnitude of coefficient determination partially of each variable. It can be seen in the following table 6.

From the table above, it can be seen that the partial correlation value of Emotional Intelligence (X1) is 0.227, thus; the influence of Emotional Intelligence (X1) in improving the Students' character values (Y) is equal to (0.2272 x 100%) 5.15%. Then, the partial correlation value of Blended Learning (X2) is 0.449, so the influence of Blended Learning (X2) in improving the Students' character values (Y) is (0.4492 x 100%) 20.16%.

Table 6. The Calculation Result Coefficient of Determination of Partial

Model	t	Sig.	Correlations		
			Zero-order	Partial	Partial
(Constant)	2.170	.033			
SPtotal	2.101	.039	.151	.227	.206
PItotal	4.524	.000	.421	.449	.444

From the hypotheses, it can be stated that:

H1 Emotional intelligence has a significant influence in improving students' character values is accepted.

H2 Blended learning method has a significant influence in improving students' character values is accepted.

H3 Emotional intelligence and blended learning method have a significant influence in improving students' character values is accepted.

Emotional Intelligence (X1) significantly influences students' characters (Y) values.

According to Goleman (2002), emotional intelligence is the more ability one has for self-motivation, resistance to failure, emotional control and delayed satisfaction, and regulates the state of the soul. With that intelligence, one can put his emotions on the right portion, sort out the satisfaction, and set the mood.

Emotional intelligence has a very important role to achieve success in school, home and community. The importance of emotional intelligence in support of one's success has been expressed by many experts. Goleman (2003) asserted, by optimizing the management of emotional intelligence will produce four domains of highly effective competence, namely self-awareness, self-management, social awareness and relationship management. High academic achievement is not a guarantee to get success in a career. Learners who have emotional intelligence will form learners who are characterized in accordance with the values of character education.

Blended learning (X2) has a significant influence in improving students' characters (Y) values. According to Sari (2014) Blended Learning Method emerged as an answer to the weaknesses of face-to-face learning and online learning. But each of these lessons also has advantages. It is supported by the results of research conducted by Supandi, et al.(2014), he states that Blended Learning provides an opportunity for students to think openly by doing creative exercises as creative as the authenticity of work, flexibility. Thus; characters can be grown naturally; such as honesty, discipline, responsibility and independent.

4 CONCLUSIONS

It is concluded that simultaneously, emotional intelligence (X1) and blended learning method (X2) gave positive influence on students' character values (Y) for 20.1%. Partially, the influence of emotional intelligence (X1) on students' character values is 5.15% and the influence of blended learning (X2) on students' character values (Y) is 20.16%.

REFERENCES

Akinoglu, Orhan dan Tandogan, R, P. 2007. The Effects of Problem-Based Learning in Science Education on Students' Academic Achievement, Attitude and Concept Learning: *Eurasia Journal of Mathematics, science & technology Educational*. 3(1). 71-81.

- Arikunto, S., Suhardjono dan Supandi. 2011. Jakarta: Penelitian Tindakan Kelas. PT Bumi Aksara
- Ghozali, Imam. 2006. Aplikasi Multivariate dengan Program SPSS. Cetakan Keempat. Semarang: Badan Penerbit Universitas Diponegoro.
- Goleman, D. 2003. Kecerdasan Emosional. Jakarta: PT Gramedia
- Goleman, Daniel. 2002. Working With Emotional Intelligence (terjemahan). Jakarta: PT. Gramedia Pustaka Utama
- Gronlund, N. E. and Linn, R.L. 1990. Measurement and Evaluation in Teaching 6th Edition, New York: Macmillan Publishing Company
- Hasanah. 2013. Implementasi Nilai-nilai Karakter Inti di Perguruan Tinggi. *Jurnal Pendidikan Karakter*. 3 (2)
- Heale, R., & Twycross, A. 2015. Validity and reliability in quantitative studies. *Evidence-basednursing.ebnurs-2015*.
- Kemendiknas No. 045/U/2002
- Kompasiana.com, 2018. Degradasi Moral Tanggung Jawab Siapa?. Downloaded on 6 February 2018
- Mertasari, Ni Made Sri. 2016. Media Online Untuk Asesmen Pendidikan Karakter Terpadu. *Jurnal Sains dan Teknologi*. 5 (1). 683-691
- Munir. 2009. Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi. Bandung: Penerbit Alfabeta
- Purbowosari, Heny. 2016. Peran Kecerdasan Emosional dalam Pendidikan Karakter. Seminar Nasional. Institut Hindu Dharma Negeri Denpasar bekerjasama dengan Jayapangus Press
- Rri.co.id, 2017. Degradasi Moral Ancaman Seius Generasi Muda. Downloaded on 6 February 2018
- Setiawan, Deny. 2017. Implementasi Pendidikan Karakter di Era Global. Prosiding Seminar Nasional Tahunan Fakultas Ilmu Sosial Universitas Negeri Medan
- Siregar, Sofyan. 2013. Statistik Parametrik untuk Penelitian Kuantitatif. Jakarta: PT. Bumi Aksara
- Sobiyati. 2014. Pengaruh Kecerdasan Emosional Terhadap Karakter Peserta Didik Mts di Kecamatan Karangpucung Kabupaten Cilacap. *Jurnal Ilmiah Mahasiswa DIKSATRASIA*. 1(1).
- Student.cnnindonesia.com, 2017. Pendidikan dan Digitalisasi Era Milenial. Downloaded on 11 February 2018
- Sugiyono. 2009. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Sugiyono. 2013. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Supandi, dkk. 2014. Desain "Blended Learning" untuk Pembelajaran di Sekolah Menengah Atas (SMA). Prosiding Mathematics and Sciences Forum.
- UU No 20 Tahun 2003 tentang Sistem Pendidikan Nasional.