

The Influence of Emotional Intelligence on Student Learning Motivation

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ABSTRACT

This research aims to identify the influence of emotional intelligence on the learning motivation of students in the Arabic Language Education study program at Jakarta State University. Using quantitative methods and a correlational approach, this research involved 116 respondents from two cohorts (2022 and 2023). The research results show that there is a significant positive relationship between emotional intelligence and student learning motivation. Data were analyzed using statistical techniques such as regression tests and Pearson correlation with the help of IBM SPSS Statistics 24 software. The results showed that emotional intelligence contributed 31.3 % to learning motivation, while other variables also influenced students' overall learning motivation. It is hoped that this research can provide a deeper understanding of the factors that influence student learning motivation, as well as provide a basis for developing more effective educational strategies in the future.

Keywords: Emotional Intelligence, Learning Motivation, Students

INTRODUCTION

Lots problem which faced student related motivation Study and intelligence emotional. Student often lost motivation Study for various reasons, such as lack of interest in certain subjects, difficulty understanding the material, or boredom. Today's students often feel burdened by high academic demands, such as busy class schedules, lots of assignments, and intense academic competition. Lots students who have difficulty managing their time appropriately effective and too Lots use up time for media social which result in disturbed concentration in Study. Matter This can cause poor academic performance and affects health student mentality. Many students feel anxious or afraid of failure will his education (Cooper et al., 2018).

Student Also own demands life personal like work, family, and connection romance. Student Which No get support Which Enough from family, Friend, or lecturer they will experience difficulty in maintaining their learning motivation and coping stress academic. Besides lack of get support Which Enough College students often lack the skills in emotional intelligence necessary to manage their emotions appropriately and sustain them motivation Study which tall. Skills the covers' ability for recognize and overcome stress, understand and manage emotion them, too building healthy social relationships with friends and lecturer (Mansour, 2017).

Not only are academic abilities required, but students must also have a positive way of thinking, attitude and mentality to deal with problems on campus or in society. Students often face problems such as having difficulty completing a lot of coursework, becoming bored with all the assignments given by their lecturers, having difficulty choosing a thesis title and also literature or reading material, and being afraid of meeting

their supervisor. Students lose their desire to study because of the stress caused by these difficulties (Owusu & Essel, 2017).

Learning requires motivation that comes from both sources from within and from outside the individual. The better the results, the more encouraged the student. A love of learning can also be considered a form of learning motivation. Motivation to learn allows students to persist in achieving their goals and achieve the best results. According to Setyorini and Syahlani (2019), learning motivation is very important. A high final score indicates that a student has a strong level of learning motivation because they will be involved in learning activities to master the content in each course.

According to Suzana and Jayanto (2021) define motivation as a desire that encourages people to take action. Extrinsic and intrinsic motivation are two categories. Extrinsic motivation comes from external factors that motivate a person to act, such as affirmation, hugs from parents, love, and support. Additionally, motivation has a significant impact on the learning process because motivated people want to learn and will follow instructions carefully, whereas unmotivated people will be lazy and end up performing worse academically.

Learning motivation influences how much motivation, fulfillment, and enthusiasm for learning increases. To learn successfully in class, motivation is very important. Lack of motivation to learn can have a negative impact on student academic achievement because it often causes laziness and a lack of enthusiasm for learning. On the other hand, students who are highly motivated will encourage each other to learn (Sardiman, 2016). According to Dahlan Talib (2020) on the other hand, learning motivation is a force that drives behavior to meet predetermined goals. Motivation is one of the factors that influences the level of learning success. Someone needs motivation to study seriously.

Student learning motivation is influenced by a number of factors, including internal and external factors, ideals, skills, physical and psychological conditions, as well as dynamic aspects of the learning process. Aspirations are a goal or dream that will be achieved. Determination of these goals varies among students. Ability/skill is the psychological side of an individual, such as intelligence, observing, attention and critical thinking. Conditions often disrupt student activities on campus, for example if a student is sick, their motivation to study will decrease. In addition, an unstable learning process, which alternates between improving and decreasing or even disappearing, is also influenced by dynamic elements in the learning process. For example, students' feelings, their desire to study, learning conditions, and family circumstances. Then there is the lecturer's learning approach, which includes learning approaches, interaction, discipline and other elements (Arianti, 2018) . According to Kompri (2019) Learning motivation is a psychological aspect that is experiencing development, which is influenced by the physiological conditions and psychological maturity of students.

This research focuses on emotional intelligence as a factor that influences student learning motivation. Emotional intelligence is the ability to recognize personal and other people's emotions, to motivate oneself, and to manage one's own emotions well and in relationships with other people. The capacity to identify one's own feelings as well as those of others, to inspire oneself, and to effectively regulate one's own emotions with those of others is known as emotional intelligence. Learning motivation is greatly influenced by emotional intelligence because students who do not struggle to control their emotions during the learning process will not be able to learn as they should (Goleman, 2016) . Students will be more motivated to learn if they are able to identify, control and inspire their own emotions during the learning process. They will also be better able to empathize with others and cultivate positive relationships with lecturers and peers. Emotionally intelligent students are better at understanding others, better at

motivating themselves to increase their interest in learning, and have the capacity to motivate themselves. Students may find it difficult to absorb lecturer material if they experience negative emotions during the learning process, such as hopelessness, anger, or depression. This can ultimately lead to poor student enthusiasm for learning.

Based on the results of a survey conducted by researchers using *Google Form* and 10 respondents from university 100% of students study hard to get good grades; 70% of students prefer playing games to studying in their free time; 90% of students like to get praise when they get good grades; 90% of students are happy with the calm and comfortable class atmosphere.

Then 100% of students' enthusiasm for learning increases when they are happy; 70% of students are active in decision making in class; 60% of students can control emotions well; 50% of students get angry when they get a bad grade; 90% of students strive to achieve their desired goals; 50% of students divert attention when angry; 60% of students get angry when criticized by friends; 80% of students comfort friends when they fail; 60% of students have many friends from other faculties; 90% of students try to be calm when facing problems.

Emotional intelligence includes the ability to identify and regulate one's own emotions, self-motivate in facing difficulties or failure, and build relationships with others to foster empathy and empathy for others, thereby reducing reluctance to offer help (Yulika, 2019). Meanwhile, according to Hapsyah (2019), the capacity to use emotions more effectively to achieve goals, create useful connections, and be successful is known as emotional intelligence. The capacity to identify, understand, regulate, and use emotions skillfully when dealing with other people and the environment is known as emotional intelligence (Salovey, P., and Mayer, 1990). Emotional intelligence is the capacity of students to identify, regulate, and control their emotions, to motivate themselves in the face of difficulties, to experience empathy, and to collaborate and cultivate positive relationships with others. Students also need emotional intelligence to be able to understand the lecture material presented by the lecturer. A college student may have a high level of intelligence, but he or she will not be able to utilize it fully if emotional intelligence is absent.

Emotional intelligence is the balance between a person's emotions and thoughts when they receive, assess, and manage the things they receive. This allows them to recognize, manage and control their emotions (Benu and Nugroho, 2021). According to Heryani (2022) emotional intelligence plays an important role in human life. It takes a lot of intelligence and skill to support success. Many people only emphasize the intellectual aspect, even though emotional intelligence is more important for survival. Emotional intelligence and other intelligence complement each other and emotional intelligence itself is important because it covers several areas that a person needs and must have, including the areas of *intrapersonal*, *interpersonal*, self-adaptation, stress control, and mood. It is certain that if we can optimize these five domains, our emotional intelligence will further develop and ultimately this intelligence will help us overcome the challenges that arise in life.

According to Mayer, JD, and Salovey (1997) show that good emotional intelligence influences positive learning motivation in students. Students who have high emotional intelligence tend to have higher and more stable learning motivation. They are more motivated to achieve their academic goals and are able to overcome obstacles or obstacles that arise during the learning process. In addition, students who have good emotional intelligence also tend to have a more positive attitude towards learning. They are able to control their emotions, such as anxiety and fear, which can interfere with concentration and motivation to learn. This way, it is easier for them to focus on learning

and achieve their academic goals. Emotional intelligence can be a more important factor because students need to be more independent and responsible in learning. Students who have good emotional intelligence can manage the stress and pressure that arises during learning more effectively, so that their learning motivation is not disturbed.

Based on the phenomena and survey results above, emotional intelligence plays a very important role in shaping student learning motivation. High levels of emotional intelligence tend to increase learning motivation, while low emotional intelligence can reduce learning motivation. This research proposes the title "The Influence of Emotional Intelligence on Student Learning Motivation" with the aim of identifying how much influence emotional intelligence has on student learning motivation and to explore the correlation between the two. From previous research, it appears that emotional intelligence has a positive and significant influence on learning motivation in various contexts, such as students of Psychology, Da'wah Management, and Guidance and Counseling. It is hoped that this research can provide a deeper understanding of the theory of emotional intelligence and learning motivation, and can provide a basis for developing more effective educational strategies in supporting student development academically and personally.

RESEARCH METHODS

This research uses a correlational approach and quantitative research methods (Periantalo, 2016). Quantitative research aims to test hypotheses by studying certain populations, collecting data using research instruments, and analyzing the results using statistical methods (Sugiyono, 2016). The aim of correlational research is to evaluate the extent to which differences in a variable are related to other variables (Azwar, 2012). This research aims to identify the relationship between learning motivation and emotional intelligence among students at the State University of Jakarta, Arabic Language Education study program class of 2022 and 2023. Salovey (in Goleman, 2016) Research variables include emotional intelligence as the independent variable and learning motivation as the dependent variable. Putri (2023) The research instrument is a Likert scale which has been validated and reliable to measure these two variables, with data analysis using regression tests via IBM SPSS Statistics 24 software (Sugiyono, 2016).

RESULTS AND DISCUSSION

A. Profile of Research Respondents

This research was conducted with 193 active students at Jakarta State University, Arabic Language Education Study Program, Class of 2022 and 2023. In this study, researchers distributed questionnaires using *Google Form* by taking 116 students as samples. The following is a table of all respondents in this study:

Table 1. Respondent Profile

	Profile	N	Percentage
Age	18	11	7.7%
	19	44	31%
	20	60	42.3%
	21	27	19%
Force	2022	61	43%
	2023	81	57%

The results of the research in the table above can be concluded that the respondents were dominated by the class of 2023 with a percentage of 57% or the same as 81 respondents. Apart from that, there were more respondents aged 20 years than the total number of respondents, namely 60 respondents from 116 students.

B. Implementation of Research

1. Research Preparation

The researcher's preparation is to look for phenomena that occur at the Jakarta State University, Arabic Language Education study program, class of 2022 and 2023, then after getting the phenomenon, researchers conduct surveys and interviews to get an overview of the phenomena that occur and will be researched. Next, carry out the proposal preparation stage with problems obtained from surveys and interviews, then arrange them into research background and then link them to expert theories regarding emotional intelligence and learning motivation to support research. The second stage carried out was the preparation of a blueprint that would be used as research measuring tool. In this research, the learning motivation scale proposed by Hamzah B. Uno with 24 statement items and the emotional intelligence measuring tool proposed by Daniel Goleman with 40 statement items were used.

Then, the next stage is determining the items for each variable through the measuring instrument testing or tryout stage using *Google Form* for students at Jakarta State University, Arabic Language Education Study Program, class of 2022 and 2023. The results of the measuring instrument testing show that there are 11 valid items in the motivation variable. Learning and 15 valid items in the emotional intelligence variable. Items were dropped using *IBM SPSS statistics 24 software* with 25 respondents from Arabic State University student's class of 2022 and 2023 who participated in filling out the measuring instrument trials.

2. Implementation of Research

The research was carried out on June 19 2024 using a *Google form* for Arabic Language State University student's class 2022 and 2023. Distribution of the scale was carried out online via *Whatsapp*. After collecting the data, the researcher calculated the research data using *IBM SPSS statistical software 24*.

C. Validity and Reliability of Research Measuring Instruments

1. Validity of Research Measuring Instruments

Based on trials carried out on 25 respondents at the Jakarta State University, Arabic Language Education Study Program class 2022 and 2023 which were distributed via *Google Form*, the validity results on the learning motivation scale consisting of 24 items, it is known that 16 items were declared valid (≥ 0.3) and a total of 8 items were declared invalid (≤ 0.3). It can be seen that the items declared valid are item numbers 3, 4, 5, 6, 7, 11, 12, 13, 15, 16, 18, 19, 20, 22, 23, 24. Meanwhile the items declared invalid are item numbers 1, 2, 8, 9, 10, 14, 17, 21. The results of the validity test on the learning motivation scale can be seen in the table below.

Table 2 Validity of the Learning Motivation Scale

No.	Aspect	Indicator	Before testing		After testing	
			Favo	Unfavor	Favo	Unfavor
1.	There is passion and desire to succeed	Students are able to maximize their potential and students have a strong drive to realize their dreams.	*1, *2	3, 4	-	3, 4
2.	There is encouragement and need for learning	Students have a sense of curiosity in understanding, investigating something that is not yet known clearly and correctly.	5, 6	7, *8	5, 6	7
3.	There are hopes and aspirations for the future	Students are able to direct their learning as enthusiasm in realizing their dreams.	*9, *10	11, 12	-	11, 12
4.	There is appreciation in learning	Foster a sense of appreciation in learning.	13, *14	15, 16	13	15, 16
5.	There are interesting activities in learning	Innovative in learning which can make the atmosphere less monotonous and make students more active in learning	*17, 18	19, 20	18	19, 20
6.	There is a conducive learning environment	Creating a calm, clean, comfortable learning atmosphere can create supportive learning conditions	*21, 22	23, 24	22	23, 24
Total			24		16	

Note: Items marked with (*) are items that were disqualified.

Likewise, by testing the emotional intelligence scale consisting of 40 items, it was found that 22 items were declared valid (≥ 0.3) and 18 items were disqualified (≤ 0.3). It can be seen that the items declared valid are item numbers 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 14, 21, 23, 24, 27, 28, 31, 32, 33, 34, 39, 40. Meanwhile, the items declared invalid are item numbers 1, 7, 9, 15, 16, 17, 18, 19, 20, 22, 25, 26, 29, 30, 35, 36, 37, 38. As for The results of the validity test on the learning motivation scale can be seen in the table below.

Table 3. Blue Prints of Emotional Intelligence after Trial

No.	Aspect	Indicator	Before testing		After testing	
			Fav	Unfav	Fav	Unfav
1.	Recognize your own emotions	1. Able to recognize one's own emotions	*1,2	3,4	2	3,4
		2. Able to make decisions	5,6	*7,8	5,6	8
2.	Managing emotions	1. Able to control emotions	*9,10	11,12	10	11,12
		2. Able to express emotions	13,14	*15, *16	13,14	-
3.	Motivate yourself	1. Optimistic	*17, *18	*19, *20	-	-
		2. Can control yourself	21, *22	23,24	21	23,24
4.	Recognize other people's emotions	1. Able to accept other people's opinions	*25, *26	27,28	-	27,28
		2. Be sensitive to others	*29, *30	31,32	-	31,32
5.	Build relationships with other people	1. Skilled in communication	33,34	*35, *36	33,34	-
		2. Able to solve problems that arise	*37, *38	39,40	-	39,40
Total			40		22	

Note: Items marked (*) are items that have been dropped

2. Reliability of Research Measuring Instruments

One way to show reliability is to use a reliability coefficient. If the reliability coefficient is more than 0.6 then the overall statement is declared *reliable* (Sugiyono, 2016) . In this study, the learning motivation scale had a reliability score of 0.780 and the emotional intelligence scale had a reliability score of 0.875.

Table 4. Reliability of Research Scales

Variables	Cronbach's Alpha	Information
Motivation to learn	0.780	Reliable
Emotional Intelligence	0.875	Reliable

Note: declared reliable because the p value is ≥ 0.60

D. Research Results

1. Demographic Profile

Based on the results of the data calculations that have been obtained, the results obtained for each variable are that the mean learning motivation is 37.37, the median is 37.00, and the standard deviation is 3.009. Meanwhile, for the emotional intelligence variable the mean is 51.67, the median is 52.00, the standard deviation is 4,403.

Table 5. Demographic Profile

Variable	Mean	Median	elementary school
Motivation to learn	37.37	37.00	3,009
Emotional Intelligence	51.67	52.00	4,403

Based on the table below, the results of calculating the characteristics of respondents based on age show that the significance value for the emotional intelligence variable is 0.908 and for the learning motivation variable of 0.192, it can be seen that the significance value is ≥ 0.05 , which means there is no significant difference in the characteristics of respondents based on age on the emotional intelligence variable. On student motivation to learn.

Based on the table below, the results of calculating the characteristics of respondents based on class showed a significance result for the emotional intelligence variable of 0.316 and the learning motivation variable of 0.472, where it can be seen that there is no significant difference in the characteristics of respondents based on gender in the emotional intelligence variable on student learning motivation.

Table 6. Respondent Characteristics

	Emotional Intelligence			Motivation to learn		
	Mean	elementary school	Sign.	Mean	elementary school	Sign.
Age						
18 years	103.29	5,619	0.908	66.29	2,870	0.192
19 years	103.19	5,114		63.41	3,329	
old	104.12	9,210		64.41	5,441	
20 years	104.57	8,286		62.48	5,026	
21 years						
Force						
2022	104.71	8,150	0.316	64.23	5,083	0.472
2023	103.25	7,321		63.59	4,426	

2. Test Research Assumptions

In this research, assumption testing was carried out by carrying out normality tests and linearity tests. The normality test determines whether the data population is distributed as normal data if it has a significance value ≥ 0.05 (Sugiyono, 2016) . Based on the results of the normality test that was carried out, a significance (p) of 0.059 was obtained on the learning motivation scale, while on the emotional intelligence scale a significance (p) was obtained of 0.188. So it can be concluded from the normality results in this study that the two variables show that the data is normally distributed.

The results of the linearity test in this study obtained a *Deviation Form Linearity value* with a significance of 0.042. The linearity test is used to determine whether the relationship between variables is linear or not if the *Deviation Form Linearity value* shows a significance value of ≥ 0.05 (Sugiyono, 2016) . It can be concluded that the linearity test in this study shows that the assumption test is met.

To determine the absence of variation between variances in data from different populations, the homogeneity test in this study used the *Levene's Test* . From the test results, data was obtained with significant results for the learning motivation variable of 0.000 and for the emotional intelligence variable of 0.042. In the results of all test variables, the assumption is ≤ 0.05 . So, it can be stated that the data variance is not homogeneous.

Table 7. Assumption Test Results

Variable	Normality test <i>Kolmogorov-Smirnov</i>	Linearity Test <i>Deviation Form Linearity</i>	Homogeneity Test <i>Levene's Test</i>
Sig.	0.059 0.188	0.042	0,000 0.042
Information	Test assumptions are met	Test assumptions are met	The assumption test is not met

E. Research Categorization

1. Categorization of Learning Motivation

Measurement of learning motivation uses a learning motivation scale consisting of 16 valid items with the highest score being 4 and 1 being the lowest score expressed using the following criteria:

$$\begin{aligned} \text{Maximum score} &= \text{Valid Items} \times \text{Highest Score} \\ &= 16 \times 4 \\ &= 64 \end{aligned}$$

$$\begin{aligned} \text{Minimum Score} &= \text{Valid Items} \times \text{Lowest Score} \\ &= 16 \times 1 \\ &= 16 \end{aligned}$$

$$\begin{aligned} \text{Hypothetical Mean } (\mu) &= \frac{\text{Skor Maksimum} + \text{Skor Minimum}}{2} \\ &= \frac{64 + 16}{2} \\ &= 40 \end{aligned}$$

$$\begin{aligned} \text{Standard Deviation } (\sigma) &= \frac{\text{Skor Maksimum} - \text{Skor Minimum}}{6} \\ &= \frac{64 - 16}{6} \\ &= 24 \end{aligned}$$

Table 8. Statistical Description of Learning Motivation Variables

Variable	Empirical Mean (x)	Hypothetical Mean (μ)	Standard Deviation (σ)
Motivation to learn	37.37	40	24

Determining the categorization of learning motivation scores is as follows:

$$\begin{aligned}
 \text{Low} &= X < \mu - 1. \sigma \\
 &= X < 40 - 24 \\
 &= X < 16 \\
 \text{Medium} &= (\mu - 1. \sigma) < X < (\mu + 1. \sigma) \\
 &= 40 - 24 < X < 40 + 24 \\
 &= 16 < X < 64 \\
 \text{Height} &= X < (\mu + 1. \sigma) \\
 &= X < 40 + 24 \\
 &= X < 64
 \end{aligned}$$

Table 9. Categorization of Learning Motivation Scale Scores

Category	Value Limits	N	Percentage
Tall	$X > 64$	109	94%
Currently	$16 < X < 64$	7	6%
Low	$X < 16$	-	-
Total		116	100%

Based on the table above, the categorization results of learning motivation show that the high category has a limit score of 64 with a number of respondents of 109 and a percentage score of 94%, if the score is in the range 16-64 then it can be categorized as medium with a number of respondents of 7 and a percentage of 6%, and no there are respondents who fall into the low category.

2. Categorization of Emotional Intelligence

Measurement of emotional intelligence uses an emotional intelligence scale consisting of 22 valid items with the highest score being 4 and 1 being the lowest score expressed using the following criteria:

$$\begin{aligned}
 \text{Maximum score} &= \text{Valid Items} \times \text{Highest Score} \\
 &= 22 \times 4 \\
 &= 88 \\
 \text{Minimum Score} &= \text{Valid Items} \times \text{Lowest Score} \\
 &= 22 \times 1 \\
 &= 22 \\
 \text{Hypothetical Mean } (\mu) &= \frac{\text{Skor Maksimum} + \text{Skor Minimum}}{2} \\
 &= \frac{88 + 22}{2} \\
 &= 55 \\
 \text{Standard Deviation } (\sigma) &= \frac{\text{Skor Maksimum} - \text{Skor Minimum}}{6} \\
 &= \frac{88 - 22}{6} \\
 &= 33
 \end{aligned}$$

Table 10. Statistical Description of Emotional Intelligence Variables

Variable	Empirical Mean (x)	Hypothetical Mean (μ)	Standard Deviation (σ)
Emotional Intelligence	51.67	55	33

Determining the categorization of emotional intelligence scores is as follows:

$$\begin{aligned} \text{Low} &= X < \mu - 1. \sigma \\ &= X < 55 - 33 \\ &= X < 22 \\ \text{Medium} &= (\mu - 1. \sigma) < X < (\mu + 1. \sigma) \\ &= 55 - 33 < X < 55 + 33 \\ &= 22 < X < 88 \\ \text{Height} &= X < (\mu + 1. \sigma) \\ &= X < 55 + 33 \\ &= X < 88 \end{aligned}$$

Table 11. Categorization of Emotional Intelligence Scale Scores

Category	Value Limits	N	Percentage
Tall	$X > 88$	-	-
Currently	$22 < X < 88$	116	100%
Low	$X < 22$	-	-
Total		116	100%

Based on the table above, the categorization results of emotional intelligence show that there are no respondents who fall into the high category. There were 116 respondents with a range of 22-88 in the medium category with a percentage score of 100%. And there were no respondents who fell into the low category.

F. Hypothesis testing

1. Correlation Test

In the correlation test between learning motivation and emotional intelligence, a correlation coefficient value of 0.560 was obtained with a significance level of 0.000, which shows that $p \leq 0.05$, so it can be said that both variables are significant and that means H_a is accepted. The correlation value obtained shows that there is an influence between the emotional intelligence variable on learning motivation. So, it can be concluded that there is a significant positive relationship with a moderate correlation.

Table 12. Pearson Correlation Test Results

Variable	Correlation coefficient	Significance	Subject
Motivation to learn Emotional Intelligence	,560	0,000	116

2. Regression Test

Table 13. F Test Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	591,455		591,455	52,013	,000
	Residual	1296.339		11,371		
	Total	1887,793				

Based on the ANOVA test table above, the calculated F is 52.013 with a significance level of 0.000 $p < 0.05$, it can be interpreted that there is an influence of emotional intelligence on learning motivation.

Table 14. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,560	,313	,307	3,372

The *model summary* table above, the R Square value is .313. This shows that emotional intelligence contributes 31.3 % to learning motivation. Meanwhile, the rest is influenced by other variables not examined in this research.

Table 15 Coefficients

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error		
1	(Constans)	17,874	2,789		6,408 ,000
	Motivation to learn	,381	,053	,560	7,212 ,000

Based on the *Coefficients table* above, a simple regression equation is obtained

$$Y = a + bX$$

$$\text{then : } Y = 17.847 + 0.381$$

Based on the regression test, it is known that if individuals do not have high emotional intelligence, the learning motivation of active students in the Arabic Language Education study program for the 2022 and 2023 classes is 17,847. Meanwhile, the regression coefficient figure has a value of 0.381, which means that for every 1% increase in emotional intelligence, learning motivation will increase by 0.381. The coefficient value shows a positive value so it can be interpreted that emotional intelligence has a positive effect on learning motivation or it can be said that the higher a student's emotional intelligence, the higher the learning motivation.

G. Discussion and discussion

This research was conducted by 116 respondents in the Arabic Language Education Study Program, Jakarta State University, class 2022 and 2023. The number of respondents from the class of 2022 was 61 students, while the class of 2023 numbered 81 students. The respondents in this study were dominated by 20-year-old students, namely 60 people. This research shows that there is a positive and significant influence on emotional intelligence on learning motivation in Arabic Language Education study program student's class of 2022 and 2023. This result is in line with previous research by M. Nur and Puspita Dewi (2019) which shows that there is an efficient positive correlation and there is a significant relationship between emotional intelligence and learning motivation, meaning that the higher a student has good emotional intelligence, the higher their learning motivation.

The item validity test carried out on the learning motivation scale revealed that 16 items were declared valid and 8 items were declared invalid. Meanwhile, for the emotional intelligence variable, it is known that 22 items were declared valid and 18 items were invalid. These two variables are seen with $r > 0.3$. Furthermore, the results of the reliability test on the learning motivation scale had a reliability score of 0.780 and the emotional intelligence scale. Based on the results of the reliability coefficient classification explained by Sugiyono (2016), the learning motivation scale is in the *reliable classification*. Meanwhile, the emotional intelligence scale has a reliability score of 0.875, so the emotional intelligence scale is classified as very *reliable*.

Based on the results of the categorization of the emotional intelligence variable, it is known that there were 116 respondents in the medium category, and there were no respondents in the high and medium categories. This shows that the emotional intelligence of Arabic Language Education study program student's class of 2022 and 2023 is in the medium category, which means students are sufficient to recognize personal and other people's emotions, to motivate themselves, and to manage their own emotions well and in dealing with people other. This statement is in line with previous research by Risdayanti and Duryati (2022). Someone who can manage and express themselves well will have a good enthusiasm for learning. If someone's emotional intelligence decreases, their motivation to learn will also decrease. Furthermore, the results of the learning motivation categorization test show that the high category has 109 respondents and the medium category has 7 respondents. This shows that learning motivation in the Arabic Language Education study program class of 2022 and 2023 is in the high category. In line with the results of previous research conducted by Aldina (2019), there is a very significant positive relationship between emotional intelligence and learning motivation in FKIP Guidance and Counseling students at Jabal Ghafur University. Through the results of this research, it can be explained that emotional intelligence is one of the variables that also influences learning motivation.

Based on the results of the hypothesis test above using *software IBM SPSS statistics 24* states that there is a relationship between emotional intelligence and learning motivation in students. Based on the test results, there is a positive and significant correlation between the learning motivation variables and emotional intelligence. In line with the results of previous research by M. Nur and Puspita Dewi (2019) which shows that there is a positive and significant correlation coefficient between emotional intelligence and learning motivation, meaning that the higher a student's emotional intelligence, the higher their learning motivation.

Meanwhile, in the calculated F regression test it was 52.013 with a significance level of 0.000 ($p < 0.01$), which means that emotional intelligence has an influence on learning motivation. Then the value in table R is 0.560, meaning the regression coefficient is positive, so it can be said that the direction of the influence of emotional intelligence on learning motivation is positive, so the hypothesis is accepted. In line with research conducted by Halawa and Fensi (2020) it is stated that emotional intelligence has a positive and significant influence on learning motivation.

This research is novel in the setting where the research was conducted because it has never been conducted on subjects in that location using the same variables. Based on the researcher's direct experience in this research process, there were several limitations experienced and could be several factors that future researchers should pay more attention to in perfecting their research, because this research has shortcomings that need to be corrected in future research. Some limitations in this research are that the number of respondents was only 116 respondents, which is certainly not enough to describe the real situation. In the data collection process, the information provided by respondents through the questionnaire does not show the respondents' true opinions, this occurs due to differences in thinking, different understandings of each respondent, and also other factors such as the honesty factor in filling in the respondents' opinions in the questionnaire.

CONCLUSION

Based on the research results, there is a significant positive influence between the variables of emotional intelligence and learning motivation in students of the Arabic Language Education study program at Jakarta State University class of 2022 and 2023. The higher the level of emotional intelligence, the higher their learning motivation, while a decrease in emotional intelligence has the potential to reduce motivation Study. In this context, it is recommended that further research increase the number of respondents for more accurate results, expand the scope of the research to different locations, and test other variables that can increase the validity and reliability of the research. Practically, this research emphasizes the importance of students managing their emotional intelligence well to increase learning motivation.

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First publication right:

Journal of Social Science

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