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Research Article

The Relation of Learning Styles, Learning Interests and Learning Methods Used by Students with the Level of Emotional Intelligence and Grade among Students: Case Study of Economy Class at Smk Ma'arif Malang, Indonesia

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Abstract

The developed country is characterized by an educated nation, a nation whose people are fond of learning. To improve the quality of education is not only achieved by improving teacher competence, but we need to study it from the students' point of view. This paper aims to examine the relationship between learning styles, learning interests and learning methods used by students with the level of emotional intelligence among students of Economy Class at SMK Ma'Arif Malang, Indonesia and its impact on student value. The questionnaire was conducted in Economy class at Ma'Arif vocational school in Malang Indonesia, with 32 students. 45.4% of student achievement is positively influenced by emotional intelligence or EQ, learning interest and learning style, while 54.6% is influenced by things beyond variables such as teacher ability, student ability, family condition, teacher attitudes, infrastructure and etc. in.

Keywords: Higher Education; Emotional Intelligent (EQ); Interest in Learning; Student Learning Method; Learning Achievement

1. Introduction

The advanced nation is characterized by an educated society, a nation whose people are fond of learning so that the nation is able to master science, technology, science, and has a work ethic and discipline. The human ability to learn is different from other living beings and it makes man as a social being (Alavinia, P. and Ebrahimpour, S., 2012). Education is the answer to this implementation. Teachers are the main spearhead in education that has a role in guiding and promoting the quality of education. Advancing the quality of education is not only applied to improving teacher competence but we need to take the note from the students. In the current era of globalization, students are particularly vulnerable to negative influences from outside. An educator must be responsive and empathize with the condition of their students so that as soon as possible can help solve the problems faced by students. The choice of one's thinking style refers to the way the person approaches challenges and problems (Herrmann, 1996).

Some ambiguities arise about the use of the terms "learning style" and "cognitive style" because they are often used as tangents. However, there are some differences between the two.

The theory of cognitive style is not new and has been studied extensively while studying new learning styles and is usually considered practical because of their specific class (Alavinia and Ebrahimpour, 2012). In the early 1950s, Thorndike posited a hypothesis that true intelligence consists of various elements, not only academic but involving emotional and social elements. Thorndike (1950) defines social intelligence as the ability to act wisely in human relationships. Emotional intelligence has been studied from varying perspectives with known precursors, and therefore a number of diverse portrayals have been proposed by the previous research of the field of emotional intelligence in an effort to better explain what so-called intelligent individuals and emotional features should be in themselves.

Research has revealed that more of the EI / EQ values possessed determine success in one's life and education than their IQ (Goleman, 1995; Salovey and Mayer, 1990). Emotional intelligence has been reportedly counted as a major factor contributing to success in a number of areas, including various workload arrangements in human resources (Carmeli, 2003), class performance (Petrides, Frederickson, and Furnham, 2004), cognitive tasks (Shuttre, Schuetplez, and Malouff, 2001), and contextual performance (Carmeli, 2003). Smarter individuals are more emotionally responsible for meeting the demands of success in stressful situations because they understand, assess and manage emotional reassessment better than others (Salovey, Bedell, Detweiler, and Mayer, 2000). Fahim and Pishghadam (2007) found that student achievement is closely related to several dimensions of emotional intelligence (intrapersonal, stress management, and general atmosphere competence).

Carbo (1980) says that defining and creating a unique backdrop of learning styles according to students' abilities is needed to make an instruction for students where these differences can help improve student learning outcomes. Awareness and understanding of learning preferences from individual learning styles can help educators develop teaching by using multiple sources. Students should have knowledge of learning style or individual learning preferences so that optimal learning can take place and everyone involved in the learning process can feel the success (Honigsfeld and Dunn, 2006).

This paper aims to examine the relationship between learning styles, learning interests and learning methods used by students with the level of emotional intelligence among students of Economy Class at SMK Ma'Arif Malang, Indonesia and its impact on student value. The results of this study will help teachers and students, who are still teenagers, to better understand the learning process and use these findings to improve learning in the classroom. Examination of these two concepts can lead to a better understanding of learning styles, interest in learning, learning methods and the role of emotional intelligence in students. It can also help students improve their skills in the classroom.

2. Literature Review

2.1 Teaching

Radical changes have occurred in the educational environment, including restrictions on public spending, new legislative frameworks on education, significant student enrollment in school enrollment, and differentiation of school organizational forms into more "entrepreneurial" models (Mignot-Gérard, 2003). The tremendous educational challenges of managing existing institutions are becoming more diverse and complex (Herbst and Maree, 2007). The human mind is unique and authentic to each person. Human attributes are designed individually and collectively to cover different levels of learning and information processing. As defined by Knowles (1970), pedagogy is the art and science of teaching children while andragogy is the art and science of teaching adults. Both are referred to as the science of teaching. The learning style ideology is tailored to incorporate some of the ways humans understand knowledge or learning, such as responding, thinking, seeing, listening, touching, rationalizing, and formulating (Johnson, 2008). Diversity is key in the learning environment. Some teaching methods can be used, and students can participate in identifying learning methods with designs that match student learning styles and preferences (White and Bridwell, 2004).

In an environment of learning, many educators are realizing that the emotional intelligence of students should be included in efforts to embrace all elements of learning in the classroom (Ashkanasy & Dasborough, 2003). When the emotional and social skills of students handled, academic achievement and interpersonal relationships of students will increase (Goleman, 1995). Drago (2004) concluded that there is a significant correlation between age and emotional intelligence. In addition, it was found a significant relationship between emotional intelligence and value of the study results. The relationship between emotional intelligence and value results of the study also had a special relationship with emotional intelligence abilities such as the ability to understand, manage, and receive other emotional reasons.

2.2 Emotional Intelligence or Emotional Quotient (EI or EQ)

Salovey and Mayer (1990) interpret EI (Emotional Intelligent) as a cognitive ability that involves the processing of emotions. Meanwhile, another study defines EI in terms of behaviors and skills, including stress management skills (such as stress tolerance and impulse control), self-management skills (such as self-control, awareness and adaptability), as well as social skills (such as conflict management, leadership and communication) (Bar-on, 2000; Bar-on, Brown, Kirkaldy & Thorne, 2000; Goleman, 1998). EQ principle has a strong relationship to a person's attitude, interpersonal skills, management style and personal potential. People with a strong sense of EQ have a balance between reason, logic, and reality. Those with low EQ typically have properties that rigid, inflexible, and require the rules and structures to feel safe. Various studies have found that emotional intelligence is essential to the success and may affect student achievement, therefore it is important for schools to integrate EQ in curriculum content (Ng, Tay, Law & Goh, 2012).

Mayer and Salovey's (1990) presents a model of emotional intelligence which has four branches starting from the most basic psychological processes (i.e identifying and using emotion) to a higher level (i.e understanding and managing emotions). Fourth different capabilities in this model, which by Mayer and Salovey referred to as a branch of emotional intelligence, including a) understand the emotions, b) use emotions to facilitate thought, c) understanding emotions, and d) managing emotions (Caruso, Mayer & Salovey, 2002).

Emotional intelligence has five main components, including self-awareness, self-motivation, controlling the feelings, social consciousness, and social skill. An important point of emotional intelligence is that it can be taught and nurtured from an early age (Kouhdasht, Mahdian & Naeini, 2013). The base point of the study of intelligence is the initial focus on cognitive aspects such as memory and problem-solving. While non-cognitive aspects, namely emotions and behavior is not only acceptable but also important. (Goleman, 2010). According to a trilogy of intelligence theory, intelligent people conceptually is that they can use their strengths to overcome or compensate for their weaknesses. How to overcome and compensate for their weaknesses depend on the coordination between individual skills and ways of thinking to select the best decision. Those who lack the intelligence are those who fail to coordinate between the experience because of the lack of experience with how they want to act and how they can act. If only a little of the way they think is socially acceptable, they had to change his point of view from several viewpoints. These changes are usually not easy. Our knowledge about the shift in thinking is much less than our knowledge of the changes in the style of thinking, but we must train students to invest in their strengths and compensate for or overcome their weaknesses (Kouhdasht, Mahdian & Naeini, 2013).

Individual feelings derived from their evaluation of information coming from the surrounding environment. This evaluation covers the knowledge and processing information gathered from the environment, the body, memory, and a willingness to respond in a certain way and then observe the consequences of actions that can follow a certain emotional state. (Zarean, Asad & Bakhshipour, 2007). According to Mayer, Caruso, and Salovey (1997), a three-pronged test of emotional intelligence consists of several alternatives are referred to as ability, self-report, and the observations or information grading scale. Measures the sample is then submitted as a major archetypes for each scale, namely: 1) Tests to know yourself (Mayer, Salovey, & Caruso, 1999) or that is widely known as Meis (Multifactorial Emotional Intelligence Scale) which is often cited as an important symbol of scale capability, 2) Bar-on (1997) EQ-i and Cooper (1997) EQ-Map is declared

as the main type of report on the attitude of self, and 3) Boyatzis, Goleman, and Hay, McBer (1999) Emotional Competence Inventory (ECI), which is known as the best example of the three main groups which describe the scale of the response to the observation (information).

2.3 Class Learning Achievement

Previous research has been conducting research related to a number of factors to examine a student's academic performance. Tramontana, Hooper, and Selzer [1998] in their study revealed that a variety of sources can be used to predict student achievement. These include cognitive ability, academic readiness, language skills, motor skills, behavioral-emotional functioning, personality, attitude and other studies. Cooper (2004) identified that good academic results achieved by students who adopt a surface approach. It does not support the hypothesis that the negative correlation between the approach to the surface and academic performance.

Another thing that is also observed that students often make the shift between the approaches on the surface and in-depth approach. This movement depends on the task and requirements of learning, especially in curriculum design, the type of assessment, instruction on approach to teaching and students' perception of the relevance and interest in learning (Kember, 2000). Gijbels and Dochy (2006) found that those who use a deep approach to learning has preferred ways of thinking and has a higher value of tasks assessment and non-conventional assessment.

Research that examines EQ and its relationship to academic achievement also found that students who are weak in adaptability, firmness, rigor, empathy, or commitments also have a tendency to academically weak. The study found that motivation is an important factor in achieving the goals of academic achievement (Rice, 2006). Dincer and Riza (2008) examined the approaches to learning of science students by grade level found that science students generally have a deep learning approach. However, there was no significant difference when the research was based on gender. In a similar study conducted by Azizi and Noridiana (2006), in the relationship between EQ and academic achievement of students, they found that the actions of each individual have a positive impact on academic performance. Research by Parker, Summerfeldt, Hogan & Sarah (2004) also examines the correlation between EQ and academic success. The transition from high school to university is also proved that academic success is strongly associated with several dimensions of EQ.

2.4 Interest to Learn

Interest is a trend that remains to notice and remember some of the activities. Activities that demand a person will be considered continuous with pleasure that the memory is stored with strong activity in the memory (Slameto, 2003). The interest is not something that is owned by someone for granted but is something that can be developed. Did someone add interest or not, depends on the experiences gained (Singer & Gray, 1987). From the description, it can be concluded that the interest in learning is a sense of love or a sense of interest in a learning activity, without being told, and can be manifested through participation in a learning activity.

Interest has a major influence on the learning process because if the material being taught is not in accordance with the interest of the students, then the students will tend to ignore and are reluctant to study these areas further. It has an impact on their academic grades. Interest in learning a person is not always stable. Hence the interest in learning and development needs to be directed towards an option that has been determined by factors that affect the interest.

According to Ali & Asrori (2004), the overall factors that affect learning interest is classified into two major groups, namely external factors (factors that come from outside the student) and internal factors (factors originating from within the students). Internal factors include the concentration of attention, curiosity, motivation, and needs (Suryabrata, 2002). The external factor is a motivation that comes from outside the student, such as encouragement from parents, encouragement of teachers, availability of infrastructure and facilities, as well as environmental conditions.

Sujanto (2004) argues that there are some businesses that can be done to foster children's

interest in learning to become more productive and effective are as follows:

    a. Enriching the idea or ideas.
    b. Give a gift that stimulates.
    c. Make friends with people who are creative.
    d. Adventure in the sense of adventure to the surrounding natural healthy manner.
    e. Develop a fantasy.
    f. Exercising a positive attitude.

2.5 Learning Style

Learning styles have become an important part of our society. Over the years, research has paved the way on the subject of learning styles performed by experts, educators, psychologists, sociologists, universities, public schools, private schools, doctors, and lawyers (Johnson, 2008). By using evidence from studies of learning styles, needs of students are met. There is a lot of literature on this subject is available from more highly trained educators, as well as a variety of strategies and techniques incorporated into classroom instruction (Benson, 2005; Leavitt, 2004; Lindsay, 2006; Miles, 2004; Smith, 2006; Yahr, 2005).

Among the efforts that aim to describe the shape of learning styles, the earliest possible reference to the definitions established by Garger and Guild (1984) in which learning style is referred to as "the individual characteristics of stable and understanding, expressed through the interaction of one's behavior and personality as one approaches the task of learning ". Further, according to Pham (2000), learning style is the "method of learners to respond and continued to interact with stimuli that occur during the learning process".

Although the study is defined in several ways, most psychologists agree that learning occurs as a result of interaction with the environment and create a long-term difference in the behavior and values obtained (Fidan & Erden, 1991). Carbo (1980) showed that determines the unique learning styles of students and make the necessary arrangements to adjust instruction to learner differences might help improve the educational achievement of learners. Once an individual's learning style has been identified using assessment tools, there is a deeper insight and a better understanding by professionals of the numerous ways individuals learn themselves (Johnson, 2008). Carefully dig and create an individual style of learning as well as incorporating a variety of methods and tools in learning activities learning, equipping students with the tools to function effectively within the school environment and meet the needs of intellectual and emotional (Honigsfeld & Dunn, 2006). People with different thinking styles might be inclined to make use of their abilities in different ways and show different reactions according to their way of thinking.

VAK (Visual, Auditory, and Kinesthetic) model is one of the most popular models for measuring learners with different learning styles. Based on this model, all students are categorized in one of three main modalities, namely Visual, Auditory, or Kinesthetic, to acquire and learn new information and experiences. Claims established by this model is that one or two may be the dominant force in the learner, which means that the best way how a student take new information to filter out what is to be learned So, Visual, Auditory and Kinesthetic Model (VAK) says there are only three the type of style that learning for all learners. In the next section is a brief explanation for each of the three learning styles (Alavinia & Ebrahimpour, 2012):

    a) Visual Learner

        Learners are distinguished from the ownership of the two sub-channels, namely Linguistic and Spatial. Visual-linguistic learners prefer to learn the written language, such as reading and writing assignments. They remember what they wrote, even if they do not read more than once. They wrote notes and pay attention to the class if they follow the class. And visual-spatial learners have trouble with written language and better learn the charts, and demonstrations, video, and visual materials. They easily visualize faces and places by applying their imagination and never get lost when they are in a new environment. Types of learners are happy to learn everything through sight, and may think in pictures and enjoy diagrams, illustrations of books, videos, and handouts, and use pictures to help him/her memorize facts. These students tend to explain everything they see from what

they see. They are a good writer and do written assignments well, and was not pleased with the lecture. Another feature that learners are characterized by their tendency to keep a detailed diary and see the teachers of body language and their facial expressions to understand the lesson content.

b) Auditory Learner

This type of learner learns easily through verbal instruction and anything that allows them to talk about what they learned. They learn by reading the text aloud, and more successful in oral presentations and reports. They interpret the meaning by intonation by listening to the tone of voice, pitch, speed and other nuances. Furthermore, they would rather review the direction given orally, and rarely take notes or write trifles. Often they repeated what he had just said, and, often times, speak for themselves. Finally, the written information has little meaning to them before heard by them.

c) Kinesthetic Learner

The group is mainly characterized by two sub-channels: Kinesthetic (related to movement) and Tactile (related to the sense of touch). Learners who are in this category is said to learn through the motions, doing and touching. Thus, they need to touch, handle and manipulate materials and objects, especially when they learn. They are also good at drawing, relying on figures, and talk with their hands. Learners as usual both in the field of sports, mechanics, as well as the use of equipment and tools. They often adventurous; as do a lot of movement and enjoy working with real objects, collages, and flashcards. Other attributes of the learners are their desire for the hands-on approach and their tendency to move when they learn, and take frequent breaks and listening to music while studying. In addition that learners may find it difficult to sit still for long periods and may become distracted by their need for activity and exploration.

3. Research Method

Based on the purpose, this study is basically research to explain the influence of independent variables on the dependent variable in the concept of learning achievement is due to a number of independent variables that include emotional intelligence, learning interests and learning styles. This study was a quantitative research with the use of research as a kind of applied research and have the purpose of explanation.

Judging from the level of explanation, this study belongs to the type of associative research, in the form of a variable causal relationship (Sugiyono, 1999). Associative research is research that aims to determine the relationship between two or more variables (Sugiyono, 1999). While the causal relationship is causal, when the case is Y then the cause is X. (Sugiyono, 1999). Judging from the analysis and the type of data, this study included in the quantitative research (Sugiyono, 1999). Quantitative data is data in the form of numbers or qualitative data which is then converted into numbers. (Sugiyono, 1999). If following the division of the type of research conducted by Vredenbregt (1998), the type of research that is used belongs to the research hypothesis testing. The variables in this study consisted of:

1. The independent variable:
   a. Emotional intelligence (EQ)
   b. Interest to learn
   c. Learning Style
2. The dependent variable: Learning Achievement.

A questionnaire conducted at Economy class students of Ma'Arif Vocational School in Malang Indonesia which totaling 32 peoples. To conduct the study are given a questionnaire with three instrument scales. Measurements were made using a Likert scale, the scale used to measure emotional intelligence. The questionnaire consists of 60 items. Interest in learning and learning style consisting of 20 items each. Additionally conducted documentation studies to collect data on student achievement. The instrument will be used to collect the data first be tested for validity and reliability by testing against 30 respondents outside the survey respondents and the results were analyzed with SPSS.

To avoid the misconception of the variables of the study, then the following is an explanation and measurement of research variables:

1. The independent variable of emotional intelligence (EQ) indicators:
   a. Recognizing emotions in ourselves
   b. Managing emotions in
   c. Motivate yourself
   d. Recognizing emotions towards the Other (empathize)
   e. Fostering Relationships with others

   In the students' emotional intelligence scale used in this study only provides four alternative answers (not 5 alternative answers) to negate the answer hesitantly or do not know, for the following reasons:
   a. Undecided category, which has a double meaning, can also be interpreted neutral or undecided.
   b. With the availability of the answer in the middle, causing central tendency effect
   c. The purpose of the answers to the four levels of the category to see the trend towards the respondents' opinions that do not fit so as to reduce the lost research data.

   So the scale of assessment systems in this study are as follows:
   a. Favorable Item (Positive): Strongly agree (4), Agree (3) Disagree (2) Strongly disagree (1).
   b. Unfavorable Item (Negative): Strongly agree (1), Agree (2) Disagree (3) Strongly disagree (4).

2. The independent variable of interest of student learning (X2) indicators:
   a. The student's happiness,
   b. The student's interest,
   c. The student's attention,
   d. The student's involvement

3. The independent variable of student learning style (X3), with indicators:
   a. Definite learning objectives,
   b. There is a place to learn adequately,
   c. Maintain physical condition, so it is not disturbed concentration and mental,
   d. Plan and follow the time schedule of learning,
   e. Held interlude learn with time-regular recess,
   f. Looking topic sentences or core understanding of each paragraph,
   g. During the study using the method of silent recitation,
   h. Perform overall methods wherever possible,
   i. Ensuring that can be read quickly but carefully,
   j. Make notes - notes or summaries which neatly arranged,
   k. Conducting an assessment of the difficulty of materials to be studied further,
   l. Develop and create the right questions, and seek to find the answer,
   m. Focusing intently on learning time,
   n. Studying carefully tables, graphs, and other illustrative material,
   o. Accustomed to making a summary and conclusions,
   p. Make certain to complete learning tasks,
   q. Learn well about the statement put forward by the authors and refute if apocryphal,
   r. Examining the opinion of some authors,
   s. Learning to use a dictionary as well as possible,
   t. Analyzing study habits do and trying to fix their weaknesses.,
   u. Examining the opinion of some authors,
   v. Learning to use a dictionary as well as possible,
   w. Analyzing study habits done and trying to fix their weaknesses.

   Measurement of each indicator for these independent variables using an ordinal scale of Likert (1 2 3 4), where the higher figures illustrate the efficiency of a style or way of learning is high.

4. The dependent Variable of Learning Achievement is a daily test result provided by the

teacher with a scale interval.

The phase of hypothesis test conducted using Multiple Regression with SPSS Version 12. The regression equation is:

$Y = a + b_1 x_1 + b_2 x_{2 + b2 x3}$

Information :

Y	: Learning Achievement
A	: Constant
b1, b2, b3	: The regression coefficient of X1, X2 and X3
X1	: Students Emotional Intelligence (EQ)
X2	: Students Interest
X3	: Students Learning Style

4. Results and Discussion

The trial against the 30 respondents to determine the validity of the instrument in which as many as 28 respondents had a positive factor score while the remaining two had a score of negative factors. The R table with a significance level of 5%, then the calculation results obtained: df =30-2 = 28. R count obtained worth 0,239. If the positive and the count r> r table, then that clause declared invalid and vice versa.

Furthermore, since all the items turned out to be valid, then forwarded to the reliability test. In this case, r count is the number of attachments alpha 1b is located at 0,959. If r alpha positive count equal to or > r table, then the points are reliable and vice versa. Because r alpha or r count of such instruments is positive and greater than r table (0,239), then the points a questionnaire or instrument used is declared reliable.

1. Test the validity of the student learning interest instrument
   To determine the value of r count each item indicators can be seen on the computer processed in appendix 1b in the column corrected item - total correlation to student learning interest. If the r count is positive and r > r table, then that clause declared valid and vice versa. Because r count of the instrument is positive and greater than r table (0.239), then the grains questionnaire or instrument is declared valid.
   Furthermore, since all the items turned out to be valid, then forwarded to the reliability test. In this case, r count is the number of attachments alpha 1b is located at 0,805. Because r count of such instruments is positive and greater than r table (0.239), then points the instrument questionnaires or otherwise reliable.

2. Test the validity of the instrument of learning method
   To determine the value of r count each item indicators can be seen on the computer processed in appendix 1b in the column corrected item - total correlation to student learning interest. If the r count is positive and r > r table, then that clause declared valid and vice versa. Because r count of the instrument is positive and greater than r table (0.239), then the grains questionnaire or instrument is declared valid.
   Furthermore, since all the items turned out to be valid, then forwarded to the reliability test. In this case, r count is the number of attachments alpha 1b is located at 0,818. Because r count of such instruments is positive and greater than r table (0.239), then points the instrument questionnaires or otherwise reliable.

3. Based on the assumption test with SPSS in annex 2b, obtained multiple regression assumptions. Judging from the correlation coefficient, because the correlation coefficient between independent variables (EQ, Interest in learning and Learning Methods) are weak (worth 0.241) or below 0.5 means multicollinearity free (Santoso, 2007). Because the distribution of the data in the attachment 2b located around the diagonal line and follow the direction of the diagonal line, then according to Santosa (2000) data included in the normal and linear. The results of these tests can be found in the appendix 2b. Seen that the distribution of the data to Scatterplot there is no clear pattern, as well as the points, spread above and below the number 0 on the Y axis. According to Santosa (2000) data that has been collected is not going heteroskedasticity.

Description of the data from this research variables can be seen in appendix 2b first output (descriptive statistics) that can be expressed as follows:

Table 1: Calculation of Mean and Standard Deviation

Variable	Mean	Standard Deviation
Learning Achievement	89,0312	7,57110
Emotional Intelligence	3,4062	0,71208
Interest to Learn	3,9062	1,22762
Learning Method	3,8750	1,03954

Source: Annex 2b

Hypothesis 1 said that Emotional Intelligence (EQ) students have a significant impact on learning achievement in the field of economic studies class XI student of Ma'Arif Vocational School Malang. Judging from the level of significance of the correlation coefficient of the output (measured by probability) to X_1 of 0.009 which means that the probability is smaller (<) than 0.05, then the influence of emotional intelligence of students to learning achievement (Y) class XI student of Ma'Arif Vocational School Malang is real and acceptable significantly.

Hypothesis 2 said that the interest in student learning has a significant impact on student achievement in the economic study (Y) class XI of Ma'Arif Vocational School Malang. Judging from the level of significance of the correlation coefficient of the output (measured by probability) to X_2 of 0.010 which means that the probability is smaller (<) than 0.05, then the interest in student learning has a significant impact on student achievement in the economic study (Y) class XI of Ma'Arif Vocational School Malang is real and acceptable significantly

Hypothesis 3 said that students learning method has a significant influence on learning achievement in economy class XI student of Ma'Arif Vocational School Malang. Judging from the level of significance of the correlation coefficient of the output (measured by probability) to X_2 of 0.023 which means that the probability is smaller (<) than 0.05, then the learning method has a significant impact on student achievement in the economic study (Y) class XI of Ma'Arif Vocational School Malang is real and acceptable significantly.

The average value (3.4062) for emotional intelligence (EQ) is smaller in value than on student interest, namely (3.9062) and learning method that is equal to (3.8750). Emotional intelligence variables need to be considered in view of adolescence (vocational students are students who are teenagers) have a tendency to need to increase the means necessary EQ suppress negative emotional power eg high emotion and unbridled and high imagination being offset by the reality in the act. This will affect and hinder the students in following the lessons that will ultimately affect their academic achievement.

Interest in learning should receive equal attention by the method of learning. It should be maintained because of the interest and good way of learning will have a positive impact in improving the learning that could ultimately improve performance. It is based on the fact that the best way of learning is good if there are not high interest in learning that can cause students to quickly saturated. And vice versa, resulting in the low concentration of study that leads to student achievement will be low.

The coefficient of multiple determination (R squared) = (0.454) means theoretical contributions in this study were 45.4% and the remaining 54.6% is influenced by other things that are not investigated. The coefficient of multiple determination (R squared) = (0,454) means theoretical contributions in this study were 45.4% and the remaining 54.6% is influenced by other things that are not investigated. This means that 45.4% of student achievement positively influenced by emotional intelligence or EQ, learning interests and learning styles, while 54.6% are influenced by things outside variables such as the ability of teachers, the ability of students, family conditions, attitudes of teachers, infrastructures and so on.

This is understandable because in general student achievement may not only be influenced by independent variables (emotional intelligence, learning interest, and student learning method).

As little as any teacher ability, the ability of students, family conditions, attitudes of teachers, infrastructure and so on, they will affect student achievement. Based on the above description it is necessary to maximally think and effort in making education enables the development of teachers' ability both with regard to the results of this study as well as other matters relating to the interests of education in general.

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