

## Emotional Intelligence and Spiritual Intelligence on Student Learning Motivation

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### ABSTRACT

*The purpose of this study is to examine the influence of emotional intelligence and spiritual intelligence on students' learning motivation. The research method employed in this study is quantitative with multiple linear regression analysis. The research was conducted at Sekolah Tinggi Teologi Injili Indonesia Surabaya, and the findings indicate that emotional intelligence and spiritual intelligence have a significant effect on students' learning motivation, accounting for 61.5% of the variance. Specifically, emotional intelligence has a 70.6% effect on learning motivation, while spiritual intelligence has a 76.9% effect.*

**Research Contribution:** *This study highlights the importance of emotional intelligence and spiritual intelligence in influencing students' learning motivation at Sekolah Tinggi Teologi Injili Indonesia Surabaya. Therefore, educational institutions, particularly Sekolah Tinggi Teologi Injili Indonesia Surabaya, should focus on organizing student activities that promote the development of emotional and spiritual intelligence. Furthermore, educators should employ innovative teaching methods to enhance students' emotional and spiritual intelligence, ultimately leading to increased learning motivation among students.*

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

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### INTRODUCTION

This research is motivated by the differences of opinions arising from previous studies that link emotional intelligence and spiritual intelligence with learning motivation and individual achievement or success. According to Dalinur, spiritual intelligence and emotional intelligence have a positive influence, either simultaneously or

partially. The magnitude effect of this positive influence is not exactly the same, with greater effects seen in spiritual intelligence compared to emotional intelligence (M. Nur & Puspita Dewi, 2019). Similar findings were shown by Thalib and Dahlan (Thalib, 2020). Noerpratama and Indrawati found that individuals with low spiritual intelligence have low learning motivation. In contrast, individuals with high spiritual intelligence tend to have high motivation in learning ("Relationship Between Spiritual Intelligence and Learning Motivation of Class X High School Students," 2018). Pratiwi (Ni Putu Trisna Windika Pratiwi, 2019) and Ashshidieqy (Ashshidieqy, 2018) argue that high academic achievement can be achieved by individuals who are motivated to learn and have high spiritual intelligence. However, this contradicts Smartt's opinion, which states that high academic achievement cannot be solely measured by an individual's spiritual intelligence (Smartt, nd).

Motivation directs behavior towards specific goals, leading to increased effort, initiative, persistence, improved performance, and cognitive processes (Tohidi & Jabbari, 2012). Learning motivation is an essential factor in learning, and student success depends on their level of motivation (Filgona et al., 2020). Therefore, a lack of motivation can become a significant obstacle in achieving success. Busato, Prins, Elshout, and Hamaker also stated that intellectual abilities and motivation are linked to academic success (Busato et al., 2000). According to Stewart, Bachman, and Johnson, motivational orientation acts as a driving force that encourages individuals to engage in tasks (Stewart et al., 2010). Students who lack learning motivation may experience frustration and annoyance, which can hinder their productivity and well-being (Legault et al., 2006). Skinner and Belmont noted that the contribution and involvement of students in the learning environment are influenced by their level of motivation. Students with high motivation tend to engage in activities voluntarily, even without external rewards. However, students with low motivation may need external expectations to encourage their participation in teaching and learning activities (Skinner et al., 1993). Kushman, Sieber, and Harold (as quoted by Broussard) indicated that a reduction in dropout rates and an increase in student success rates are related to student motivation in learning (Broussard & Garrison, 2004).

Learning motivation is closely related to one's emotional state, as demonstrated by research conducted by Mega, Ronconi, and De Beni, which shows that students' emotions affect their independent learning, learning motivation, and ultimately academic achievement (Mega et al., 2014). Emotional intelligence is a specific concept that is related to this emotion. Salovey and Mayer argue that emotional intelligence is part of social intelligence, and emotionally intelligent individuals are able to understand their own feelings and emotions as well as those of others, and can use this understanding to guide their thoughts and actions (Salovey & Mayer, 1990). Goleman expands on this by stating that emotional intelligence allows a person to motivate themselves, control their urges and emotions, regulate their moods, and exhibit empathy and hope (Goleman, 1995). Additionally, emotional intelligence consists of five components: recognizing one's own emotions, managing emotions, motivating oneself, recognizing other people's emotions, and building relationships (Mayer et al., 2008). Emotional intelligence is a skill that can be created, trained, and developed, and good emotions can be maintained and negative ones can be reduced or eliminated (Goleman, 1995).

In an academic setting, emotional intelligence enables individuals to communicate effectively, lead, and cooperate with others, resulting in better social and academic performance (Baloch et al., 2014). Emotionally intelligent students tend to be more successful in their academic achievements, as shown by Saud (2019) and Farooq (2003), who found that there is a significant relationship between emotional intelligence and academic performance. Students who possess high emotional intelligence also exhibit strong interpersonal skills, adaptation skills, and stress and mood management skills (Farooq, 2003). Fallahzadeh (2011) found that emotional

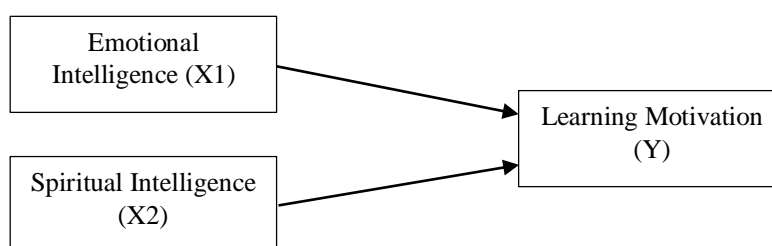
intelligence affects behavior, stress management, mindset, and personality, all of which have a significant impact on academic achievement. Chinyere and Afeez (2019) also revealed a significant relationship between emotional intelligence and student learning motivation, and Tam et al. (2021) demonstrated that increasing students' emotional intelligence leads to increased learning motivation and ultimately academic achievement.

Apart from being influenced by emotional intelligence, it appears that student achievement and motivation are also influenced by spiritual intelligence. Zohar and Marshall describe spiritual intelligence as the intelligence of the soul, which can be characterized by flexibility, self-awareness, the capacity to face and use suffering, the ability to face and overcome pain, reluctance to cause unnecessary damage, a tendency to see the relationship between things, the ability to work against convention, and the ability to be a servant leader (Zohar, 2001). According to Vaughan, spiritual intelligence depends on the capacity to see things from multiple perspectives, recognize connections between one's perceptions, beliefs, and behavior in life (Vaughan, 2002). Spiritual intelligence is the unique ability to perceive, feel, evaluate, create, and act beyond self-centered motives and towards spiritual meaning (Gan, 2008). Furthermore, spiritual intelligence is interpreted as a person's capacity to improve their welfare in everyday life by demonstrating spiritual qualities (Amram, 2007).

Given the above descriptions, researchers are interested in examining the relationship between emotional intelligence, spiritual intelligence, and student learning motivation at Sekolah Tinggi Teologi Injili Indonesia Surabaya. The anticipated outcome of this study is to determine whether emotional intelligence and spiritual intelligence have an impact on student learning motivation at Sekolah Tinggi Teologi Injili Indonesia Surabaya.

## RESEARCH METHOD

The method utilized in this study is quantitative, employing multiple linear regression analysis. This study comprises three variables, consisting of two independent variables, namely Emotional Intelligence and Spiritual Intelligence, and a dependent variable, which is Learning Motivation.



## RESULTS AND DISCUSSION

### Validity and Reliability Test

#### Instrument Validity and Reliability Test

Variable	Number of Items			CITC	$\alpha$ Cronbach
	Test Try	Valid and Reliable	Dropped Items		
Emotional Intelligence	10	10	-	0.341 - 0.687	0.839
Spiritual Intelligence	8	8	-	0.536 - 0.737	0.861

This article describes the results of the validity and reliability tests for variables in emotional intelligence research. The emotional intelligence scale comprised 10 items, and no items were dropped during SPSS calculations due to CITC coefficients ranging from 0.341 to 0.687. The reliability test resulted in a score of 0.839, indicating that the emotional intelligence scale is reliable.

Furthermore, the table illustrates the results of the validity and reliability tests for variables in spiritual intelligence research. The spiritual intelligence scale consisted of 8 items, and no items were dropped during SPSS calculations because the CITC coefficient ranged from 0.536 to 0.737. The reliability test resulted in a score of 0.861, indicating that the spiritual intelligence scale is also reliable.

## Hypothesis Testing

### Major Hypothesis Results

Hypothesis testing was conducted to determine the impact of emotional intelligence and spiritual intelligence on students' learning motivation. Multiple regression analysis was employed to examine the effect of emotional intelligence and spiritual intelligence on students' learning motivation. The results of this analysis are presented in table below, which shows the impact of emotional intelligence and spiritual intelligence on students' learning motivation.

#### Multiple Linear Regression Test Results

Variable Relations	R	R <sup>2</sup>	P	Information
Emotional Intelligence , Spiritual Intelligence And Student Motivation	0.784	0.615	0.000	There is a Relationship

The multiple regression analysis yielded a value of  $R = 0.784$ ,  $R^2 = 0.615$ , and  $P = 0.000 (< 0.05)$  for the major hypothesis, leading to the rejection of  $H_0$ . Hence, there is a significant correlation between emotional intelligence, spiritual intelligence, and student learning motivation. The R Square value of 0.615 indicates that 61.5% of student learning motivation is influenced by emotional intelligence and spiritual intelligence, while 38.5% is attributed to other factors.

### Minor Hypothesis Test

The influence of emotional intelligence and spiritual intelligence on student learning motivation was evaluated using Pearson Product Moment Correlation. The results of the test are shown in the table below:

#### Test Results Minor Hypothesis

Variable Relations	R	P	Information
Emotional Intelligence – Student Motivation	0.706	0.000	There is a Relationship
Spiritual Intelligence – Student Motivation	0.769	0.000	There is a Relationship

#### Minor Hypothesis Test Results between Emotional Intelligence - Student Motivation

The results of the minor hypothesis tests, evaluating the influence of emotional intelligence and spiritual intelligence on student learning motivation, are presented below. For the influence of emotional intelligence on student motivation, the hypothesis was rejected, indicating a positive correlation between emotional intelligence

and student motivation with an R value of 0.706 and a P value of 0.000 (<0.05). The positive correlation coefficient (R) suggests that higher emotional intelligence leads to higher student motivation. The effective contribution of emotional intelligence to student motivation is 0.498 or 49.8%. This means that 49.8% of the variation in student motivation can be attributed to emotional intelligence, while the rest is due to other factors.

#### Minor Hypothesis Test Results between Spiritual Intelligence - Student Motivation

Similarly, for the influence of spiritual intelligence on student motivation, the hypothesis was rejected, showing a positive correlation with an R value of 0.769 and a P value of 0.000 (<0.05). The positive correlation coefficient (R) indicates that higher spiritual intelligence results in higher student motivation. The effective contribution of spiritual intelligence to student motivation is 0.591 or 59.1%. This means that 59.1% of the variation in student motivation can be explained by spiritual intelligence, while the rest is due to other factors.

### CONCLUSION

The results of this study indicate that Emotional Intelligence has a greater influence on Learning Motivation when supported by Spiritual Intelligence, as evidenced by the R value of Emotional Intelligence at 0.706 and the R value of Spiritual Intelligence at 0.769. However, when considered together, Emotional Intelligence and Spiritual Intelligence produce an even greater R value of 0.784. Additionally, the study found that Spiritual Intelligence has a more dominant influence in shaping the Learning Motivation of Sekolah Tinggi Teologi Injili Indonesia Surabaya students. The Multiple Linear Regression equation in this study ( $Y' = 4.152 + 0.238 X_1 + 0.608 X_2$ ) shows that increasing Emotional Intelligence by one unit will result in an increase of 0.238 units in Student Learning Motivation, while increasing Spiritual Intelligence by one unit will result in an increase of 0.608 units in Student Learning Motivation.

**As a contribution to research:** This study highlights the importance of Emotional Intelligence and Spiritual Intelligence in affecting the Learning Motivation of Sekolah Tinggi Teologi Injili Indonesia Surabaya students. Therefore, educational institutions, particularly Sekolah Tinggi Teologi Injili Indonesia Surabaya, should intensify student programs that aim to improve emotional and spiritual intelligence. Educators should also innovate in their teaching methods to help students enhance their emotional and spiritual intelligence.

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