

ANALYSIS OF THE ROLE OF EMOTIONAL INTELLIGENCE INCREASING LEARNING MOTIVATION CRITICAL PEDAGOGIC PERSPECTIVE

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Abstract

This paper aims to analyse the role of emotional intelligence in enhancing students' learning motivation from Daniel Goleman's perspective. The method used by the author is a literature review, collecting data from primary sources, particularly the book "Emotional Intelligence: Why It Can Matter More Than IQ" by Daniel Goleman. This is supplemented with findings from previous research relevant to the studied topic. After data collection, a selection process is conducted, followed by a conclusion. The data is then analysed descriptively and further examined through content analysis. The study results reveal that, as explained by Goleman, emotional intelligence refers to the ability to monitor and manage oneself and others regarding emotions, feelings, and behaviours. Students with good emotional intelligence tend to have higher learning motivation. Emotional intelligence plays a role in learning motivation by enhancing stress management, fostering perseverance, building self-awareness, encouraging a positive attitude toward learning, and improving the ability to cope with failure.

Keywords: Emotional Intelligence, Learning Motivation, Daniel Goleman

Abstrak

Tulisan ini bertujuan untuk menganalisis bagaimana peran kecerdasan emosional dalam meningkatkan motivasi belajar siswa perspektif Daniel Goleman. Metode yang penulis gunakan adalah studi pustaka dengan pengumpulan data melalui sumber primer dari buku yang berjudul "Emotional Intelligence: Why It Can Matter More than IQ" karya Daniel Goleman". Kemudian dilengkapi dengan hasil penelitian terdahulu yang relevan dengan topik yang dikaji. Setelah data terkumpul, dilakukan seleksi data, dan dilanjutkan dengan penarikan kesimpulan. Selanjutnya data dianalisis secara deskriptif dan dilanjutkan dengan content analisis. Hasil penelitian menunjukkan bahwa Kecerdasan emosional dalam Goleman dijelaskan sebagai suatu kemampuan untuk mengawal serta mengelola diri sendiri dan orang lain dari pada aspek perasaan, tingkah laku serta emosi. Peserta didik yang memiliki kecerdasan emosional baik cenderung memiliki motivasi belajar tinggi. Kecerdasan emosional memiliki peran terhadap motivasi belajar diantaranya untuk meningkatkan kemampuan dalam mengelola stress, mendorong ketekunan, membangun kesadaran diri, mendorong sikap positif dalam belajar, serta meningkatkan kemampuan untuk menghadapi kegagalan.

Kata kunci: Emotional Intelligence, Learning Motivation, Daniel Goleman

INTRODUCTION

Education is a conscious effort made to grow and develop physical and spiritual potential to follow the values that exist in a society. It is also said that the purpose of education is to develop the potential that exists in students so that they can be useful for the interests of their lives, both as individuals and as citizens of society and the state (Wahab, 2022). To achieve this goal, it is necessary to make planned efforts such as selecting materials, activity strategies, or selecting appropriate assessment techniques. In addition, what is no less important to understand, especially for educators, is how students' motivation and thinking skills are. Learning motivation is the encouragement that arises in students, either in the form of passion, enthusiasm or pleasure to do something that exists in the learning process to achieve goals. It can be said that the learning motivation of Indonesian students tends to be low. The low motivation to learn, especially in the subjects of Islamic religious education and ethics, in Ermawati, (2023) Explained because of the cause, namely the monotony of the methods applied by educators and the many perceptions of students about the subject of Islamic religious education and ethics that are considered boring and unpleasant. In addition, many other factors affect low motivation to learn, one of which is emotional intelligence.

There has been a lot of discussion about emotional intelligence and learning motivation, both in books and previous research articles. However, it is still rare to find writings that discuss the role of emotional intelligence in increasing motivation to learn Daniel Goleman's perspective. As in the article "The Relationship of Emotional Intelligence with Learning Motivation in Students at SMP Negeri 8 Bukittinggi", "The Similarity of Az-Zarnuji Learning Approach and Daniel Goleman's Emotional Intelligence", "The Impact of Emotional Intelligence on Islamic Religious Education Teachers with Education Stakeholders: A Qualitative Study", and the article entitled "The Influence of Emotional Intelligence on Learning Motivation in Islamic Boarding School Students".

The difference with this paper is the focus of the discussion on the role of emotional intelligence in student learning motivation from Daniel Goleman's perspective. So the purpose of this paper is to analyse how Daniel Goleman expresses emotional intelligence and what factors affect it, how Daniel Goleman explains learning motivation, and how Daniel Goleman analyses the role of emotional intelligence in increasing learning motivation. So that the existence of this article has implications for readers, especially those who are active in the field of education, the a need to increase emotional intelligence in each student so that this will have an impact on their motivation to learn. The difference with this paper is the focus of the discussion on the role of emotional intelligence in student learning motivation from Daniel Goleman's perspective. So the purpose of this paper is to analyse how Daniel Goleman expresses emotional intelligence and what factors affect it, how Daniel Goleman explains learning motivation, and how Daniel Goleman analyses the role of emotional intelligence in increasing learning motivation. So that the existence of this article has implications for readers, especially those who are active in the field of education, the a need to increase emotional intelligence in each student so that this will have an impact on their motivation to learn.

Daniel Goleman, a psychologist who popularised the concept of emotional intelligence, emphasises that emotional intelligence is as important as intellectual intelligence in determining a person's success (Volungis dkk., 2020). In the context of education, Goleman explains that emotional intelligence includes the ability to recognise and manage one's own emotions, understand the emotions of others, motivate oneself, and build positive relationships (Verrastro dkk., 2020). These components are very relevant in the learning process because emotionally intelligent students tend to be more resilient in facing academic challenges, more focused on achieving goals, and more cooperative in group learning environments. Goleman also emphasises that emotional intelligence can be learned and developed, making it a valuable aspect of character education in schools.

Learning motivation, according to Goleman, is closely related to emotional self-awareness and self-regulation. Students who are aware of their emotions are more likely to recognize what they enjoy learning and what inhibits their progress. With good emotional regulation, they are able to stay calm, focused, and persistent even when faced with difficulties. This emotional resilience becomes a driving force that motivates students to keep trying, not give up easily, and actively seek solutions. Goleman argues that motivation is not only a cognitive matter but also deeply rooted in emotional stability and internal drive, which are aspects of emotional intelligence. Therefore, understanding and applying the concept of emotional intelligence from Goleman's perspective becomes very important for educators, counsellors, and parents. Emotional intelligence is not only useful for academic performance but also for preparing students to become individuals who are emotionally mature, socially competent, and mentally ready to face future challenges. The implication of this paper is the need for integrative learning strategies that include emotional intelligence training, both in formal curricula and extracurricular programs. This approach will support students not only in achieving academic success but also in developing a healthy personality, self-confidence, and strong motivation to learn throughout their lives.

METHOD

This research is a literature study that explores the role of emotional intelligence in increasing learning motivation, with a particular emphasis on the theoretical framework developed by Daniel Goleman. The main source of data in this study is Goleman's seminal work *"Emotional Intelligence: Why It Can Matter More than IQ"*, which provides a comprehensive explanation of the concept of emotional intelligence, its components, and its impact on human behaviour, including learning motivation. In addition to Goleman's work, the study also integrates findings from previous research that are relevant to the topic. These studies serve to strengthen the arguments and support the analysis by presenting empirical evidence on the relationship between emotional intelligence and learning motivation in various educational contexts (Budianto, 2024).

The research process begins with the collection of textual data from Goleman's book and scholarly articles related to emotional intelligence and motivation. Once the data is gathered, a selection process is carried out to identify the most relevant and significant information aligned with the focus of the study. The selected data is then analyzed descriptively to explain the theoretical concepts in a clear and structured manner. Through

this descriptive analysis, the research outlines how emotional intelligence is defined and structured by Goleman, how each component contributes to student behaviour, and how it correlates with the development of intrinsic motivation to learn. Furthermore, content analysis is conducted to explore deeper meanings and interpret the contextual relevance of emotional intelligence to student learning processes. This step enables the researcher to conclude the importance of emotional intelligence as a critical factor in enhancing learning motivation. The findings from this study are expected to provide valuable insights for educators, counselors, and parents in developing strategies to foster emotional intelligence among students, thereby supporting their academic performance and personal development.

RESULT AND DISCUSSION

1. Emotional Intelligence

Emotional intelligence first emerged as a result of compound intelligence thinking. Emotional intelligence is related to mental health as well as social adjustment to adults and children, with slight differences that remain related to demographic variables. The history of emotional intelligence first appeared in 1985 in an unpublished dissertation by Wayne Payne titled "A Study of Emotion: Developing Emotional Intelligence" (Skinner dkk., 2023). In 1990, emotional intelligence was described as the ability to monitor one's feelings and emotions. Emotional intelligence also aims to distinguish individuals from others and to guide a person's thoughts and actions. Emotional intelligence has been applied in various conditions such as in military organisations, classrooms and meeting rooms. From what has been implemented, it shows that there has been an improvement in terms of communication, leadership and emotional well-being comprehensively.

In Shahid dkk., (2022), emotional intelligence is related to the ability of individuals to manage their emotions in relationships with others or external stimuli. Emotional intelligence includes self-control, mainly related to relationships, empathy towards the audience, management of joy and sadness, enthusiasm and perseverance as well as related to individual skills in self-motivation. It is said that if a person has high emotional intelligence, it can be seen from several characteristics such as the person's stable social life, easy to socialize, sympathetic, warm in relationships and not easily afraid or anxious. There are several types or varieties of emotions such as the first emotion of affection that can facilitate the establishment of a cooperation. Both happy emotions can encourage increased activity in the brain center, calm feelings and increase energy. Third, sad emotions can encourage self-adjustment, can reduce energy, and can result in a decrease in the body's metabolism (Sajadian dkk., 2024).

The fourth emotion is fear that can make the emotional center in the brain trigger the reproduction of hormones that make the body alert, ready to act and self-aware. The five emotions of shock are the feeling of fear usually prompts a person to raise their eyebrows, the eyepiece dilates so that more light enters the retina. The result is that the intonation of the received event becomes good, making it easier to understand what is really happening. Sixth, angry emotions that can increase heart rate, increase the hormone ardenalin so as to generate energy to act extraordinarily. The seven emotions of worry are awareness of

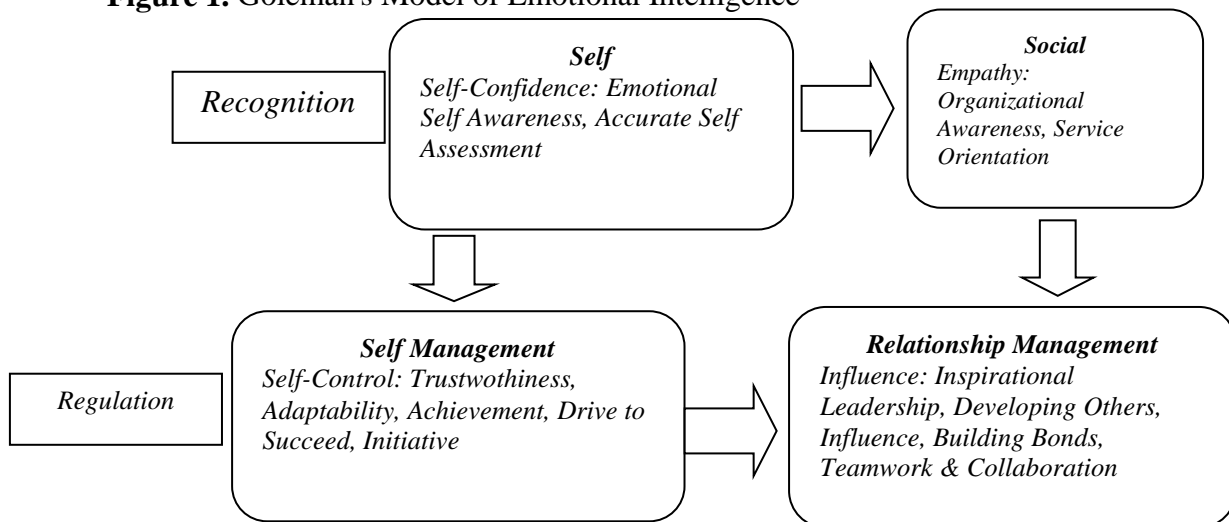
possible dangers. Anxiety makes the focus on the threat at hand. Anxiety forces the brain to constantly think about how to solve the problem at hand, so that it ends up ignoring something else.

Fitria explained several elements that exist in emotional intelligence:

- a. The ability to recognise which emotions when a person is faced with a pleasant or sad event, this ability will appear in a person. This was a reaction to the incident he experienced. It can also be that a person is not aware of what they actually feel or it can be said that there is no sense of self-awareness.
- b. The ability to manage one's emotions which includes the ability to stay calm, eliminate sadness and anxiety. A person who has this ability is not easily dissolved by feelings.
- c. The ability to motivate oneself which means demanding to always be enthusiastic in achieving goals and have initiative and be able to face failures and act effectively in dealing with failure.
- d. The ability to recognize other people's emotions or in this case empathy, which means an understanding and cognitive awareness of other people's emotions and feelings. Empathy reflects a willingness to put oneself in the shoes of others so that they can understand what feelings others are experiencing.
- e. The ability to foster relationships with others or can be called social skills. Social skills are the ability to handle one's emotions well when interacting with others. A person who has the ability to build relationships with others usually has an understanding and ability to communicate well, has an understanding and ability to recognize the side of his relationship with others, has a friendly or sociable attitude, likes to help others and has an attitude that likes to share and cooperate (Putra & Anwar, 2023).

Daniel Goleman in 1995 introduced the emotional intelligence model which summarizes several intelligences such as intrapersonal, practical and intrapersonal intelligence. There are five elements of emotional intelligence, according to Goleman, namely emotions, efforts to manage joint emotions, motivation, being able to control relationships with others and recognizing emotions that exist in others (Prado dkk., 2021). Goleman is of the view that emotional intelligence is an ability to control and manage oneself and others rather than the aspects of feelings, behaviors and emotions. The following author presents Goleman's emotional intelligence model can be seen in figure 1:

Figure 1. Goleman's Model of Emotional Intelligence



Based on figure 1, it can be explained that there are two things that are the main focus of Goleman's emotional intelligence model, namely recognition and regulation. When individuals are in a state of recognition, it contains about the self and social aspects. The self-aspect measures how a person is able to convince himself so that he or she has a good level of trust, while the social aspect is related to how the attitude towards others. Next about regulations contains how to manage oneself and regulate ways to have relationships with others so that collaboration or interaction can be formed in a group.

2. Emotional Intelligence Factors

Regarding the emotional intelligence factor, in McGaugh, (2004) there are two factors that affect emotional intelligence. That factor is an intrinsic factor or in this case a factor that comes from within the individual, and an extrinsic factor or factor that comes from outside the individual. Intrinsic factors that affect emotional intelligence have two sources, namely from physical and psychological aspects. The physical aspect is a physical factor in the individual's health. If a person's physical and health are disturbed, it is possible that it can affect the process of emotional intelligence. From the psychological aspect it includes experiences, feelings, thinking skills and motivation. As mentioned, in addition to internal factors, there are also external factors that can affect a person's emotional intelligence.

External factors are a stimulus factor and environment in which emotional intelligence can occur. Regarding stimulus factors outside of emotional intelligence, stimulus saturation is one of the factors that affect a person's success when implementing emotional intelligence without distortion. Next is the environment or special conditions that underlie the emotional intelligence process (Lu dkk., 2021). The environmental objects behind it are difficult to separate. So everyone needs to have the ability to read the situation or pay attention to the surrounding conditions so that they can determine what should be done. In addition, it is also necessary to have the ability in terms of priority selection. This is to be able to choose a job between urgent so that it must be completed immediately, and which is a work that is not urgent. Thus, it can focus on concentration in oneself and obtain maximum results.

Goleman said that the factors that affect emotional intelligence include self-awareness. It is the ability to be aware of the feelings and emotional states that a person is experiencing. This self-awareness is important because it helps individuals understand how their emotions affect their thoughts and behaviours, as well as their impact on others. Self-regulation is the ability to control emotions and regulate reactions to certain situations. This includes the ability to resist impulses, manage stress, and remain calm in challenging situations. Third, self-motivation is the ability to motivate oneself with optimism and the desire to achieve goals. Highly motivated individuals tend to have resilience in the face of failure and stay focused on achievement. The fourth is empathy, which is the ability to understand and feel the emotions of others. Empathy allows individuals to interact effectively with others, build strong relationships, and respond in a sensitive way to the emotional needs of others. The five social skills factors are the ability to build and maintain good social relationships. This includes the ability to communicate effectively, work together in a team, and manage conflicts well (LeDoux, 1996).

It can also be said that emotional intelligence is an implication of Islamic epistemology. This is because the two complement each other to form a complete individual. Islamic education does not only focus on the cognitive aspect but also on emotional and social development. So that it can produce individuals who function effectively in a society. There are several roles of Islamic education in emotional intelligence. First, to guide emotional growth, so that Islamic education focuses on the development of positive emotions such as empathy and compassion, which are important in social interaction. Second, building character through religious education, individuals are taught to control their emotions and act following good moral values. Third, it improves learning achievement where an individual who has high emotional intelligence tends to have better learning achievements.

3. Learning Motivation

Regarding learning motivation, Djazilan & Hariani, (2022) explained, learning motivation is the total psychic driving force that exists in a person, so that it can lead to the creation of learning activities, guaranteed learning activities, and being able to provide direction to each learning activity to achieve goals. In other words, learning motivation is the drive or strength that exists in a person to achieve individual goals. A student will learn seriously if they have a high motivation to learn. Thus, there is a demand for every educator to be able to increase student learning motivation. There is a view that motivation is a mental stimulus that can move and provide direction to the behaviour of each individual. So learning motivation contains three components, namely goals, motivations and needs.

In Emmons, (2000) it was revealed that motivation is very important for both educators and students. Motivation will encourage better learning outcomes. For educators, motivation can arouse students' enthusiasm, be able to understand each student's motivation, understand the role of educators, and provide opportunities for demonstrations. As for students, motivation is a form of strength in the learning process, directing learning activities, increasing the spirit of learning, and showing the existence

of a continuous learning process. According to Izomi et.al., motivation is divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation focuses on the drive to learn because of the satisfaction gained from the learning process itself such as interest and curiosity. Meanwhile, extrinsic motivation involves external factors that influence individuals to learn such as obtaining high grades, social recognition and getting praise.

Fauzi & Anindiati, (2021) revealed that motivation has a function for efforts in achieving better learning achievements. If a diligent effort is accompanied by strong motivation, individuals are able to get good achievements. In the sense that the intensity of students' motivation is very decisive for the achievement of achievement in learning. Educators are required to pay more attention to students and are required to be observant of the condition of students. Abulhul, (2021) explained that education is sought to be able to create motivation both intrinsic and extrinsic. Thus, in the process of education, it grows and develops interest from students to learn and find relevant fields of study from each student. According to Goleman, motivation is an internal drive to achieve goals and overcome challenges that focus on the emotional aspect (King dkk., 2012). This motivation is mainly related to perseverance, optimism, and the drive to achieve personal or professional goals. Goleman describes motivation as a force that is driven from within the individual, not from outside, and is closely related to the desire to achieve and improve oneself.

So that the author can conclude, learning motivation is an encouragement for every student to participate in learning activities. Without motivation, there is no enthusiasm in students to learn and the expected goals of learning activities are not achieved optimally.

4. Learning Motivation Factors

To achieve high learning motivation, of course, there are several factors that influence. The factors that affect learning motivation are differentiated into internal and external factors. Internal factors of motivation for learning include:

- a. Attention. Attention is a factor that can be said to be very important to create motivation to learn. From the aspect of learning materials, it can also affect motivation because the teaching materials will be the focus of attention whether it is interesting for each individual student, or it actually causes boredom, laziness, so that the learning results achieved decrease. Thus, educators need to strive for interesting learning materials so that students' motivation can increase.
- b. Emotion. Sometimes students have an unstable level of emotions. From that, it can obviously interfere with their learning motivation as if there is a small problem, this directly causes emotions in students. So that individual students are provoked and cause negative symptoms such as unconsciousness, seizures and so on. From this, the emergence of deep emotions or in other words the uncontrolled emotions that they have, can become an obstacle in the learning process of students. Educators need to control or minimize these obstacles due to excessive emotions. So that the learning process of students can be

controlled by creating calm and attentive conditions so that learning motivation continues to increase.

- c. Intelligence and Talent. Talent is an ability possessed by each individual. Of course, each individual has different talents. Talent is a skill while intelligence is related to the ability to solve problems or acquire knowledge. Individual students who are able to balance intelligence with talent will be easier to achieve the desired learning goals.
- d. Motif. The motives and the goals to be achieved are closely interrelated. In determining the goal to achieve it, it is necessary to do, while the cause of doing it is called the motive. In learning activities, it is necessary to pay attention to everything that is able to encourage students to learn well, or have a motive to think and plan and carry out activities.
- e. Maturity. It is a stage or phase in a person's growth where the body's tools are ready to carry out new skills. However, it does not mean that the maturity that has grown from individual students can carry out activities continuously. Thus, supervision from educators is still needed. Learning activities will be successful if individual students are ready. Therefore, the proficiency of a student depends on his maturity in the learning process.
- f. Readiness. Readiness arises in students and is related to maturity. That's because maturity means being ready to do prowess. Readiness needs to be considered in the learning process, because if students are ready to learn, then the learning results obtained are maximum and indicate that there is motivation to learn in it (Akbari & Sahibzada, 2020).

Next is related to external factors that affect learning motivation, including:

- a. Family Environment. Family is the first and main environment for an individual, so it greatly influences learning motivation, especially through the following aspects, first of all, parental support. Parents who provide support in the form of attention, help with schoolwork, and positive encouragement can increase children's enthusiasm and motivation for learning. Emotional support from parents, such as praise and appreciation, also builds confidence. Second, economic conditions where families with good economic conditions can provide access to better educational facilities, such as books, computers, or additional tutoring. However, underprivileged families may find it difficult to meet their educational needs, which can reduce children's motivation. Third, parenting that provides children with the opportunity to learn independently, but is still supervised, tends to increase responsibility and motivation to learn. On the other hand, parenting that is too stressful or indifferent can hinder motivation.
- b. School Environment. School as the main place of the formal learning process has a great influence on the learning motivation of students. School environment factors that affect learning motivation include, first, related to

the quality of teaching educators. Educators who use teaching methods that are interactive, innovative, and relevant to daily life are able to increase students' interest in learning. Inspirational educators can also foster strong motivation to learn. Second, school facilities where schools provide access through the provision of complete facilities, such as laboratories, libraries, and comfortable learning spaces, provide support for students to learn effectively. Access to adequate facilities makes the learning process more engaging and supports motivation. Third, the social environment at school, seen from the aspect of friendship, also plays a role in influencing learning motivation. A positive environment, where learners support each other and there is no pressure, will increase motivation to learn. However, a negative environment can reduce students' enthusiasm for learning.

- c. **Community Environment.** The community environment or community in which students live also has a significant influence on learning motivation, such as first related to norms and culture. A society that has a strong learning culture, such as holding educational events, providing learning spaces, and encouraging academic achievement, will form students who are motivated to learn. This positive learning culture gives rise to the drive to excel and keep learning. The second is related to access to resources. Communities that provide public libraries, internet access, or other informal educational facilities provide opportunities for students to expand their knowledge and increase motivation. With this access, students can find additional information outside of school and become more enthusiastic about learning. Third, there are inspirational figures or examples. Community leaders or outstanding individuals in the surrounding environment can be an inspiration and role model for students. When learners see real-life examples of success, they will be more motivated to learn and achieve similar achievements (Al-Nasheri & Alhalafawy, 2023).

In addition to the internal and external factors above, it should also be noted that there are implications, the relationship between motivation and Islamic epistemology that can be understood through the influence of Islamic principles on a person's motivation to seek knowledge and carry out learning activities. As well as related to motivation based on faith and piety. In Islamic epistemology, knowledge is considered a gift from Allah that must be used to draw closer to Him. Learning motivation will be driven by the desire to obtain the pleasure of Allah and improve the quality of faith. The awareness that knowledge is a worship that is valuable in the sight of Allah can provide strong motivation for every student. Next is related to intention as the basis for learning motivation. In Islamic epistemology, sincere intentions are the basis for pursuing knowledge because it is a deep direction and meaning for learning motivation (Abdullah dkk., 2024). Therefore, when a person learns intending to benefit and get closer to Allah, the motivation to learn becomes stronger with a spiritual dimension.

Furthermore, it is related to Islamic values in learning and teaching. Islamic epistemology emphasises ethical values such as honesty, perseverance, and patience in the learning

process. This value can arouse learning motivation because individual students strive to carry out their obligations as Muslims. The existence of these values, motivation is not only driven by the achievement of learning outcomes, but also the desire to implement Islamic values. Next is the search for knowledge as an obligation, in Islam seeking knowledge is mandatory for every Muslim. It provides additional motivation because learning is not an option but part of worship and responsibility. Thus, Islamic Epistemology, which views knowledge as an obligation to instill awareness, terming learning as part of carrying out sharia so as to provide more encouragement for students to continue learning throughout their lives.

5. The Role of Emotional Intelligence on Learning Motivation From a Critical Pedagogic Perspective

Regarding the role of emotional intelligence on learning motivation, the author interprets in table 1 the following:

Table 1. Interpretation of the role of emotional intelligence on learning motivation

<i>SOURCE</i>	<i>INTERPRETASI</i>
NATASIA ET.AL., 2022	Improve stress management skills
SARI & BUDI, 2018	Encourage perseverance
ASRORI, 2024	Building self-awareness
JUDGE ET.AL., 2023	Encourage a positive attitude towards learning
RIYANI ET.AL., 2021	Improve the ability to cope with failure

Based on table 1 above, it can be interpreted that the role of emotional intelligence on learning motivation is the first to increase the ability to manage stress. In emotional intelligence, one of the important aspects is the individual's ability to manage stress. In a study it was shown that individuals who have high emotional intelligence tend to do better when dealing with stressful situations. Individuals can regulate their emotions so that they do not interfere with mental performance and decisions made. In addition, in Natasia et.al., it is also explained that emotional intelligence is not only able to manage stress but also makes individuals more optimistic and committed to academic goals. Thus, if an individual can manage the emotions and stress experienced, it contributes to increased motivation to learn.

As expressed by Goleman, emotional intelligence has a role in improving an individual's ability to manage stress, which enables individuals to increase their motivation to learn. The existence of good emotional intelligence makes individuals not only able to face challenges well, but also make individuals able to utilise these experiences to achieve academic goals. The role that teachers can play by show positive ways to manage emotions. To help students to learn how to respond to stressful conditions through constructive strategies. This is because teachers are an example for every student, so it is very important to show a positive way in modern education. So that the teacher's task is not only as a teacher of academic materials, but also as a model and facilitator in

emotional intelligence learning. For example, a teacher who is calm in the face of difficult situations can teach students not to be hasty in responding to their own feelings (Faudillah dkk., 2024).

Second, it encourages perseverance, where perseverance is the ability of students to always try despite the challenges faced. Students who have good emotional intelligence are usually able to cope with feelings of frustration better, and have a consistent level of focus on their learning goals. In addition, students who are able to manage their emotions tend to be more persistent in learning. The persistence of learning in students is characterized by high learning motivation so that they are able to maintain their enthusiasm for learning. In Tri et.al., it is explained that emotional intelligence functions to encourage students' perseverance so that learning motivation can increase. Goleman revealed that emotional intelligence includes an individual's ability to motivate himself or herself and survive in the face of adversity. Thus, individuals who have high emotional intelligence can maintain motivation in themselves, it is explained that it is important to maintain individual perseverance so that they are always enthusiastic about learning.

Related to the above, the strategy that teachers can do in learning is to provide emotion-based teaching. This teaching is carried out by integrating emotional components such as stories or discussions that can arouse emotions, student involvement and strengthen student understanding. Thus, students will have critical thinking because they are faced with challenging situations or problems or must make students a good problem solver. From that, it is called the thinking process is an effort to solve a problem deliberately and completely. Completeness in this case means that students who undergo the process have really practiced, empowered and functional their existing abilities so that students understand and master what they are doing during the process.

The third role is related to building self-awareness, which by increasing self-awareness in students, makes students able to recognize their emotions and think about how emotions can influence actions and decisions. In addition, learners can manage emotional reactions effectively. The role of emotional intelligence in learning motivation, as an effort to build self-awareness, can help students to understand the strengths and weaknesses that exist in them so that they can set realistic and motivated learning goals to always achieve the expected goals (Asrori, 2024). In Goleman, it was explained that emotional intelligence has an important role in building self-awareness, which has implications for learning motivation. This is because there is self-awareness in individual students, so that they are able to understand their feelings and how these feelings affect behaviour. This means that students who have high self-awareness can control their learning motivation to be consistent or improve. Strategies that teachers can do are to teach students how to control negative emotions. This is important so that students don't get caught up in academic or social pressure.

The fourth role of emotional intelligence on learning motivation is to encourage a positive attitude towards learning. In Hakim, it was explained that students who have high emotional intelligence tend to have good learning outcomes. The existence of emotional intelligence helps students to be able to control their emotions to provides a positive

attitude towards learning. Students who already have high motivation and high awareness, then these students have realised the importance of active learning in the learning process. Goleman explained, individuals who have high emotional intelligence tend to be able to encourage themselves to cultivate a positive attitude. This is because individuals can manage themselves so that they can face excessive pressure or anxiety. Thus, there is a role of emotional intelligence on learning motivation, namely as an effort to form a positive attitude in each individual student. In relation to encouraging positive attitudes of students, teachers are required to be sensitive when carrying out the learning process. This is to create a comfortable learning environment so that students are more free and free to participate and express themselves (Mutyati dkk., 2023).

The fifth role is to improve the ability to deal with failure. In Riyani, it was explained that emotional intelligence has a relationship with the ability to face problems. This means that students who have high emotional intelligence will be better able to overcome the failures experienced. One of these things is because students have a strong motivation to find solutions or solve problems for the failures they face. Goleman explained that emotional intelligence plays a role in improving an individual's ability to face failure, because he already has a strong motivation to solve a problem that occurs. With the ability to manage emotions and stay motivated, individuals can turn their failures into opportunities to learn and grow. What teachers can do is create a strong bond with students so that they feel comfortable sharing their experiences and emotions. So that if the student fails, the student tells the teacher then the teacher gives the best solution to the student.

CONCLUSION

Emotional intelligence, as described by Daniel Goleman, is the capacity to manage and control oneself and others, particularly in the context of feelings, behaviors, and emotions. It encompasses more than just understanding emotions it involves effectively regulating emotional responses, maintaining emotional balance, and using emotional awareness as a tool for personal and interpersonal development. In the context of education, students who possess a high level of emotional intelligence tend to demonstrate stronger motivation to learn. This motivation is not merely a result of intellectual capability, but rather stems from the ability to navigate emotional challenges and remain focused on long-term goals. Emotional intelligence plays a significant role in enhancing students' learning motivation through several pathways. First, it contributes to better stress management. When students understand and regulate their emotions, they are less likely to be overwhelmed by anxiety or frustration, allowing them to stay engaged in the learning process. Second, emotional intelligence fosters perseverance. Students with high emotional awareness are more likely to stay committed even when they encounter obstacles or setbacks in their studies. Additionally, emotional intelligence nurtures self-awareness, which helps students recognize their strengths and limitations, set realistic goals, and work consistently toward achieving them. It also promotes a positive attitude in learning by encouraging students to see challenges as opportunities for growth rather than threats. Finally, emotional intelligence enhances the ability to cope with failure. Students with emotional resilience do not easily give up; instead, they view failure as a

learning experience and continue to strive for improvement. Overall, emotional intelligence is a crucial psychological asset that supports students in maintaining consistent motivation, managing academic demands effectively, and fostering a lifelong love of learning.

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