

Abstrak

Rohmashari, Effin Sofia. 2024. Hubungan Kemampuan Mengelola Emosi Dengan Motivasi Belajar Pada Siswa Di Sekolah Dasar Negeri Komplek Kenjeran II/506 Surabaya. Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan. Universitas Nahdlatul Ulama Surabaya.

Kemampuan mengelola emosi merupakan aspek esensial dalam perkembangan individu, terutama dalam konteks pendidikan. Emosi dapat mempengaruhi persepsi dan respons seseorang terhadap situasi, termasuk dalam proses pembelajaran. Penanganan emosi yang efektif dapat membantu siswa mengatasi stres, meningkatkan kemampuan pemecahan masalah, serta mendukung pengambilan keputusan yang lebih baik. Motivasi belajar, yang seringkali dipengaruhi oleh emosi, berperan penting dalam mencapai keberhasilan akademik. Penelitian ini bertujuan untuk mengeksplorasi hubungan antara kemampuan mengelola emosi dengan motivasi belajar pada siswa di Sekolah Dasar Negeri Komplek Kenjeran II/506 Surabaya. Metode penelitian yang digunakan adalah kuantitatif dengan desain deskriptif analitik dan pendekatan Cross Sectional. Data dikumpulkan melalui kuesioner yang diberikan kepada siswa, dan analisis dilakukan menggunakan uji tau-b Kendall untuk menentukan hubungan antara variabel-variabel tersebut. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara kemampuan mengelola emosi dan motivasi belajar siswa, dengan nilai P Value sebesar 0,021 (lebih kecil dari 0,1). Koefisien korelasi yang diperoleh sebesar 0,81 menunjukkan adanya hubungan yang kuat dan positif, yang berarti semakin baik kemampuan siswa dalam mengelola emosi, semakin tinggi motivasi belajarnya. Kesimpulannya, kemampuan mengelola emosi merupakan faktor yang signifikan dalam meningkatkan motivasi belajar siswa di sekolah tersebut.

Kata Kunci: *Kemampuan Mengelola Emosi, Motivasi Belajar, Sekolah Dasar*

Abstract

Rohmashari, Effin Sofia. 2024. The Relationship between Emotion Management Ability and Learning Motivation in Students at Kenjeran II / 506 Surabaya Complex State Elementary School. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education. Nahdlatul Ulama University Surabaya.

Emotions are a product of human thinking. If the individual thinks badly about something then it is perceived as bad. When experiencing positive emotions behind a stressful event, we bounce back more quickly. Positive emotions increase problem-solving ability, as well as how to assess a problem, decision-making, cognitive flexibility, and creativity. Decision-making, cognitive flexibility, and creativity. Staying positive will help adults and even children stay better at solving all the problems at hand. The purpose of this study was to determine the relationship between the ability to manage emotions with student learning motivation at the Kenjeran II/506 Surabaya Complex State Elementary School. The research method used is quantitative research using analytical descriptive design with a *Cross Sectional* approach, data obtained through questionnaires and the test used is Kendall's tau-b test. The results of the study showed that the P value was less than 0.1 ($0.021 < 0.1$), it could mean that there was a relationship between the variable ability to manage emotions with learning motivation, the coefficient value was known to be 0.81, it could be concluded that the closeness of the relationship between the variables of the ability to manage emotions with learning motivation was strong, and the direction of the relationship was "positive and unidirectional" between the variable ability to manage emotions with the variable learning motivation which means that if the ability to manage emotions is getting better, learning motivation is also getting higher. The conclusion is that there is a relationship between the variable ability to manage emotions with student learning motivation at the Kenjeran II / 506 Surabaya Complex State Elementary School.

Keywords: *Emotion Management Skills, Learning Motivation*