THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON LEARNING MOTIVATION FOR STUDENTS AT BUDDHIST COLLEGE

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Abstract

The research aims to investigate the influence of emotional intelligence on students' learning motivation. Conducted at Jinarakkhita Buddhist College among second-semester students, this study seeks to establish the significant relationship between emotional intelligence and the level of learning motivation. Utilizing a quantitative approach, the study involves data collection from second-semester students at Jinarakkhita Buddhist College using a research instrument that has undergone validity and reliability testing. Statistical analysis is performed to test hypotheses and assess the association between emotional intelligence and learning motivation. The findings of this research will contribute to a deeper comprehension of the significance of emotional intelligence in shaping students' learning motivation. The implications of this study can provide valuable information for educational institutions to enhance the development of students' emotional intelligence and learning motivation.

Keywords: Emotional intelligence, learning motivation; communication science; Buddhist College

Introduction

Every individual has an intellectual intelligence (IQ) and emotional intelligence (EQ) that affect their personality and success. Parents, educators, and the environment play an important role in directing and developing children's potential. Emotional intelligence is an important factor because many individuals are academically intelligent but are less able to manage their emotions. It is important to develop emotional

intelligence so that children can manage their emotions well and avoid negative impacts on future success.

Education plays a central role in preparing students to face the changes and complexities of the environment (Yusri, Kibtiyah and Hamim, 2020) . Students need to adapt to the development of science and technology. Emotional intelligence, communication skills, and adaptability are important for college students. It is hoped that good education can improve learning achievement and preparation for the future. It is hoped that with a good education and support in developing skills and abilities, students can achieve better learning achievements and be ready to face future challenges with confidence. Education that prioritizes the development of emotional and intellectual intelligence will make a positive contribution to the progress of individual students and society as a whole.

To achieve the goals of good education, the government and society need to work hard to overcome these problems. Apart from focusing on intellectual intelligence, educational institutions also need to pay attention to the emotional intelligence of students. Emotional intelligence involves the ability to manage emotions, empathize, and have social skills. By paying attention to emotional intelligence in education, education graduates are expected to become balanced and quality individuals. Emotional intelligence development can be done through teaching about emotions, stress management, communication skills, cooperation, and positive values. By paying attention to emotional intelligence, education can make a holistic contribution in forming individuals who are intellectually and emotionally competent.

Emotional intelligence and motivation to learn in students is that the academic success and personal development of students is strongly influenced by the ability to manage emotions and maintain high learning motivation. Emotional intelligence, which includes the ability to recognize and understand one's own emotions, as well as the ability to manage emotions in various situations, is an important aspect of achieving academic and personal well-being. In a challenging academic environment, students are often faced with stress, academic pressure, and social demands. High academic stress can have a negative impact on learning motivation and academic performance. In addition, self-doubt, inability to manage emotions, and lack of social support can also be factors that affect students' emotional intelligence and learning motivation.

Another problem that is often faced by students is procrastination, which tends to delay academic work, thus affecting learning. Lack of interest in course material or majors being studied can also cause low motivation to study. Facing these problems, it is important for academics, including universities and lecturers, to understand how important the role of emotional intelligence and learning motivation is in student academic success.

Goleman (2019) an expert in the field of psychology, known for his popularity in introducing emotional intelligence, revealed that intellectual intelligence only plays a role of 20% in achieving one's success, while emotional intelligence can contribute up to 60%. This shows how important emotional intelligence is for students, because it plays a role

in their future development and increases the potential for individual success. Therefore, educational institutions have an important role in instilling emotional intelligence in students to better prepare them to face challenges in life.

Emotional intelligence is the key to success in one's life (Goleman, 2003). Although intellectual intelligence is important, many people succeed not because of high intellectual intelligence, but because of good emotional intelligence. Emotional intelligence involves managing emotions, effective communication, empathy, and good relationships with others. However, there is a misconception about emotional intelligence. It is important to understand this concept correctly. Developing emotional intelligence helps in facing life's challenges, establishing healthy relationships, and achieving success.

Emotional intelligence is very important and is very closely related to learning motivation (Laia, 2021) . When emotional intelligence is well managed, individuals are able to regulate their emotions, so they don't feel burdened or overly anxious when facing difficult academic challenges. Student motivation and enthusiasm for learning are also strongly influenced by emotional intelligence. The ability of students to recognize and manage emotions helps in overcoming pressure, setbacks or challenges in the learning process. In education, it is important to create an environment that supports the development of students' emotional intelligence , including teaching emotional intelligence skills, providing positive reinforcement, encouraging student achievement success, and creating an inclusive and supportive learning environment. This support helps students maximize their learning potential and better cope with academic challenges.

Research in the mid-1900s showed that emotional intelligence is just as important as intellectual intelligence. Emotional intelligence provides awareness about the feelings of oneself and others, including empathy, love, motivation, and the ability to respond appropriately to emotions. This has an impact on social relationships, self-motivation, and overall well-being. By having good emotional intelligence, we can live a more balanced life and build positive relationships (Goleman, 2004).

Research conducted by Bahram Asghari Aghdam and Ali Mahjoub (Aghdam and Mahjoub, 2013) shows that aspects of emotional intelligence, especially awareness of high self-efficacy, can increase motivation. The results of this study indicate that there is a relationship between emotional intelligence and learning motivation. Awareness of high self-ability helps individuals to feel confident and confident in facing learning tasks. This in turn can increase their motivation to learn and achieve better performance.

Motivation is a series of efforts made by someone to create conditions that make them want and want to do something. Motivation can be influenced by external factors, but true motivation comes from within the individual as intrinsic motivation. External factors may affect motivation in the short term, but sustained motivation is driven by internal drives that arise from the individual's personal values, interests, or satisfactions. In the context of learning, motivation plays an important role in influencing the level of engagement, persistence, and learning success. Factors such as praise, rewards, or social

pressure can affect motivation in the short term, but sustained motivation in learning is driven by internal factors such as individual interests, satisfaction, or values (Deci & Ryan, 2000; Wigfield & Eccles, 2002; Pintrich & Schunk, 2002).

Based on the issues mentioned above, this study intends to determine and describe the effect of emotional intelligence on the learning motivation of second semester students of STIAB Jinarakkhita Lampung. *State the Problem*—several things make this research important to do. The problems to be examined are related to emotional intelligence and learning motivation, as follows: (1) There is academic stress experienced by students; (2) There are students who experience lack of confidence; (3) There are students who do procrastination; (4) There are students who experience difficulties in managing emotions; (5) There are students who are less interested in lecture material. *Exploration of the Importance of the Problem*—some of the problems described above are very important to study. This research is needed to identify and describe emotional intelligence and motivation to learn.

Literature Review
Emotional Intelligence

The definition of emotional intelligence according to some experts, such as Goleman, refers to the ability to recognize emotions in oneself and others, the ability to manage emotions, the ability to motivate oneself, and the ability to build good relationships. Emotional intelligence is an ability that is complementary to academic intelligence or cognitive intelligence as measured by Intelligence Quotient (IQ). Even though someone can have high academic intelligence, they may not have good emotional intelligence. Conversely, someone with superior emotional intelligence can succeed even though they have lower academic intelligence.

Emotional intelligence is the ability of individuals to direct life enthusiastically, maintain and express their feelings through attention, calm, inspiration, compassion and social interaction. Individuals with a good level of emotional insight tend to have advantages in calming down, focusing on concentrating, managing relationships with others, increasing sensitivity to feelings, and having broader insights in dealing with major problems.

According to Daniel Goleman in his book entitled "Emotional Intelligence: Why It Can Matter More Than IQ" (2019), there are five aspects that are elements of emotional intelligence. These five aspects are as follows:

Self-awareness is the ability to recognize and understand one's emotions when they occur. This is an important part of emotional intelligence, in which a person has awareness of his own emotions. With self-awareness, individuals become more aware of their moods and thoughts. Lack of self-awareness can make individuals easily carried away by the flow of emotions and lose control. Although self-awareness does not directly control emotions, it is an important condition for being able to control emotions more easily. In addition, self-awareness also allows individuals to understand their own strengths and weaknesses, and realize how emotions can affect others.

Self-regulation refers to a person's ability to control their own circumstances, impulses and resources. In the context of emotional intelligence, self-regulation includes effective emotional regulation. It has several components, including the ability to control negative emotions, manage stress, manage impulses, and stay calm in difficult situations. Emotion regulation is also related to the ability to motivate yourself, focus, and handle conflict well. With good emotional regulation, a person can manage his emotional reactions wisely and choose the right action in various situations. It is also related to the ability to motivate oneself and maintain focus on achieving desired goals. Thus, self-regulation becomes an important aspect in the development of emotional intelligence and helps individuals manage their emotions and behavior better.

Motivation is a factor that drives us to achieve the goals that have been set and makes it easier for us to achieve our desires. Motivation has several important components that influence our behavior. Achievement drive is the drive to be better and meet the standards of success. Commitment involves the ability to conform to group or company goals. Initiative is individual readiness to take advantage of existing opportunities. Higher self-awareness involves being able to motivate oneself and achieve goals with persistence and determination. Higher self-awareness includes the desire to excel, enthusiasm in facing challenges, and resilience in the face of failure. It also involves the ability to set meaningful goals and plan steps to achieve them. In achieving achievement, motivation within the individual is very important. In addition, having positive motivational feelings, such as enthusiasm, passion, optimism, and self-confidence, is also very influential in achieving achievement. All these factors help individuals to stay passionate and strive hard in achieving their desired goals.

Empathy is the ability to recognize and understand the emotions of others. According to Goleman, a person's ability to recognize and care for other people shows their level of empathy. Empathic people are better able to pick up on potential social cues and can identify what others need. They are also more sensitive to other people's emotions and are good listeners. These relationship and empathy skills help individuals build lasting and harmonious relationships with others. They can understand other people's points of view, respond with empathy, and communicate effectively. As a result, relationship skills become important in emotional intelligence, enabling individuals to forge positive and meaningful relationships with those around them.

Relationship skills allow us to not only recognize and understand other people's emotions, but also manage their emotions well. Several factors are involved in this skill, including developing others, conflict management, and leadership. Relationship skills, including the ability to communicate, are important factors in building a successful and mutually beneficial relationship. Sometimes it is difficult for people to get what they want and it is also difficult to understand the wishes and desires of other people. Therefore, developing good relationship skills can help us communicate effectively, understand others, and reach mutually beneficial agreements.

Learning Motivation

Motivation, which comes from the Latin "movere" which means to move, refers to the internal or external drive that encourages individuals to take action, maintain it, and assist them in achieving goals or completing tasks. The concept of motivation is used to explain an individual's desire to behave, the direction of choice of behavior, the intensity of the effort exerted, and the actual achievement of the action. Motivation plays an important role in driving individuals to achieve successful achievements and completions. Motivation to learn is influenced by many theories that explain the factors that can influence that motivation. One of the factors that can affect motivation to learn is reinforcement, where individuals will tend to be motivated to learn if they are rewarded for their learning efforts. Furthermore, learning motivation can also be influenced by human needs, where individuals will be motivated to fulfill their basic needs through learning. In addition, learning motivation can also be influenced by individual perceptions of success or failure, the causes of success or failure, and expectations of the chances of success. Learning motivation can be increased by emphasizing clear learning goals and allowing positive attributions to individual abilities to learn.

According to Santrock (2007), motivation is a process that provides enthusiasm, direction, and persistence in individual behavior. That is, motivated behavior is characterized by high energy, clear direction and strong persistence in taking action. Motivation drives individuals to make the necessary effort and effort to achieve their goals or fulfill their needs. With motivation, individuals have a strong urge to act, stay focused on goals, and keep moving forward despite obstacles or challenges. Motivation plays an important role in motivating individuals to achieve the desired success and achievements.

Research Method

In this research, there are two hypotheses proposed (Saifuddin, 2019): Alternative Hypothesis (Ha): There is an effect of emotional intelligence on learning motivation. That is, emotional intelligence has a significant impact on individual learning motivation. Null hypothesis (Ho): There is no effect of emotional intelligence on learning motivation. That is, emotional intelligence does not have a significant impact on individual learning motivation. In this study, the alternative hypothesis (Ha) proposes that there is a relationship between emotional intelligence and learning motivation, while the null hypothesis (Ho) states that there is no relationship between the two. The purpose of this study was to test both hypotheses in order to find out whether emotional intelligence has a significant influence on individual learning motivation. The approach used in this research is a quantitative research approach. This approach aims to examine obvious problems, with a focus on observation and measurement of data that can be measured objectively. This study also attempts to test hypotheses and generalize to the wider population (Bryman, 2016). This study aims to identify and understand the relationship between variable X, namely the Level of Emotional Intelligence, and variable Y, namely Student Learning Motivation. By using a quantitative approach, researchers will use data

collection methods that can be measured numerically to analyze the effect of variable X on variable Y.

Findings

The associative relationship between emotional intelligence and learning motivation refers to the correlation or relationship that exists between the two. Several studies have shown a positive relationship between emotional intelligence and learning motivation, which means that the higher a person's emotional intelligence, the higher the motivation to learn. Good emotional intelligence can help individuals manage emotions, overcome learning challenges, and maintain high motivation in achieving academic goals.

Characteristics of Respondents

Population research is a type of research conducted with the aim of obtaining information and generalizing findings to the entire population that is the focus of the research. In population research, the researcher collects data from all relevant members of the population to gain a broader understanding of the phenomenon under study. The goal of population research is to make more robust and basic generalizations about the characteristics and relationships between variables in the population studied. This research is often carried out on a large scale and uses a representative sampling method so that the research results can reflect the population as a whole.

The population is a generalization area (read: generalization) which consists of objects/subjects that have qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). The population is not only people, but also objects and other natural objects. The population also includes not only the number of objects and subjects studied, but also includes the characteristics/properties of the subject or object. This research has a population of students, which can be seen in the following table.

Table 1
Population

No	Semester	study program	Amount
1	II	PKB	22 person
2	IV	IKB	22 person
Total			44 people

Statistical Test

This research uses a quantitative approach that is descriptive in nature. The results of the research attempt to describe emotional intelligence and learning motivation based on the data obtained. The data obtained were then analyzed statistically using analytical procedures, namely data on the results of variables X and Y arranged in tabular form, determining the average value and standard deviation of the sample data, calculating normality tests, linearity and significance tests, and testing hypotheses.

Normality Test

The normality test is a statistical procedure used to test whether the observed data follows a normal distribution or not. The normal distribution is a symmetrical distribution with a single peak, where most of the data is centered on the mean. The normality test method in this study is the Kolmogorov-Smirnov Test, which measures the extent to which the observed data distribution is different from the normal distribution. This test produces D values and p-values. The p-value obtained is 0.940 which is greater than the specified significance level (0.05), so the null hypothesis is accepted, which means that the data follows a normal distribution (Hair et al., 2019).

Table 2
Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		44
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	12.07522646
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.050
Kolmogorov-Smirnov Z		.531
Asymp. Sig. (2-tailed)		.940

a. Test distribution is Normal.

Simple Regression Test

The simple regression test is a statistical analysis used to test the relationship between two variables: the predictor variable (independent variable) and the response variable (dependent variable). The goal of a simple regression test is to understand the extent to which changes in the predictor variables can explain the variations in the response variables. The method used in this study is a simple linear regression test. In this analysis, predictor variables are considered as independent variables used to predict or explain variation in the response variable. A simple linear regression model can be estimated using the least squares method, in which a regression line is generated to minimize the difference between the predicted value and the observed value of the response variable.

Table 3
Regression Analysis Results

Summary Model [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699[a]	.488	.476	12.218

The coefficient of determination (R-Square) is 0.488 or 48.8%. This value indicates the proportion of variation in the learning motivation variable (Y) that can be explained by the X variable (emotional intelligence) in the model used. In other words, about 48.8% change in learning motivation can be explained by emotional intelligence. It is important to note that the remaining 51.2% (or other factors) also affect the dependent variable, motivation to learn. This means that there are other factors outside of the independent variables used in the model that also play a role in influencing learning motivation. Although emotional intelligence has a significant influence, there are other factors that need to be considered in order to fully understand variations in motivation to learn.

Table 4
ANOVA

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5984.032	1	5984.032	40.085	.000[a]
Residual	6269.877	42	149.283		
Total	12253.909	43			

The hypotheses in this study are: 1) H0 (Zero Hypothesis): Emotional intelligence (X) has no significant effect on learning motivation (the dependent variable). 2) Ha (Alternative Hypothesis): Emotional intelligence (X) has a significant influence on learning motivation (the dependent variable). The level of significance (level of significance) is 5% (0.05). Furthermore, the F-table value of the statistical table with the degree of freedom (df) df1 = 2 and df2 = 7, and the obtained F-table value = 4.74. F-count value (47.917) and conclude that F-count > F-table (0.05) = 4.74. In this case, you reject the null hypothesis (H0) and accept the alternative hypothesis (Ha). In conclusion, emotional intelligence (X) significantly contributes to learning motivation (the dependent variable) in the regression model.

Table 5
Coefficients[a]

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	Coefficients[a]				
	Unstandardized Coefficients		**Standardized Coefficients**		
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
(Constant)	24.196	21.536		1.124	.268
Emotional_Intelligence	1.221	.193	.699	6.331	.000

From the table above, it is known that the variable Emotional Intelligence (Emotional_Intelligence) has a regression coefficient of 1.221. This means that when Emotional Intelligence increases by one unit, the dependent variable (Y) is expected to increase by 1,221 units. The Standard Error for Emotional Intelligence is 0.193, which indicates the extent to which the estimated regression coefficient can vary from the actual value. Standardized Coefficients or Beta is 0.699 for Emotional Intelligence. This shows that Emotional Intelligence has a significant contribution in the regression model, in standard units. The t-value for Emotional Intelligence is 6.331, which is greater than zero. This shows that the regression coefficient of Emotional Intelligence is significantly different from zero. In addition, the significance value (Sig.) for Emotional Intelligence is 0.000, which is much smaller than the commonly used 0.05 level of significance. This shows that the effect of Emotional Intelligence on the dependent variable (Y) is statistically significant. The conclusion that can be drawn is that Emotional Intelligence has a significant and positive influence on the dependent variable in the regression model. In the simple linear regression analysis, the calculated t value for the Emotional Intelligence variable is 6,331 . In addition, the significance value of 0.000 is also smaller than the commonly used significance level (0.05). Based on this information, you conclude that the null hypothesis (Ho) can be rejected, and it can be concluded that the Emotional Intelligence variable has a significant positive effect on the Learning Motivation variable. A positive t value indicates that there is a positive relationship between the variables Emotional Intelligence and Learning Motivation. This means that when Emotional Intelligence increases, Learning Motivation also tends to increase, and conversely, when Emotional Intelligence decreases, Learning Motivation also tends to decrease. In the simple linear regression formula, based on the results given, it can be written as follows: Y = 24.196 + 1.221X.

Discussion

Based on the results of data analysis using simple linear regression, it was found that there is a positive influence between emotional intelligence and learning motivation. That is, the higher the level of individual emotional intelligence, the higher the motivation to learn. Emotional intelligence assists individuals in recognizing, understanding, and managing their own emotions, which in turn influences their motivation in learning.

The results of this research data analysis show that emotional intelligence has a significant effect on the learning motivation of even semester students at STIAB Jinarakkhita. Therefore, the null hypothesis (H 0) is rejected, meaning that emotional

intelligence has a significant effect on the learning motivation of even semester students at STIAB Jinarakkhita. This research makes a significant contribution to understanding the importance of developing emotional intelligence in increasing student learning motivation in the educational environment. The importance of this research lies in the need for attention and effort in developing students' emotional intelligence as a factor influencing learning motivation.

Based on these studies and perspectives, emotional intelligence plays an important role in human activity, including passion and self-motivation. In the context of learning, emotional intelligence allows students to be able to motivate themselves inside and outside the classroom. They are prepared for a variety of situations, including failing to solve math problems, and are able to regulate their emotional state and respond well to themselves and others. Research by Chandra (2017), Rahman et al., (2022), Risdayanti & Duryati (2022) also supports this view by showing a significant positive relationship between emotional intelligence and learning motivation. Research shows that individuals with good emotional intelligence are often highly motivated to learn. Overall, studies and opinions show that emotional intelligence plays an important role in motivating students to succeed academically and to be successful.

Research conducted by Abdullah et al,. (2019) concluded that emotional intelligence is closely related to learning motivation. People with high emotional intelligence tend to have high academic scores, while people with low emotional intelligence also tend to have low academic scores. This condition also has an impact on student behavior, especially class performance and student interaction. Lack of emotional intelligence can lead to low motivation, lack of discipline, self-doubt, and negative emotions such as anger, hate, fear, and lack of empathy. This research helps to understand the importance of emotional intelligence in influencing students' motivation and behavior . The relationship between emotional intelligence and learning motivation is an important factor towards individual success in the educational context.

The statement above illustrates that learning motivation is influenced by several factors according to Slameto's statement (2010:26). Slameto argues that learning motivation is influenced by the drive and need to know, understand, and solve problems. The drive to know refers to curiosity that drives a person to seek new information, expand knowledge, and understand concepts that were not known before. This drive encourages someone to be active in learning and developing an interest in a particular subject or topic.

The need to understand reflects an individual's efforts to understand material or concepts that are studied in depth. When someone feels the need to understand and master a knowledge or skill, their motivation to learn will increase because they feel that deep understanding will provide benefits and personal satisfaction. In addition, the need to solve problems is also a factor that influences learning motivation. When someone faces challenges or problems that require solving, their motivation to learn will increase because they realize that through learning, they can develop the skills and strategies needed to overcome these problems. This outline shows that the drive and need to know, understand, and solve problems have a significant influence on learning motivation. The

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statement underscores the importance of these factors in motivating individuals to learn and shows their relevance to the previously mentioned research results.

In line with the results of previous studies, Nurlaeliah et al. (2021), Faizi (2018), Dahlan (2020), Sarnoto & Romli (2019) and Salami & Ogundokun (2009), there is indeed evidence that emotional intelligence has a significant effect on learning motivation. These results indicate that emotional intelligence can influence learning motivation. In this context, emotional intelligence helps individuals manage their own emotions, understand the emotions of others, and manage interpersonal relationships well. This can help increase learning motivation, because people with good emotional intelligence are better able to deal with challenges and setbacks, are able to motivate themselves, and are able to actively establish positive relationships with others who can support the learning process. These studies provide a broader understanding of the importance of emotional intelligence in the context of motivation to learn and provide a solid foundation for considering emotional intelligence in efforts to increase motivation to learn.

Learning motivation is related to emotional intelligence and is an important factor in triggering strong motivation in students to continue to progress and develop. According to Handayani & Septhiani (2021), people who develop good emotional skills tend to be successful in life and have strong motivation to succeed. Meanwhile, according to Lumpkin and Achen (2018), emotional intelligence plays an important role in learning practical skills, one of which depends on motivation. Thus, emotional intelligence determines an individual's potential to acquire practical skills through motivation. So, overall, emotional intelligence has a close relationship with learning motivation and plays an important role in encouraging students to succeed and develop.

Conclusion

This study found that there is a positive and significant influence of emotional intelligence on student learning motivation. These results indicate that students with high emotional intelligence also tend to be more motivated to learn. The implication of this research is the importance of developing emotional intelligence in an educational context, because it can affect student learning motivation. The results of this study provide a better understanding of the importance of paying attention to aspects of emotional intelligence to increase student learning motivation. In the context of improving educational policy and practice, this research can provide a basis for designing programs that support the development of emotional intelligence and student learning motivation.

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