



## Examining the Relationship between Emotional Intelligence and Learning Motivation in Islamic Moral Education

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### ABSTRACT

Motivation is a crucial factor that helps students achieve educational success. Students with high learning motivation tend to be more enthusiastic and possess a strong drive to acquire knowledge. However, low learning motivation in the Akidah Akhlak subject remains a problem, which is presumed to be related to students' emotional intelligence that has not yet developed optimally. Students with well-developed emotional intelligence are generally able to motivate themselves to stay focused on learning, maintain learning enthusiasm, and actively participate in classroom activities. In reality, many students are still unable to motivate themselves effectively, as indicated by infrequent task completion, a tendency to give up easily when facing difficult assignments, low classroom participation, and mental disengagement during learning activities. This study aims to: (1) describe students' emotional intelligence, (2) describe students' learning motivation, and (3) examine the relationship between emotional intelligence and learning motivation. The study employed a quantitative approach using a survey method. The research population consisted of 81 tenth- and eleventh-grade students at SMK Addimyati Bandung, and the entire population was used as the research sample through total sampling. Data were collected using Likert-scale questionnaires adapted from the indicators of each variable and were analyzed using descriptive statistics and Pearson Product-Moment correlation analysis. The results indicate that students' emotional intelligence and learning motivation are generally at a good level. Specifically, 64.2% of students were categorized as having moderate emotional intelligence, while 72.8% were categorized as having moderate learning motivation. The correlation analysis revealed a significant relationship between emotional intelligence and learning motivation in the Akidah Akhlak subject, as indicated by a significance value of 0.000 ( $p < 0.05$ ). The correlation coefficient ( $r = 0.572$ ) indicates a moderate positive relationship, suggesting that the association between the two variables is fairly strong. These findings demonstrate that higher emotional intelligence is associated with higher learning motivation, whereas lower emotional intelligence tends to be accompanied by decreased learning motivation.

### INTRODUCTION

Education plays a vital role in shaping an excellent and high-quality generation of the Indonesian nation that is prepared to face future challenges. In an effort to educate the life of the nation, education is expected to develop learners' personalities so that they become individuals who are faithful and devoted to God Almighty, possess noble character, are physically and mentally healthy, have broad insight, adequate skills, independence, and the ability to actively participate as responsible citizens in a democratic society. This indicates that education has an essential function not only in developing individual potential but also in building national character and a dignified civilization. This affirmation is explicitly stated in Law Number 20 of 2003 concerning the National



Education System, which outlines the functions and objectives of national education (Indonesia, 2003).

In the field of education, intelligence is one of the key factors determining the success of the learning process. For a long time, intelligence quotient (IQ) has often been regarded as the sole indicator of success (Firkowska-Mankiewicz, 2002; Mehrabian, 2000). However, research has shown that emotional intelligence plays a more significant role in supporting individual success. Intelligence is not limited to intellectual intelligence (IQ) alone but also includes spiritual intelligence (SQ) and emotional intelligence (EQ) (Alpisarrin et al., 2024; Baiti, 2022; Marhani & Usman, 2021). These three forms of intelligence interact and contribute collectively to shaping students' character and learning behavior.

According to (Goleman, 2000), emotional intelligence contributes approximately 80% to an individual's life success, while intellectual intelligence accounts for only about 20%. Emotional intelligence is defined as an individual's ability to recognize and understand their own emotions and those of others, motivate themselves, regulate emotional impulses, and maintain healthy relationships with others. Students who possess well-developed emotional intelligence tend to be better at managing stress, building social relationships, demonstrating empathy, and exercising self-control (Desmita, 2020; Hasan, 2006; Wiyani, 2014). Conversely, children who experience difficulties in emotional intelligence are more likely to encounter problems in the learning process, face challenges in social interactions, and struggle to regulate their emotions (Siregar et al., 2021) (Siregar et al., 2021).

In the learning process, emotional intelligence plays an important role in influencing students' learning motivation (Rauf et al., 2020). Students who are able to manage their emotions effectively are more capable of motivating themselves to remain focused, maintaining learning enthusiasm, and actively participating in classroom activities. This is because they are aware of their learning goals, able to control negative emotions, and remain motivated despite facing learning difficulties (Chang & Tsai, 2022; Tam et al., 2021).

Learning motivation is a crucial element in helping students achieve success in education. When students have high learning motivation, they tend to be more enthusiastic, enjoy learning activities, and are strongly driven to acquire knowledge. This occurs due to "the presence of internal and external drives that encourage students to make changes in learning attitudes and behaviors" (Uno, 2022). Moreover, such motivation not only initiates learning activities but also sustains consistency and provides direction throughout the learning process until learning objectives are achieved. As explained by (Sardiman, 2020), motivation is the overall driving force within students that stimulates learning activities, ensures their continuity, and directs them toward the achievement of learning goals (Duncan et al., 2022; Ramirez & Olson, 2020; Urhahne & Wijnia, 2023).

However, in practice, low learning motivation remains a common problem in the learning process. Students with low learning motivation tend to exhibit passive behavior, lack focus, show laziness, and display low enthusiasm for learning. (Hendrizal, 2020) revealed that low learning motivation is reflected in students' boredom in the classroom, lack of attention to teachers, reluctance to complete assignments, and a preference for playing or chatting rather than engaging in learning activities. This indicates that many students have not yet developed strong intrinsic learning motivation.

Based on preliminary observations conducted at SMK Addimyati, Bandung City, it was found that the learning motivation of tenth- and eleventh-grade students in the subject of Akidah Akhlak remains low. Students have not been able to effectively motivate themselves in learning activities. Indicators of this condition include infrequent completion of assignments, a tendency to give up easily when facing difficult tasks, low levels of active classroom participation, mental

disengagement during lessons such as sleeping or not paying attention when the teacher explains the material, and a lack of enthusiasm during Akidah Akhlak lessons. This condition suggests that low learning motivation continues to be a significant issue in Akidah Akhlak instruction.

One possible cause of this low learning motivation is assumed to originate from internal student factors, particularly emotional intelligence that has not yet developed optimally. According to (Charmaz, 2006), students' character is strongly influenced by their traits, habits, and intelligence, all of which significantly affect their personal development. Students with relatively low levels of intelligence whether intellectual, spiritual, or emotional tend to demonstrate lower learning motivation (Yunalia et al., 2021). Thus, intelligence can influence learning motivation, with emotional intelligence being one of the most influential components.

Emotional intelligence is closely associated with students' learning motivation. This is consistent with the view of Lerner, Crooks, and Stein, as cited in (Uno, 2023), who state that emotional fluctuations can trigger motivational drives that encourage individuals to act. For example, fear of failure may motivate a person to study harder in order to avoid negative outcomes. Recent studies further support this relationship. (Amanda et al., 2024) found that emotional intelligence plays an effective and significant role in students' learning motivation. Students with high motivation tend to demonstrate stronger learning enthusiasm and perseverance, which ultimately contributes to improved academic achievement. Similarly, (Sarnoto & Romli, 2019) reported a positive and significant influence of emotional intelligence on learning motivation, indicating that increases in emotional intelligence are associated with improvements in students' learning motivation.

Despite these findings, there remains a lack of studies that specifically examine the relationship between emotional intelligence and learning motivation in the context of Akidah Akhlak learning at the vocational high school (SMK) level (Cahyani et al., 2025; Suherman et al., 2024). Understanding this relationship is crucial for designing more effective instructional strategies that align with students' emotional needs.

The urgency of this study lies in its attempt to comprehensively examine the relationship between emotional intelligence and learning motivation among tenth- and eleventh-grade students in Akidah Akhlak subjects at SMK Addimyati, Bandung City. High learning motivation is essential for students to achieve optimal learning outcomes, while emotional intelligence significantly influences students' ability to motivate themselves and regulate negative emotions in the face of learning challenges.

Therefore, this study aims to: (1) describe students' emotional intelligence, (2) describe students' learning motivation, and (3) analyze the relationship between emotional intelligence and learning motivation among tenth- and eleventh-grade students in Akidah Akhlak subjects. The findings of this study are expected to provide valuable insights into the importance of developing more effective, engaging, and applicable learning strategies that focus on students' emotional needs.

## **METHODS**

This study employed a quantitative research approach using a survey method (Creswell & Creswell, 2018). The survey method was chosen because it allows researchers to obtain an overview of the relationship between two variables based on the direct perceptions of research participants representing a specific population (Adrias & Ruswandi, 2025; Sugiyono, 2022). The study was conducted at SMK Addimyati, Bandung City feb-april, 2025.

The research population consisted of all tenth- and eleventh-grade students who were enrolled in the *Akidah Akhlak* subject, totaling 81 students (Cohen et al., 2018; Pitard, 2019). The sampling technique used was total sampling, in which all members of the population were included as the

research sample, as the population size was fewer than 100 students (Lincoln & Guba, 1985; Muijs, 2004; Rudd et al., 2021).

The research instrument was a questionnaire consisting of statement items developed based on emotional intelligence indicators proposed by Goleman (2000, p. 58), which include: (1) self-awareness, (2) emotion regulation, (3) self-motivation, (4) empathy, and (5) social skills. In addition, learning motivation indicators were adapted from Uno (2022, p. 23), which consist of: (1) the desire and willingness to succeed, (2) learning drives and needs, (3) future hopes and aspirations, (4) appreciation or rewards in learning, (5) engaging learning activities, and (6) a conducive learning environment.

Instrument validity was examined through item-total correlation analysis, in which each questionnaire item score was correlated with the total score of the questionnaire. Instrument reliability was measured using Cronbach's Alpha coefficient. An instrument was considered reliable if the Cronbach's Alpha value exceeded 0.60, indicating that the instrument was consistent and dependable (Galama et al., 2018).

Data analysis techniques included prerequisite tests and hypothesis testing. The prerequisite tests consisted of a normality test using the Kolmogorov–Smirnov test and a linearity test. After the assumptions were met, the Pearson Product Moment correlation test was conducted to determine the relationship between students' emotional intelligence and learning motivation. All statistical analyses were performed using SPSS version 20 (Boedeker, 2023).

## RESULTS AND DISCUSSION

### Students' Emotional Intelligence of Grade X and XI at SMK Addimiyati Bandung

To address the first research question, the researcher conducted a descriptive statistical analysis of students' emotional intelligence scores. This descriptive analysis aimed to describe the collected data without drawing inferential or generalized conclusions. Descriptive statistics are commonly used in quantitative research to understand score distribution, minimum and maximum values, and mean scores. Through this analysis, patterns in students' emotional intelligence data can be identified prior to conducting further inferential analyses.

The results of the descriptive analysis indicate that the mean score of students' emotional intelligence was 64.91, with a standard deviation of 5.510. The minimum score was 52, while the maximum score was 78. These findings suggest that, in general, students' emotional intelligence levels fall within the moderate category, with score variation that is not extreme.

Furthermore, students' emotional intelligence levels were categorized into three levels based on the criteria proposed by Azwar (2012), as follows: **Low** :  $X \leq 59$ . **Moderate** :  $59 \leq X < 70$ . **High** :  $X \geq 70$ . Based on this categorization, the distribution of students' emotional intelligence levels is presented in Table 1.

**Table 1. Distribution of Students' Emotional Intelligence Levels**

Emotional Intelligence Level	Frequency	Percent	Valid Percent	Cumulative Percent
Low	9	11.1%	11.1%	11.1%
Moderate	52	64.2%	64.2%	75.3%
High	20	24.7%	24.7%	100.0%
<b>Total</b>	<b>81</b>	<b>100%</b>	<b>100%</b>	

The analysis shows that 52 students (64.2%) were categorized as having a moderate level of emotional intelligence. Meanwhile, 20 students (24.7%) demonstrated high emotional intelligence,

and 9 students (11.1%) were classified as having low emotional intelligence. These findings indicate that, overall, students’ emotional intelligence is relatively good. Most students possess basic abilities to recognize and understand their emotions, motivate themselves, demonstrate empathy, and develop social skills.

However, these competencies have not yet reached an optimal level. Field observations support this finding, as some students were still observed to experience difficulties in regulating their emotions, maintaining motivational consistency, and actively engaging in certain situations. In particular, some students tended to become passive or withdraw when faced with specific conditions, such as differences of opinion or social interactions requiring emotional regulation.

**Students’ Learning Motivation of Grade X and XI in Akidah Akhlak**

To address the second research question, a descriptive statistical analysis was conducted on students’ learning motivation scores. The results indicate that the mean score of students’ learning motivation was 50.99, with a standard deviation of 4.562. The minimum score was 37, while the maximum score was 60. These findings suggest that, in general, students’ learning motivation falls within the moderate category, with relatively limited score variability.

Furthermore, students’ learning motivation levels were categorized into three levels based on the criteria proposed by Azwar (2012), as follows: Low:  $X \leq 46$ . Moderate :  $46 \leq X < 56$  High :  $X \geq 56$ . Based on this classification, the distribution of students’ learning motivation levels is presented in Table 2.

Table 2. Distribution of Students’ Learning Motivation Levels

Learning Motivation Level	Frequency	Percent	Valid Percent	Cumulative Percent
Low	8	9.9%	9.9%	9.9%
Moderate	59	72.8%	72.8%	82.7%
High	14	17.3%	17.3%	100.0%
<b>Total</b>	<b>81</b>	<b>100%</b>	<b>100%</b>	

The analysis shows that 59 students (72.8%) exhibited a moderate level of learning motivation, while 14 students (17.3%) demonstrated high learning motivation, and 8 students (9.9%) were categorized as having low learning motivation. These findings indicate that students’ learning motivation in Akidah Akhlak is generally good, as most students possess a sufficiently strong learning drive.

However, this motivation has not yet reached an optimal level, particularly in terms of sustaining or enhancing learning enthusiasm consistently. This limitation appears to be associated with insufficient recognition or rewards and a lack of engaging learning activities. Field observations support these findings and were further confirmed by student responses, indicating that students felt they received limited appreciation during the learning process and experienced a lack of variety in classroom activities. Learning activities tended to be monotonous, with minimal use of creative media and limited opportunities for collaborative learning, which led students to become easily bored.

Therefore, it is essential for teachers to provide recognition for students’ learning efforts and to design more engaging and interactive learning activities. Such strategies are expected to enhance students’ learning motivation and sustain their enthusiasm in Akidah Akhlak instruction.

**The Relationship between Emotional Intelligence and Learning Motivation of Grade X and XI Students in Akidah Akhlak at SMK Addimyati Bandung**

To address the third research question, a Pearson Product–Moment correlation analysis was conducted to test the research hypothesis based on the available data. The results of the hypothesis testing are presented in Table 3.

Variables	Emotional Intelligence	Learning Motivation
<b>Emotional Intelligence</b>	Pearson Correlation	0,572
	Sig. (2-tailed)	0,000
	N	81
<b>Learning Motivation</b>	Pearson Correlation	0.572**
	Sig. (2-tailed)	0.000
	N	81

Note: Correlation is significant at the 0.01 level (2-tailed).

Based on the data analysis, the results indicate a statistically significant relationship between emotional intelligence and learning motivation among tenth- and eleventh-grade students in the Akidah Akhlak subject at SMK Addimyati Bandung. This is evidenced by a significance value (Sig.) of 0.000, which is smaller than the alpha level of 0.05. Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted, indicating the presence of a significant correlation between emotional intelligence and students' learning motivation.

Furthermore, the correlation coefficient ( $r = 0.572$ ) indicates a moderate positive relationship, suggesting that the strength of the correlation is fairly strong. This finding implies that changes in emotional intelligence tend to be accompanied by corresponding changes in learning motivation. In other words, higher levels of emotional intelligence are associated with higher levels of learning motivation, whereas lower emotional intelligence may contribute to decreased learning motivation among students.

## DISCUSSION

The findings of this study provide empirical evidence regarding students' emotional intelligence, learning motivation in Akidah Akhlak, and the relationship between these two variables among Grade X and XI students at SMK Addimyati Bandung. Overall, the results indicate that both emotional intelligence and learning motivation are predominantly at a moderate level, and there is a statistically significant positive relationship between the two constructs.

The descriptive analysis revealed that students' emotional intelligence generally falls within the moderate category. This finding suggests that most students possess basic emotional competencies, such as recognizing their own emotions, showing empathy, and maintaining interpersonal relationships. However, these abilities have not yet developed optimally. According to (Goleman, 2000) emotional intelligence is a set of skills that includes self-awareness, self-regulation, motivation, empathy, and social skills, which must be continuously nurtured through learning experiences and social interactions. The moderate level identified in this study indicates that while students have foundational emotional skills, they may still struggle with emotional regulation and adaptive responses in complex social situations.

Field observations further support this interpretation, as some students were found to have difficulties in managing emotions, sustaining motivation, and actively participating in emotionally demanding situations. This aligns with (Salovey & Mayer, 1990) conceptualization of emotional intelligence as a developing ability rather than a fixed trait, implying that educational environments play a critical role in strengthening students' emotional capacities. Without intentional instructional strategies and supportive school climates, students' emotional intelligence may remain at a functional but non-optimal level.

Similarly, the results related to students' learning motivation in Akidah Akhlak indicate that motivation levels are predominantly moderate. While most students demonstrate a sufficient drive to engage in learning activities, the lack of optimal motivation suggests that intrinsic enthusiasm and sustained engagement have not been fully achieved. According to Self-Determination Theory (Deci

& Ryan, 2012), learning motivation is strongly influenced by autonomy, competence, and relatedness. The observed moderate motivation level may reflect limited fulfillment of these psychological needs, particularly in terms of instructional variety and meaningful reinforcement.

The findings from classroom observations and student responses indicate that monotonous teaching methods and limited recognition for learning efforts may contribute to students' fluctuating motivation. This supports previous research indicating that learning motivation tends to decline when instructional practices lack creativity, interaction, and opportunities for collaboration (Hartnett, 2019). In the context of Akidah Akhlak instruction, which often emphasizes moral and affective learning, the absence of engaging pedagogical approaches may reduce students' emotional and motivational involvement (Firdaus et al., 2024).

The most significant finding of this study is the moderate positive correlation between emotional intelligence and learning motivation ( $r = 0.572, p < 0.01$ ). This result indicates that students with higher emotional intelligence tend to exhibit higher levels of learning motivation. The strength and direction of this relationship are consistent with theoretical perspectives that emphasize the role of emotional competence in academic engagement. Goleman (1998) argues that emotional intelligence directly influences motivation by enabling individuals to manage frustration, persist in the face of challenges, and regulate emotional responses during learning.

This finding is also supported by prior empirical studies. Research by (Lemberger-Truelove & Parker, 2023; MacCann et al., 2020) demonstrated that emotional intelligence is a significant predictor of academic motivation and engagement. Students who are emotionally intelligent are more capable of setting goals, managing stress, and maintaining positive attitudes toward learning. In contrast, lower emotional intelligence may hinder students' ability to cope with academic demands, leading to reduced motivation and disengagement.

The moderate correlation found in this study suggests that emotional intelligence is an important, but not the sole, determinant of learning motivation. Other factors such as teaching strategies, classroom climate, peer relationships, and reward systems also play a role in shaping students' motivation. This reinforces the multidimensional nature of learning motivation, as emphasized by educational psychology literature (Robinson, 2023).

Overall, the discussion highlights that enhancing students' emotional intelligence has the potential to positively influence their learning motivation, particularly in subjects such as Akidah Akhlak that emphasize moral, emotional, and character development. Teachers are therefore encouraged to integrate emotional intelligence development into instructional practices through reflective activities, collaborative learning, and supportive feedback. By doing so, schools can foster both emotional growth and sustained learning motivation among students.

## **CONCLUSION**

The findings indicate that students' emotional intelligence is generally at a good level, with 64.2% of students categorized as having moderate emotional intelligence. The majority of students possess basic abilities to recognize and understand their emotions, motivate themselves, demonstrate empathy, and develop social skills, although these abilities have not yet reached an optimal level. Similarly, students' learning motivation in the Akidah Akhlak subject is generally good, as 72.8% of students fall within the moderate motivation category. This suggests that students already have a sufficient level of learning drive.

The results further reveal a significant relationship between emotional intelligence and learning motivation among tenth- and eleventh-grade students in the Akidah Akhlak subject at SMK Addimyati Bandung. This is evidenced by a significance value (Sig.) of 0.000, which is lower than the 0.05 significance level, indicating that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. In addition, the correlation coefficient ( $r = 0.572$ ) indicates a moderate

positive relationship. This means that higher emotional intelligence is associated with higher learning motivation, while lower emotional intelligence has the potential to reduce students' learning motivation.

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