The Effect Of Emotional Intelligence and Learning Motivation on Students' Learning Outcomes In Social Studies

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Info Artikel

Abstract

The purpose of this study is to describe the influence of emotional intelligence and learning motivation on student learning outcomes in social studies. The research method used is quantitative research. The design in this study is correlation research, by looking at the existing variables, namely the correlation of two independent variables, namely emotional intelligence and student learning motivation and one dependent variable, namely student learning outcomes. Furthermore, the description as an illustration of the research design is to find out the perspective or a frame of reference and view a theory proposed in the research of hypothesis testing and to find out whether or not there is an influence between variables. The data collection technique used in this study was a planned interview with student respondents in the research area. While data that cannot be collected by interview, this study also uses observation techniques. The results of the study showed that the magnitude of the influence of emotional intelligence and learning motivation simultaneously (at the same time) on social studies learning outcomes can be seen from the results of the determination coefficient, which is 0.726. Thus, the magnitude of emotional intelligence and learning motivation simultaneously on social studies learning outcomes in elementary schools in Cluster 2, Pegasing District is 72.6%. However, for further research, it is recommended to expand the research object.

Introduction

The purpose of education in elementary school is to provide knowledge, social, and basic skills because of the encouragement from within and the environment to prepare for a higher level. However, in reality, this educational goal seems to be just an ideal concept but is difficult to realize. Many educational practices only prioritize cognitive aspects. Currently, schools are too full of subject matter so that the function of schools shifts from educating to teaching. It is a fact that educators (parents and teachers) are faced with a complex challenge in educating children, especially in the global era which is marked by the rapid flow of information that has influenced various areas of life, on views and attitudes. Changes caused by this global era are not always positive, in fact, not a few are negative. This is evidenced by the rampant various deviations made by students who receive formal education. This proves that until now the success of achieving educational goals has not been successful.

In Elementary School there are several subjects that exist to be applied in the learning process, one of which is Social Studies. Social Studies is a subject studied by students at school, where the scope of the material is broad and diverse. According to Syafiana Putri (2022), the objectives of social studies education are developed based on the idea that social studies education is a discipline. Therefore, social studies education must refer to national education goals. Thus, the objective of social studies education is to develop students' abilities in mastering social science disciplines to achieve higher educational goals. Given the importance of the expected goals of social studies learning, it is also hoped that students will get good learning outcomes. One indicator

of success in achieving educational goals can be seen from the learning outcomes of students during learning and teaching activities at school, especially in social studies subjects. These learning outcomes are part of the success of the educational process in this case making students grow and develop to maximize their potential to become skilled and competent human beings.

Learning outcomes can be interpreted as the level of measurement of student success in learning from subject matter at school with a certain score from test results. Sudjana (2016:22) states that learning outcomes are the abilities that students have after gaining learning experience. There are changes seen from the learning outcomes produced by students based on the evaluation given by the teacher during a certain period of time. According to Sudjana (2010:22) in Putri (2022) learning outcomes are the final results of high and low student grades within a certain period of time and also how far the student's efforts in learning and student understanding in mastering a learning have an impact on learning outcomes. learning outcomes or achievement are the realization or development of potential skills or capacities that a person has. The use of learning outcomes by a person can be seen from their behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills.

Based on the results of the researcher's initial observations on October 12, 2023, it was found that the learning outcomes of grade V students at SD Negeri 1, 4, 5, 8, 11, and 13 Pegasing, in the Mid-Semester Assessment of the 2023/2024 academic year showed that there were still students whose scores had not reached the KKM. Based on the problem regarding the low learning outcomes of students, this can be influenced by various factors, both internal and external factors. Internal and external factors are important factors in efforts to improve the learning outcomes to be achieved. Internal factors are factors that come from within the student that influence their learning ability. These internal factors include intelligence, both IQ and EQ, interest, attention, learning motivation, perseverance, attitude, and physical condition and health. While external factors are factors that come from outside the student that influence learning outcomes, namely family, school and community.

According to Goleman (2003:64) in Syafaruddin and Elihami (2020), emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves, and the ability to manage emotions well in ourselves and in relationships with others. Emotional intelligence is very necessary for students to have, in order to support their learning outcomes, for that every teacher is very important to have knowledge of emotional intelligence so that later they will be able to develop the emotional intelligence of students. This aims for students to be able to have emotional intelligence so that they can control or control themselves well in participating in learning process activities and have a high awareness of learning. (Syaparuddin & Elihami, 2020).

In the teaching and learning process activities in schools, it often happens that students cannot achieve learning outcomes that are in accordance with their intelligence abilities. Not a few students who have high intelligence abilities but get relatively low learning outcomes, on the other hand there are also students who, although their intelligence abilities are relatively low, are able to achieve relatively high learning outcomes, this shows that the level of intelligence is not the only factor that determines a person's success, but there are other factors that influence. This is supported by the opinion of Goleman (2016: 12), stating that intellectual intelligence (IQ) only contributes 20% to success, while 80% is the contribution of other strength factors, including emotional intelligence (EQ) namely the ability to motivate oneself, overcome frustration, control urges, regulate mood, empathize and the ability to work together.

According to research conducted by Anisah, et al. (2021), the results of their study showed that respondents' responses related to emotional intelligence were 89.96%. The social attitudes

shown by students have positive social attitudes and are continuous with their emotional intelligence. Respondents' responses related to social attitudes are shown by 89.95% of students being able to apply good social attitudes in the classroom and outside the classroom, even in everyday life. The influence of emotional intelligence on students' social attitudes is 78.12%, meaning that it is positively correlated based on the correlation coefficient value of 0.88 based on the Tcount value, it is concluded that the hypothesis stating that emotional intelligence has an effect on social attitudes is accepted because Tcount> Ttable, namely 9.061521> 2.068658 where the influence of other variables is 21.88% (Anisah et al., 2021).

Penelitian lain dilakukan oleh Mirnawati dan Basri (2018), mahasiswa Program Studi Pendidikan Dasar, Pascasarjana Universitas Muhammadiyah Makasar yang berjudul Pengaruh Kecerdasan Emosional terhadap Hasil Belajar Matematika Siswa Sekolah Dasar. Hasil penelitian menunjukkan bahwa siswa yang memiliki kecerdasan emosional tinggi lebih terampil dalam menenangkan diri dan memusatkan perhatian dalam memahami materi pelajaran sehingga dalam penelitian dapat dikatakan terdapat pengaruh yang positif antara kecerdasan emosi terhadap hasil belajar Matematika siswa SD Negeri 301 Buttu Bila sebesar 22,9%. Hasil regresi untuk variabel kecerdasan emosi sebesar 0,229, sehingga di peroleh persamaan regresi sederhana Y= 39,993 + 0,229 X.

In emotional intelligence there are 5 factors that students must have, as stated by Goleman (2016: 58), namely, recognizing one's own emotions, processing emotions, motivating oneself, recognizing other people's emotions, and building relationships with others. Emotional intelligence is an intelligence that is very necessary for achievement. Even so, we must not forget the role of learning motivation which is very positive in achieving a learning outcome or achievement. In addition to emotional intelligence, the most important thing is to raise students' learning motivation.

Learning motivation refers to students' desire to learn and achieve predetermined academic goals. Motivated students tend to be more active in the learning process and try to overcome the difficulties that arise. In the learning procedure, motivation plays a very vital role in determining learning outcomes. With motivation, the individual's learning drive will be encouraged. For individuals who have high motivation, they have the will to take learning actions so that they can improve learning outcomes. Students who have good motivation and habits, every effort made will provide satisfactory results, learning motivation is the overall driving force within students that can cause the learning process, and ensure the continuity of these activities and achieve a goal. Therefore, the most important thing is how to create conditions for students so that they always want to continue learning to develop their own potential.

Based on the results of research conducted by Frandi Pratama on "The Influence of Learning Motivation on Science Learning Outcomes in Elementary Schools" in his research showed that there is an influence of student learning motivation on science learning outcomes with t count (3.26) <t table (1.73) with a significance level of 0.05 meaning Ha is accepted and Ho is rejected. In the learning process, motivation plays the most urgent role in achieving good learning outcomes. If learning motivation is strong, the drive to learn will be even stronger. This will encourage an unyielding spirit and a high willingness to learn. However, on the contrary, lack of learning motivation hinders the teaching and learning process. The factors causing low student learning motivation come from student conditions and environmental factors (Anggraini, 2022).

The facts in the field, especially in SD Negeri 4 Pegasing, students' learning motivation is still low. This is evidenced by the fact that there are still students who fall asleep while studying, are lethargic, lack enthusiasm in studying, chat with their friends, and there is no positive response in learning. From the results of temporary observations, the conditions in the field regarding the

social studies learning process in grade V at SD Cluster 2 Tawar Bengi found that many students did not like social studies learning because students only memorized concepts, as a result the material presented was less meaningful. This can be seen from the many characters of students who were not very enthusiastic about following the learning process delivered by the teacher. In fact, social studies learning requires practice and skills, so that students have the ability and get maximum results. Both of these factors can affect student learning outcomes in social studies lessons even though there are other factors that affect student learning outcomes such as the learning environment, physical and mental health conditions, and learning methods. However, researchers only focus on the influence of emotional intelligence and motivation, where according to researchers, both of these things are very vital in improving learning outcomes.

Method

The research method used is quantitative research. According to Indrawan and Yuniawati (2016), quantitative methods are researchers' efforts to collect numerical data, then processed using statistical work formulas and derived from variables that have been operationalized with a certain measurement scale. (Marwan, et al., 2023). The design in this study is correlation research, by looking at the existing variables, namely the correlation of two independent variables, namely emotional intelligence and student learning motivation and one dependent variable, namely student learning outcomes. Furthermore, the description as an illustration of the research design is to determine the perspective or a frame of reference and view a theory proposed in the research of hypothesis testing and to determine whether or not there is an influence between variables.

The data collection technique used in this study was a planned interview with student respondents in the research area. While data that could not be collected by interview, this study also used observation techniques. Such as the physical condition of the school, history, vision and mission, and others. In accordance with the type of data to be collected, primary data was collected using interview techniques. Interviews were conducted with informants in a structured manner using open and closed questionnaires that had been prepared in advance, while secondary data was obtained through interviews, observations and recordings according to what was needed in the study.

Hasil dan Pembahasan
Research Results
1. Normality Test

Inferential analysis is used to analyze sample data and the results are applied to the population or to determine to what extent it can conclude (generalize) the research results from data obtained in a limited group of subjects (sample) for the research population.

One-Sample Kolmogorov-Smirnov Test

		X1	X2	Y
N		84	84	84
Normal Parametersa,b	Mean	84,14	81,85	81,60
	Std. Deviation	5,655	8,585	5,014
Most Extreme Differences	Absolute	,080	,093	,151
	Positive	,080	,052	,093
	Negative	-,053	-,093	-,151
Kolmogorov-Smirnov Z		,732	,857	1,386
Asymp. Sig. (2-tailed)		,658	,455	,343

a. Test distribution is Normal.
b. Calculated from data.

Based on the Output Results, the significance value with the Kolmogorov Smirnov test on variable X1 (emotional intelligence) is 0.658> 0.05, so the research data is normally distributed. Variable X2 (Learning Motivation) is 0.455> 0.05, it can be said that the research data is normally distributed. On variable Y (Learning Outcomes) is 0.343 <0.05, so the research data is normally distributed.

2. Homogeneity Test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
1	1,003	13	66	,459
2	1,330	13	66	,219

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
X1	Between Groups	1814,730	17	106,749	8,392	,430
	Within Groups	839,556	66	12,721		
	Total	2654,286	83			
X2	Between Groups	4482,565	17	263,680	10,648	,378
	Within Groups	1634,423	66	24,764		
	Total	6116,988	83			

Based on the output results, it can be seen that the significance value or probability value on variable X1 is 0.430 > 0.05. So the data can come from a population that has the same variance or homogeneous data. On variable X2 is 0.378 > 0.05 then the data is homogeneous or the data comes from a population that has the same variance.

3. Multicollinearity Test

Coefficientsᵃ

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	24,310	4,362		5,573	,000		

X1	,379	,063	,427	6,015	,000	,670	1,492
X2	,310	,041	,532	7,485	,000	,670	1,492

a. Dependent Variable: Y

Based on the results of the Multicollinearity test, the Tolerance value is 0.670 > 0.10 and the VIF value is 1.492 < 10.00. So it can be concluded that there is no multicollinearity.

Model	Variables Entered	Variables Removed	Method
1	X2, X1b	.	Enter

a. Dependent Variable: Y
b. All requested variables entered.

4. *Coefficient of determination*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,852a	,726	,719	2,656

a. Predictors: (Constant), X2, X1

Based on the output results, the determination coefficient (R-Square) was 0.726, which means that the influence of the independent variables (emotional intelligence and learning motivation) on the dependent variable (learning outcomes) was 72.6%.

5. *T-Test*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	24,310	4,362		5,573	,000		
	X1	,379	,063	,427	6,015	,000	,670	1,492
	X2	,310	,041	,532	7,485	,000	,670	1,492

a. Dependent Variable: Y

Based on the Output significance value of 0.00 <0.05, there is an influence of emotional intelligence on learning outcomes. T count 6.015> t table 1.989, there is an influence of emotional intelligence on learning outcomes. Based on the Output significance value of 0.00 <0.05, there is an influence of learning motivation on learning outcomes. T count 7.485> t table 1.989, there is an influence of learning motivation on learning outcomes.

6. *F Test*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1514,825	2	757,413	107,366	,000b
	Residual	571,413	81	7,054		
	Total	2086,238	83			

a. Dependent Variable: Y
b. Predictors: (Constant), X2, X1

The calculated F value is 107.366 with a significance level of 0.000 < 0.05, so the regression model can be used to predict learning outcomes or the influence of emotional intelligence and learning motivation (X) on learning outcomes (Y).

Discussion

Based on the results of the study, it shows that there is an influence of emotional intelligence and the influence of learning motivation on the learning outcomes of social studies subjects in elementary school students in Cluster 2 Tawar Bengi, Pegasing District, Central Aceh Regency. This can be seen in the hypothesis test using the t-test with each of the independent variables being accepted "Ha" and "H0" being rejected.

1. The influence of emotional intelligence on social studies learning outcomes

Based on the results of the analysis that has been carried out, emotional intelligence has an effect on the learning outcomes of social studies subjects in elementary schools in cluster 2, Pegasing District. This is evidenced by the results of the hypothesis test using the t-test which obtained a t-count value of 6.015> t-table 1.989. So it can be concluded that Ha is accepted and H0 is rejected, meaning that emotional intelligence has an effect on social studies learning outcomes. This is in line with the concept of Wuwun (2020) who states that the emotional intelligence factor also has an important role in learning activities. Students with high emotional intelligence certainly have the ability to empathize, relate socially, motivate themselves, be responsible, resistant to stress, optimistic, and able to solve problems. emotional intelligence plays an important role in influencing human behavior, including student attitudes related to social adjustment at school.

The role of emotional intelligence in social adjustment is to shape students to be able to understand others and act wisely towards others. Many theoretical reviews have found that emotional maturity is one of the factors that influence students' social adjustment. This was also stated by Adeyemo and Angelberg & Sjoberg (in the research of Suyatno and Hidayat, 2018: 271) who concluded that emotional intelligence is an important aspect for children to have good social adjustment skills. Emotional maturity can only be developed if students also have good emotional intelligence. It can be concluded that to have good social adjustment, emotional intelligence plays a major role in it. In other words, emotionally intelligent students will be easily accepted in their social environment. These components will support learning success. In conditions like this, the role of educators is very important. Educators must realize that in carrying out their duties they not only develop intellectual aspects, but also focus on the emotions of students.

Emotional intelligence is not in the school curriculum, not recorded in report cards such as grades or other skills so it is the responsibility of educators to provide direction so as to improve the learning outcomes of social studies students. This is proven by Bloom's theory, students do not only focus on cognitive aspects but learning outcomes are a combination of cognitive, affective, and psychomotor skills. Cognitive skills are: knowledge (knowledge/memory), insight to understand, explain, summarize), application (apply), analysis (work, build connections), synthesis (organize, plan, design), evaluation (assessment). Affective includes: receiving, responding (giving answers), appreciating (value), organizing (organizing), characterizing (characterizing). Psychomotor skills include: initiative, pre-routine, routine, productive, technical, physical, social, managerial, and intellectual skills.

Emotional intelligence allows a person to recognize and respond to their own feelings well. Purwati and Nurhasanah (2016) in (Ahmad, 2019: 127) found that students with good emotional intelligence showed better academic achievement. They argue that students who have good emotional skills, characterized by good self-regulation and social skills, are more likely to be successful in life and have the motivation to achieve, which has an impact on improving their school grades. Conversely, students who cannot control their emotions will experience inner struggles that are detrimental to their ability to focus on school, which results in decreased school grades.

The results of this study strengthen the results of previous studies conducted by previous researchers on the influence of emotional intelligence on the learning motivation of elementary school students in Cluster III, Caringin District. The results of the study indicate that there is an influence of emotional intelligence on the learning motivation of elementary school students in Cluster III, Caringin District. This is evidenced by testing the hypothesis of the t-test results of the emotional intelligence variable on learning motivation obtained a value of t count> t table (5.065> 1.960), then H0 is rejected and Ha is accepted, which means that there is an influence of emotional intelligence on the learning motivation of elementary school students in Cluster III, Caringin District. The purpose of the study has the same purpose, namely to determine the significance of the influence of emotional intelligence on elementary school students.

2. The influence of learning motivation on social studies learning outcomes

Based on the results of the analysis that has been carried out, learning motivation has an effect on the learning outcomes of social studies subjects in elementary schools in Cluster 2, Pegasing District. This is proven by the results of the hypothesis test using the t-test which obtained a t-count value of 7.485> t-table 1.989. So it can be concluded that Ha is accepted and H0 is rejected, meaning that learning motivation has an effect on social studies learning outcomes. This finding is in line with the concept of Sofyan and Uno (2012: 13) who state that motivation consists of internal and external drives that encourage someone to change their behavior with several indicators, such as: the desire to act, the need to do activities, hopes and aspirations, self-recognition, a supportive environment, and interesting activities. Learning motivation refers to students' desire to learn and achieve predetermined academic goals. Motivated students tend to be more active in the learning process and try to overcome the difficulties that arise.

In Lena's research, et al. in the Mextesol Journal explains that motivation is an internal factor that influences students' attitudes, behaviors, and learning outcomes. The role of learning motivation is very important in achieving high learning outcomes. Students who have high learning. Motivation is shown by their enthusiasm in following the learning process. For example, they do independent learning at home, at school, or during breaks. Thus, motivation greatly determines student learning outcomes. Research has shown a significant influence on motivation on student learning achievement. This means that if students are motivated to do it, their learning achievement will be high, and conversely if students lose motivation to learn, their learning achievement will be low. Motivation will make learning outcomes optimal because the level of learning effort and the success of the student's learning process are determined by the motivation given.

In the learning procedure, motivation plays a very vital role in determining learning outcomes. With motivation, the individual's learning drive will be encouraged. For individuals who have high motivation, they have the will to take learning actions so that they can improve learning outcomes. Students who have good motivation and habits, then every effort made will provide satisfactory results, learning motivation is the overall driving force within students that can cause the learning process, and ensure the continuity of these activities and achieve a goal. Therefore, the most important thing is how to create conditions for students so that they always want to continue learning to develop their own potential.

Student learning motivation is not only the responsibility of educators. But also the responsibility of the students themselves and the role of parents. Motivation from students arises without any external encouragement such as having awareness in learning to achieve and obtain certain knowledge or skills. Motivation to learn also needs encouragement from parents. Every individual needs support from others as a source of inspiration in their lives, especially from those

closest to them such as parents, family friends, and educators. Therefore, it is very important to be surrounded by individuals who can provide encouragement and motivation in various aspects of life, especially in the context of learning for students.

3. The influence of emotional intelligence and learning motivation on social studies learning outcomes

Based on the results of the study, it was found that the magnitude of the influence of emotional intelligence and learning motivation simultaneously (together) on social studies learning outcomes can be seen from the results of the determination coefficient, which is 0.726. Thus, the magnitude of emotional intelligence and learning motivation simultaneously on social studies learning outcomes in elementary schools in Cluster 2, Pegasing District is 72.6%. The rest can be influenced by other factors such as the learning environment, physical and mental health conditions, and learning methods. Student success in learning is influenced by various factors, both from the students themselves and from outside. External factors include the family and school environment, while internal factors include motivation, interests, talents, creativity, and so on.

Emotional intelligence is the ability to manage oneself and the environment to act in a positive direction. Emotional is the ability that a person has to control, manage, and motivate themselves to achieve success, as well as the ability to build relationships with the surrounding environment. While learning motivation is a stimulus that encourages students to achieve academic achievement. Here, motivation acts as a trigger, driver, and guide for students to continue to improve the quality of their learning. The presence of learning motivation is very crucial in fostering student enthusiasm in the learning process. If students have strong motivation, the desire to learn and achieve success will become a natural part of themselves. If students are able to control emotional intelligence or manage themselves to a positive level and are supported by high learning motivation. Then learning outcomes will increase rapidly. This is in line with the findings (Hayati, et al., 2022: 137) in the student learning process, emotional intelligence and learning motivation are very much needed. Emotional intelligence will not function properly without motivation to learn the subjects taught in school. However, basically emotional intelligence and learning motivation certainly complement each other. The balance between emotional intelligence and learning Motivation is the key to student learning success in school.

The results of this study strengthen the results of previous studies conducted by previous researchers on the Influence of Emotional Intelligence and Learning Motivation on Students' Mathematics Learning Outcomes which concluded that there is a direct positive influence of emotional intelligence on mathematics learning outcomes, this is evidenced by the path coefficient value, namely $\rho y1 = 0.686$. This means that the higher the emotional intelligence of students, the better the students' mathematics learning outcomes. There is a direct positive influence of learning motivation on mathematics learning outcomes, this is evidenced by the path coefficient value, namely $\rho y2 = 0.309$. This means that the higher the motivation to learn mathematics in students, the better the mathematics learning outcomes. There is a direct positive influence of emotional intelligence on students' learning motivation, this is evidenced by the path coefficient value, namely $\rho y2 = 0.816$. This means that the higher the emotional intelligence in students, the higher the students' learning motivation.

Conclussion

This study reveals the influence of emotional intelligence and learning motivation on student learning outcomes in social studies (Study at elementary schools in cluster 2 Tawar Bengi, Pegasing District, Central Aceh Regency). Based on the results of the study, the following conclusions can be drawn: (1) The results of the study indicate that emotional intelligence influences learning outcomes in social studies at elementary schools in cluster 2 Pegasing District.

This is evidenced by the results of the hypothesis test using the t-test which obtained a t-count value of 6.015 > t-table 1.989. So it can be concluded that Ha is accepted and H0 is rejected, meaning that emotional intelligence influences learning outcomes in social studies. The role of emotional intelligence in social adjustment is to shape students to be able to understand others and act wisely towards others. Many theoretical reviews have found that emotional maturity is one of the factors that influences students' social adjustment. (2) Based on the results of the analysis that has been carried out, learning motivation influences learning outcomes in social studies at elementary schools in cluster 2 Pegasing District. This is proven by the results of the hypothesis test using the t-test which obtained a t-count value of 7.485 > t-table 1.989. So it can be concluded that Ha is accepted and H0 is rejected, meaning that learning motivation has an effect on social studies learning outcomes. In determining learning outcomes. With motivation, the individual's learning drive will be encouraged. For individuals who have high motivation, they have the will to take learning actions so that they can improve learning outcomes. Students who have good motivation and habits, every effort made will provide satisfactory results, learning motivation is the overall driving force within students that can cause the learning process, and guarantee the continuity of these activities and achieve a goal. Therefore, the most important thing is how to create conditions for students to always want to continue learning to develop their own potential. (3) Based on the results of the study, it was obtained that the magnitude of the influence of emotional intelligence and learning motivation simultaneously (together) on social studies learning outcomes, can be seen from the results of the determination coefficient, which is 0.726. Thus, the magnitude of emotional intelligence and learning motivation simultaneously on social studies learning outcomes in elementary schools in cluster 2, Pegasing District is 72.6%. The rest can be influenced by other factors such as the learning environment, physical and mental health conditions, and learning methods. Student success in learning is influenced by various factors, both from the students themselves and from outside. External factors include the family and school environment, while internal factors include motivation, interests, talents, creativity, and so on.

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