

ABSTRACT

NISHA NURDIA UTAMI. 2024. *The Correlation between Emotional Intelligence on Interpersonal Communication and Self-Regulated Learning of Students in Biology Learning (Correlational Study in Class X of 3rd Tasikmalaya Senior High School Academic Year 2024/2025)*. Department of Biology Education. Faculty of Teacher Training and Education. Siliwangi University, Tasikmalaya.

Interpersonal communication and self-regulated learning are important abilities that support the creation of a conducive classroom atmosphere. These two abilities are predicted to have contributions from emotional intelligence. This study aims to determine the correlation between emotional intelligence and interpersonal communication and to determine the correlation between emotional intelligence and self-regulated learning of students in learning biology. This study uses a correlational method with the population consisting of all Grade X students at SMA Negeri 3 Tasikmalaya during the 2024/2025 academic year and has a sample of 208 students was selected using a proportional quota sampling technique from class X.E-1 to X.E-12. The research measurement tools used three non-test instruments: an emotional intelligence, an interpersonal communication, and the Motivated Strategies for Learning Questionnaire (MSLQ). The data analysis technique used was a simple correlation test. The results showed a correlation between emotional intelligence and interpersonal communication in the high category with a correlation coefficient (R) of 0.732, indicating a 53.6% contribution. Additionally, there was a moderate relationship between emotional intelligence and self-regulated learning, with a correlation coefficient (R) of 0.421, 17.7 %. Therefore, it can be concluded that there is a positive and significant correlation between emotional intelligence and interpersonal communication, as well as a positive and significant correlation between emotional intelligence and self-regulated learning in biology learning.

Keywords: *Emotional Intelligence, Interpersonal Communication, Self-Regulated Learning*