

**THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON
LEARNING MOTIVATION AND ITS IMPLICATIONS ON STUDENT
LEARNING OUTCOMES IN THE SUBJECT OF ECONOMICS
(A Survey on Grade X Social Science Students at SMAN 3 Tasikmalaya)**

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Abstract

This study investigates the correlation between emotional intelligence, learning motivation, and academic performance among 10th-grade Social Science students at SMAN 3 Tasikmalaya in the subject of Economics. Employing a quantitative survey-based approach with an explanatory survey research design, the research involves 107 students, using a saturated sample collection technique encompassing the entire population. Data was gathered through questionnaires, and statistical path analysis was utilized to explore both direct and indirect hypotheses. The findings revealed high scores in Learning Outcomes (6.997), Emotional Intelligence (5.395), and Learning Motivation (5.374). The direct hypothesis analysis demonstrates a significant influence of Emotional Intelligence on Learning Motivation and Learning Outcomes, while Learning Motivation alone does not significantly impact Learning Outcomes. Moreover, the indirect hypothesis analysis suggests that Emotional Intelligence does not exert a significant indirect effect on Learning Outcomes through Learning Motivation. This study sheds light on the significance of Emotional Intelligence in fostering Learning Motivation and subsequently impacting academic performance in Economics among high school students.

Keywords: *Emotional Intelligence, Learning Motivation, Learning Outcomes*

1. INTRODUCTION

In the realm of education, assessing student learning success involves considering various factors, with learning outcomes being a crucial measure. However, achieving these outcomes is not instantaneous; it involves a journey through various stages, including active participation in learning activities and undergoing assessments administered by teachers, such as the End-of-Semester Assessment. An evident concern arose after closely observing 10th-grade Social Science students at SMAN 3 Tasikmalaya and conducting interviews with economics teachers: a significant number of students were falling short of the Minimum Completeness Criteria (KKM) set at 75. This shortfall in learning outcomes suggests the presence of various factors, both external and internal to the students, such as emotional intelligence and learning motivation, which impact the results.

According to Goleman & Nevarez (2018), the majority of success in life, approximately 80%, is attributed to factors beyond intellectual intelligence (IQ), with emotional intelligence (EQ) being a key factor. IQ, on the other hand, contributes only 20% to one's success, implying that the balance between IQ and EQ is pivotal in determining students' motivation to learn. Goleman & Nevarez (2018) emphasizes that even a high IQ does not guarantee overall well-being, status, or life satisfaction. Our educational system tends to prioritize academic skills while undervaluing emotional

intelligence, despite the fact that emotional well-being is as critical as mathematical or reading abilities, requiring a distinct set of competencies. Therefore, it is imperative for students to focus on developing emotional intelligence, as emotional disturbances can significantly impact their mental well-being, with anxious, angry, fearful, or depressed students struggling to learn.

Echoing the views of Salovey & Mayer, adolescents with high emotional intelligence are more adept at utilizing emotions effectively in their studies, empathizing with peers and teachers, attentively absorbing information during class, promptly completing tasks, working independently, demonstrating enthusiasm for learning, and having clear learning objectives without external pressure (Juliana & No, 2017). This heightened emotional intelligence significantly influences their motivation to learn. While Gardner underscores the importance of emotional intelligence, which encompasses interpersonal skills, self-awareness, and the understanding of what motivates individuals to excel.

Furthermore, Goleman & Nevarez (2018) stresses the role of positive motivation in learning, comprising enthusiasm, passion, and self-confidence in achieving success. According to Sardiman, learning motivation is the internal driving force in students that trigger learning activities, ensures their continuity, and directs these activities towards achieving their desired goals (Ricardo & Meilani, 2017). Interviews with economics teachers revealed that some students find it challenging to remain focused during lessons, often getting distracted by their electronic devices. In addition to intellectual intelligence, educators must also consider emotional intelligence. When students possess strong emotional intelligence, they can self-motivate and actively engage in productive learning activities, which, in turn, can significantly impact their learning outcomes. This resonates with Goleman & Nevarez (2018) assertion that emotional intelligence is the foundational skill that profoundly influences other abilities. Consequently, it is plausible that the emotional intelligence and motivation of students play a substantial role in determining their learning outcomes, particularly among 10th-grade Social Science students at SMAN 3 Tasikmalaya. While several factors can influence learning success, the factors originating within the students themselves are of utmost importance.

In light of these observations and insights, the aim of this research is to investigate and understand the intricate relationship between emotional intelligence, learning motivation, and student learning outcomes, with a specific focus on 10th-grade Social Science students at SMAN 3 Tasikmalaya. By delving into these factors, this study seeks to contribute to the enhancement of educational practices and policies, ultimately fostering a more supportive and effective learning environment for students, where emotional intelligence and motivation play a crucial role in achieving desirable learning outcomes.

2. LITERATURE REVIEW

2.1. Concept of Learning Outcomes

According to Watson, learning outcomes can be defined as when learners who previously could not perform a particular task become capable of doing so (Rike Andriani, 2019). Furthermore, Hamdan & Khader explain that learning outcomes serve as the basis for measuring and reporting students' academic achievements. They are also

key in developing more effective learning designs that align what students are meant to learn with how they will be assessed (Ricardo & Meilani, 2017).

Sudjana defines students' learning outcomes as a change in behavior that encompasses various aspects, including cognitive abilities, psychomotor skills, and affective abilities (Payung, Ramadhan, & Budiarsa, 2016). Additionally, Rusman elaborates that learning outcomes encompass a range of experiences acquired by students that include cognitive, affective, and psychomotor domains (Jaenudin & Koryati, 2017). Furthermore, Hamalik states that learning outcomes reflect an individual's level of mastery in a particular field of knowledge after undergoing the teaching and learning process (Daud, 2012). Similarly, Purwanto describes learning outcomes as changes in behavior that occur after participating in the teaching and learning process in line with educational objectives (Yudha, 2018).

Gagne suggests that learning outcomes can be measured through various indicators (Priansa, 2017), including:

- a. Intellectual Skills, which are related to how an individual performs activities or solves problems using their acquired knowledge.
- b. Cognitive Strategies, which are specific skills that are vital for students to develop their own ways of learning and decision-making.
- c. Verbal Information, which refers to learning outcomes in the form of verbal information and knowledge. The ability to demonstrate this knowledge involves stating or mentioning the information in a meaningful context.
- d. Motor Skills, which pertain to learning outcomes related to physical movements, such as articulating language, actively participating in the classroom, typing, and so on.
- e. Attitudes, which represent learning outcomes associated with ethical values, behavior, and morality, such as responsibility, honesty, and discipline.

Slameto identifies two factors influencing learning outcomes, namely internal and external factors (Rahmawati, 2014). Internal factors include aspects within the individual who is learning and encompass physical factors (health and physical disabilities) and psychological factors (intelligence, attention, interest, discipline, motivation, learning methods, and fatigue levels). External factors involve factors outside the individual and encompass family environment (parenting styles, family member relationships, household atmosphere, family economic conditions, parental attention, and cultural backgrounds), school factors (teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, teaching materials, learning time, teaching standards beyond the required level, school facilities, learning facilities, teaching methods, homework), and community factors (student activities in the community, mass media, peer relationships, and community lifestyle).

2.2. Emotional Intelligence

Emotional intelligence was first introduced by psychologists John Mayer from the University of New Hampshire and Peter Salovey from Harvard University in 1990. They defined emotional intelligence as a subset of social intelligence involving the ability to monitor one's own feelings and those of others, to discriminate among them, and to use this information to guide one's thinking and actions (Hm, 2016). Meanwhile, Agus Effendi describes emotional intelligence as the intelligence that focuses on understanding, recognizing, experiencing, managing, and leading one's own and others' emotions, and applying them in personal and social life (Wibowo & Marzuki, 2015). This intelligence

encompasses understanding, recognizing, enhancing, managing, and leading one's own motivation and that of others to optimize energy, information, relationships, and influence for desired and predetermined goals.

Dadang posits that emotional intelligence is the ability to detect and process one's own emotions as well as those of others (Payung et al., 2016). It is based on the relationship between feelings, character, and moral instincts, which include self-control, enthusiasm, and perseverance, adaptability, personal problem-solving, anger management, and self-motivation, particularly in the learning process. Furthermore, Cooper and Sawaf define emotional intelligence as the ability to perceive, understand, and effectively apply the power and sensitivity of emotions as a source of human energy, information, connection, and influence (Daud, 2012).

Mashar explains that emotional intelligence is the ability to recognize, manage, and control emotions to respond positively to situations that trigger emotional responses (Farhan, Hakim, & Apriyanto, 2022). Goleman (2018:56) identifies five primary aspects that constitute emotional intelligence:

- a. Ability to Recognize One's Own Emotions, which involves self-awareness and the ability to identify one's own emotions.
- b. Ability to Manage Emotions, which is about controlling and regulating one's emotions to avoid adverse effects on oneself and one's surroundings.
- c. Self-Motivation, which pertains to the capability to inspire oneself to engage in an activity. For instance, when someone feels lazy about performing a task, they can build motivation to complete it.
- d. Ability to Recognize Emotions in Others, which involves empathy and the ability to understand the emotions of others.
- e. Ability to Build Relationships, which encompasses social skills and the capacity to manage other people's emotions, thereby developing social skills and fostering extensive relationships.

2.3. Learning Motivation

According to Purnomo (2019), motivation derives from the word "motive," which means "a force that drives an individual to perform an action or deed." Hilgard (1953) as cited in Daud (2012) explains that motivation is a "condition that prompts an individual to engage in activities to achieve their desired goals." Subroto describes motivation as the state that drives individuals to engage in activities aimed at achieving their goals (Farhan et al., 2022). According to Abraham Maslow, learning motivation falls under the category of a need for self-development to enable individuals to excel, be creative, and do better (Sarnoto & Romli, 2019). McCoach & Siegle state that what sets students apart is their learning motivation, with some students maximizing their learning potential while others do not (Ricardo & Meilani, 2017).

Uno B. Hamzah (2023) identifies the indicators of learning motivation as follows:

- a. Having a Desire and Willingness to Engage in Activities
The presence of a desire leads individuals or students to manifest their willingness to engage in activities. In this context, activities refer to completing tasks or assignments.
- b. Having Encouragement and the Need to Engage in Activities
The existence of a need triggers self-encouragement to engage in activities.
- c. Having Hopes and Aspirations

Since humans inherently have aspirations and hopes for their lives, these can become motivating factors for individuals or students to engage in positive activities for their future. Their hopes and aspirations can drive them to undertake various activities.

d. **Recognition and Respect for Oneself**

Everyone appreciates recognition and praise. When an individual receives acknowledgment and praise, they feel respected. This recognition further motivates them to be more enthusiastic about their activities, with the goal of receiving recognition again. The same applies to the learning process: when students receive acknowledgment or praise from teachers, it can boost their learning motivation.

e. **Having a Good and Effective Environment**

The environment significantly affects the motivation of individuals, including students. When someone is in a positive environment that motivates them to learn, they become motivated due to their surroundings. Conversely, if someone is in a negative environment that lacks motivation for learning, their motivation to learn diminishes.

f. **Engaging in Interesting Activities**

People naturally favor engaging and interesting activities. The same holds true for students. When a teacher conducts a captivating learning process, students' motivation and interest increase, making them more engaged in the learning experience.

3. RESEARCH METHODS

In this research, the author employed a quantitative research method using a survey research design. As Creswell (2013) describe, "quantitative research is an approach to test objective theories by examining the relationships between variables." In this study, the author conducted a survey with an explanatory survey research design aimed at explaining the causal relationship between the variables under investigation. The research's primary objective is to determine whether emotional intelligence has an impact on learning outcomes through learning motivation. The population of this study comprises all 107 tenth-grade students majoring in social sciences at SMAN 3 Tasikmalaya, specifically in the subject of economics. The sampling technique employed in this research is Non-probability Sampling with a Saturated Sample technique. The total number of samples or respondents for this study is 107. The following is the conceptual framework of this research:

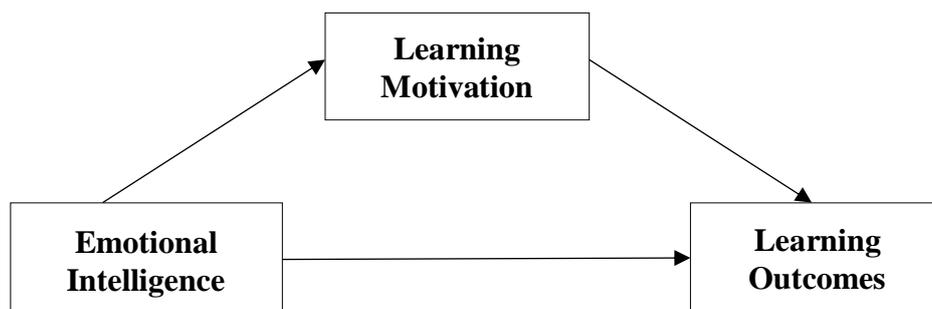


Figure 1. Path Diagram Analysis

4. RESULTS AND DISCUSSION

Table 1. Data on Average Student Score

Class	Average	Minimum Completeness Criteria (KKM)
X Social Science 1	63	75
X Social Science 2	46	75
X Social Science 3	35	75

4.1. Research Results

This section describes the results of research on research variables. Learning outcome variables are categorized based on the interval level value, divided into four categories as follows:

Table 2. Classification of Ratings for Each Learning Outcome Indicator

Value	Interpretation
2.568 – 4.494	Very Low
4.495 – 6.421	Low
6.422 – 8.348	High
8.349 – 10.275	Very High

Based on the calculations above, the total value of all respondent answers regarding learning outcomes is found to be 6.997, falling within the range of 6.422 to 8.348, categorized as high. This indicates that the learning outcomes of 10th-grade social science students at SMAN 3 Tasikmalaya in the subject of economics are classified as high.

Furthermore, the emotional intelligence variable is categorized into four categories based on its interval values, as follows:

**Table 3. Classification of Assessment
for Each Emotional Intelligence Indicator**

Value	Interpretation
1.926 – 3.371	Very Low
3.372 – 4.817	Low
4.818 – 6.263	High
6.264 – 7.709	Very High

Based on the calculations above, the total value of all respondent answers regarding emotional intelligence is found to be 5.395, falling within the range of 4.818 to 6.263, categorized as high. This indicates that emotional intelligence among 10th-grade social science students at SMAN 3 Tasikmalaya in the subject of economics falls into the high classification.

Furthermore, the learning motivation variable is categorized into four categories based on its interval values, as follows:

**Table 4. Classification of Assessment
for Each Learning Motivation Indicator**

Value	Interpretation
1.926 – 3.371	Very Low
3.372 – 4.817	Low
4.818 – 6.263	High
6.264 – 7.709	Very High

Based on the calculations above, the total value of all respondent answers regarding learning motivation is found to be 5.374, falling within the range of 4.818 to 6.263, categorized as high.

4.2. Data Analysis

4.2.1. Analysis Prerequisites

A. Normality Test

Table 5. Summary of Normality Test Results

Variables	Kolmogorov-Smirnov	Asymp.Sig. (2-tailed)	Conclusion
Unstandardized Residual	0,053	0,200	Normal
Unstandardized Residual	0,061	0,200	Normal

In both cases, the p-value (Asymptotic Significance) is greater than the common significance level of 0.05, suggesting that there is no strong evidence to reject the hypothesis that the data follows a normal distribution. Therefore, we can assume that these variables are approximately normally distributed.

B. Linearity Test

Table 6. Summary of Linearity Test Results

No.	Variables		Sig.	Conclusion
	Independent	Dependent		
1	Emotional intelligence	Learning outcomes	0,068	Linier
2	Learning motivation	Learning outcomes	0,428	
3	Emotional intelligence	Learning motivation	0,939	

C. Heteroscedasticity Test

Table 7. Summary of Heteroscedasticity Test Results

No.	Variable		Sig.	Conclusion
	Independent	Dependent		
1	Emotional intelligence	Learning outcomes	0,266	No heteroscedasticity
2	Learning motivation	Learning outcomes	0,174	
3	Emotional intelligence	Learning motivation	0,270	

In summary, for all three pairs of variables, the tests do not provide strong evidence of heteroscedasticity, and the conclusion in each case suggests "No heteroscedasticity." This indicates that the variances of the errors in the regression models are relatively consistent across different levels of the independent variables in your analysis.

4.3. Analysis Prerequisites

4.3.1. Direct Effects

Table 8. Summary of Path Analysis Test

No	Variable		Sig.	Conclusion
	Independent	Dependent		
1	Emotional intelligence (X)	Learning motivation (Z)	0,000	H0 rejected
2	Emotional intelligence (X)	Learning outcomes (Y)	0,000	H0 rejected
3	Learning motivation (Z)	Learning outcomes (Y)	0,157	H0 accepted

In summary, the path analysis test results show that there are significant relationships between Emotional Intelligence and Learning Motivation, as well as between Emotional Intelligence and Learning Outcomes. However, there is no significant relationship between Learning Motivation and Learning Outcomes, as indicated by the acceptance of the null hypothesis for the third pair of variables.

4.3.2. Indirect Influence

Table 8. Summary of Path Analysis Test

No	Variables		t-statistic	t-table	Conclusion
	Independent	Dependent			
1	Emotional intelligence (X) Learning outcomes (Y) Through Learning motivation (Z)		0,060	1,982	Ho accepted

In this context, the analysis suggests that the path from Emotional Intelligence to Learning Outcomes through Learning Motivation is not statistically significant, as indicated by the acceptance of the null hypothesis.

4.4. Discussion

4.4.1. The Influence of Emotional Intelligence on Learning Motivation

Based on the research results, emotional intelligence has a direct influence on the learning motivation of 10th-grade social science students at SMAN 3 Tasikmalaya in the subject of economics. The variables of emotional intelligence and learning motivation in this study both show a value of 0.693 in the Interval Level Value (ILV), which falls into the high category. This indicates that the students possess both good emotional intelligence and learning motivation.

This finding is in line with the opinion of Li & Leung (2011) (Risdayanti & Duryati, 2022: 508), stating that individuals with emotional intelligence find it easier to receive stimulation or motivation for learning. It also aligns with the research conducted by Risdayanti and Duryati (2022) at the Department of Psychology, Faculty of Education, Universitas Negeri Padang, which found that emotional intelligence has a significant positive impact on student learning motivation. This explanation sheds light on the influence of emotional intelligence on learning motivation, with students possessing high emotional intelligence being highly self-motivated to learn, whereas individuals with low emotional intelligence may experience a lack of motivation to learn.

4.4.2. Influence of Emotional Intelligence on Learning Outcomes

Based on the research results, emotional intelligence has a direct influence on the learning outcomes of 10th-grade social science students at SMAN 3 Tasikmalaya in the subject of economics, with a value of 0.736. Both the emotional intelligence and learning outcomes variables in this study fall into the high category with an Interval Level Value (ILV).

This research is consistent with the study conducted by Utami, Damayanti, & Ismail (2020) at the Faculty of Tarbiyah and Teaching, Universitas Islam Negeri Alauddin Makassar, which found that emotional intelligence significantly influences the learning outcomes of 12th-grade students at SMA Negeri 1 Pangkep, contributing 39.4%, while 60.6% is influenced by other variables not examined in this research.

4.4.3. Influence of Learning Motivation on Learning Outcomes

Based on the research results, learning motivation does not have a direct influence on the learning outcomes of 10th-grade social science students at SMAN 3 Tasikmalaya in the subject of economics, with a value of 0.112. Both the learning motivation and learning outcomes variables in this study fall into the high category with an Interval Level Value (ILV).

This research finding indicates that while learning motivation does not have a significant direct impact on learning outcomes, it does not imply that learning motivation has no influence on learning outcomes at all. However, the role of learning motivation as a mediator between emotional intelligence and learning outcomes is not strong. Psychological factors and emotional intelligence play a significant role in learning outcomes. When students can manage their emotional intelligence effectively, they can achieve maximum learning results. Learning motivation plays a role in this, as good emotional intelligence allows students to self-motivate for learning. Therefore, learning motivation is always related to and influences students' learning success, even though this influence is not always strong.

This research result is supported by a study conducted by Razzazal (2017) at the Economic Education Study Program, FKIP Untan. Their study found that learning

motivation does not have a significant impact on learning outcomes in economics for 10th-grade students at SMA Negeri 2 Sungai Ambawang. The study revealed that the contribution of the independent variable (X), which is learning motivation, to the dependent variable (Y), which is learning outcomes, is 5%, while 95% is influenced by other variables not investigated in the research.

4.4.4. Influence of Entrepreneurial Mindset on Entrepreneurial Decisions through Entrepreneurial Interest

Based on the research results, emotional intelligence does not have a direct influence on learning outcomes when mediated by learning motivation for 10th-grade social science students at SMAN 3 Tasikmalaya in the subject of economics, with a percentage of 81.3%. The remaining 18.7% is influenced by unexamined variables. Both emotional intelligence and learning motivation variables fall into the high category in the Interval Level Value (ILV).

This research finding indicates that emotional intelligence does not have a significant direct impact on learning outcomes when mediated by learning motivation. However, this does not mean that emotional intelligence has no influence on learning outcomes when mediated by learning motivation. Instead, the role played by learning motivation in mediating the influence of emotional intelligence on learning outcomes is not strong. When students can manage their emotions effectively, such as overcoming laziness or rekindling their learning enthusiasm when feeling bored, they can stimulate their learning motivation. If students can manage both aspects well, it will positively affect their learning outcomes.

The relationship between emotional intelligence, learning motivation, and learning outcomes is dynamic and complex. The absence of an indirect influence of emotional intelligence on learning outcomes through learning motivation can be due to the many other factors that influence learning outcomes. As suggested by Slameto in Higuaita & Harnanik (2017), factors that influence learning outcomes include internal factors like health, physical disabilities, psychological factors (intelligence, attention, interests, talents, motives, maturity, readiness) and external factors such as family (parenting methods, family member relationships, household atmosphere, family economic conditions, parental understanding, cultural background), school (teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, teaching aids, school hours, above-average subject standards, building conditions, teaching methods, homework), and the community (student activities in the community, mass media, friendships, community lifestyle). Similarly, according to Gunawan (Astiti et al., 2021: 20), "learning motivation as a mediating variable is presumed to have no influence on learning outcomes because differences in an individual's motivation are one of the factors causing learning outcomes to not be influenced by learning motivation."

Based on the data analysis conducted, the researcher concludes that the entrepreneurial mindset significantly indirectly influences entrepreneurial decisions through entrepreneurial interest among students at FKIP Universitas Siliwangi from the 2019-2022 class.

5. CONCLUSION

The research results indicate that emotional intelligence has a significant direct impact on the learning motivation and learning outcomes of 10th-grade students in the Social Sciences track at SMAN 3 Tasikmalaya, specifically in the subject of economics. A high level of emotional intelligence positively influences both learning motivation and learning outcomes, whereas learning motivation does not significantly affect learning outcomes. Furthermore, emotional intelligence does not have a significant impact on learning outcomes through the mediation of students' learning motivation.

Based on the research findings, it is recommended that students learn to understand and manage their emotional intelligence to enhance their learning motivation and learning outcomes. For teachers and the school, it is suggested to consider the emotional intelligence of students and create an enjoyable and engaging learning environment. Future research should consider other factors influencing learning outcomes, both internal and external to the students, and further explore the influence of emotional intelligence on learning motivation and learning outcomes with a larger sample size.

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