Predictive Roles of Self-Efficacy and Emotional Intelligence on Learning Motivation

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ARTICLE INFO	ABSTRACT
	Purpose – This study focuses on analyzing the relationship between self-efficacy, emotional intelligence, and the learning motivation of elementary students at SDIT Bina Insan, Parepare. This study is based on the understanding that psychological factors, especially self-efficacy and emotional intelligence, significantly influence students' enthusiasm, perseverance, and involvement in the learning process. **Methodology** – Employing a quantitative explanatory research design, the study involved sixth-grade students selected through purposive sampling. Data were collected from April to June 2025 using questionnaires, documentation, and interviews. The validity of the research instruments was examined through Pearson product–moment correlation, and their reliability was assessed using Cronbach's alpha. Statistical analysis consisted of classical assumption testing, multiple linear regression, and inferential tests including t and F tests to evaluate the partial and simultaneous influence of independent variables on learning motivation. **Findings** – The regression analysis produced the equation $Y = 10.448 + 0.223X_1 + 0.527X_2$, with an R value of 0.927 indicating a powerful relationship between the independent variables and learning motivation. The R^2 value of 0.860 shows that 86% of the variance in learning motivation is explained by self-efficacy and emotional intelligence. The t-test results confirmed that both self-efficacy ($t = 2.835$, $p = 0.000$) and emotional intelligence ($t = 6.755$, $p < 0.001$) have positive and significant effects, with emotional intelligence emerging as the dominant factor. The F-test ($F = 86.095$, $p < 0.000$) further demonstrated that the variables jointly exert a significant influence. **Contribution** – This study contributes to both theory and practice by showing that strengthening self-efficacy and emotional intelligence can effectively improve students' learning motivation in elementary schools, especially those with integrated Islamic education systems. The findings can inform the design of targeted psychopedagogical programs for teachers, parents, and policymakers to foster both cognitive and emotional readiness for learning.

INTRODUCTION

Learning motivation is one of the key factors influencing students' academic achievement. At the elementary school level, it plays a strategic role because students who learn without motivation tend to achieve suboptimal outcomes (Wedayanti & Giantari, 2016). Learning motivation is a psychological force that drives students to engage actively and consistently in learning activities. In elementary education, it plays a role not only in determining academic success but also in shaping students' character, study routines, and readiness for future educational stages (Niswah & Putri Nur Malasari, 2023). Students with high learning motivation generally demonstrate perseverance, curiosity, responsibility for their learning, and the ability to complete tasks independently (Mayasari, 2023; Musfirah et al., 2025). Conversely, a lack of motivation weakens students' enthusiasm for learning (Suharni, 2021, in Suparman & Junaidin, 2023). Therefore, exploring factors that can enhance learning motivation at the elementary level is crucial (Astuti et al., 2022).

One internal variable consistently found to influence learning motivation is self-efficacy. (Bandura, 1997) explains self-efficacy as an individual's belief in their ability to organize and perform the tasks necessary to accomplish specific goals. In a learning context, self-efficacy shapes students' perceptions of their academic abilities, responses to failure, approach to challenges, and standards for their performance (Lidiawati et al., 2021). Empirical studies reveal a meaningful positive correlation between self-efficacy and students' learning motivation (Nita & Agustika, 2023) Research results suggest that strong self-efficacy among students is closely associated with intrinsic motivation, where learning behavior is guided by internal satisfaction and personal beliefs rather than external forms of reward Arsyad et al. (2020) further revealed that self-efficacy directly contributes to students' persistence and learning strategies. Thus, self-efficacy functions not only as a cognitive predictor but also influences affective aspects such as confidence, self-control, and positive attitudes toward learning. When facing challenging academic situations, self-efficacy acts as a safeguard against stress and failure.

In addition to self-efficacy, emotional intelligence is another important internal factor shaping learning motivation. Emotional intelligence can be described as the skill to recognize and interpret emotions, regulate them appropriately, and express them constructively in oneself and in social relationships (Goleman, 2022). In educational settings, emotional intelligence is vital because students frequently face task-related pressures, assessments, social demands, and interpersonal challenges. Students with strong emotional regulation skills are better able to maintain focus, avoid impulsive behavior, and build positive social relationships, all of which support sustained motivation for learning. Farhan et al. (2022) found that emotional intelligence significantly contributes to students' learning motivation, particularly in subjects that require problem-solving and collaboration. Zainal (2022) Additional evidence demonstrated that elements of emotional intelligence, particularly self-awareness and emotional control, contribute significantly to students' ability to manage academic pressure while sustaining their motivation to study. Students who can identify and understand their emotions tend to have better self-control, set more realistic goals, and show greater resilience when facing failure. Therefore, emotional intelligence not only affects students' psychological well-being but also serves as a critical foundation for long-term motivation for learning.

Self-efficacy and emotional intelligence are theoretically interconnected and, together, form a strong internal framework for determining students' learning motivation. Self-efficacy provides confidence in one's academic abilities. At the same time, emotional intelligence supports effective management of the emotions that arise during the learning process—the combination of both results in optimal readiness for learning, both cognitively and affectively. Empirical evidence supports this theoretical assumptionAn investigation of 541 elementary students in Spain reported that most participants displayed moderate to high emotional intelligence in all areas, including self-awareness, emotional regulation, the use of emotions, empathy, and social abilities, together with high academic motivation. The results also showed a strong and significant positive association between emotional intelligence and learning motivation, pointing to the essential contribution of emotional competencies in fostering students' motivation (Arias et al., 2022). However, most existing studies on these variables have focused on secondary or higher education students in urban

contexts, which do not fully reflect the diversity of educational environments in other regions, particularly at the primary education level.

Despite the large number of studies addressing the relationship between self-efficacy, emotional intelligence, and learning motivation, several key gaps are still evident. Most previous research has focused on secondary or higher education students in public and urban school settings. Studies conducted at the elementary level, particularly in integrated Islamic elementary schools, remain limitedIn addition, studies focusing on the combined effect of self-efficacy and emotional intelligence on learning motivation within faith-oriented schools remain scarce. For this reason, the present study offers a novel perspective by examining the simultaneous influence of these internal variables among students at SDIT Bina Insan Parepare, contributing empirical findings from a rarely studied educational setting.

In this regard, SDIT Bina Insan in Parepare, an integrated Islamic elementary school that combines Islamic values with the national curriculum, provides a relevant setting to examine students' psychological dynamics. As an integrated Islamic school, SDIT emphasizes character development through moral education, religious discipline, and integrated learning approaches that foster students' cognitive, emotional, and spiritual growth simultaneously. These aspects of education are believed to foster the early development of students' self-efficacy and emotional intelligence. Yet, initial observations suggest that students' levels of learning motivation vary significantly. While some students demonstrate high enthusiasm, active classroom participation, and timely task completion, others appear less confident, easily distracted, and less engaged in learning activities. Such circumstances imply that differences in self-efficacy and emotional intelligence may play a role in shaping students' motivation to learn.

Recognizing that self-efficacy and emotional intelligence are key factors in the formation of learning motivation and the limited empirical evidence within integrated Islamic elementary school settings, this study is both timely and necessary. Specifically, it aims to: (1) analyze the impact of students' self-efficacy on their motivation to learn at SDIT Bina Insan Parepare, and (2) analyze the effect of emotional intelligence on their learning motivation. The study's findings are expected to enhance theoretical understanding of learning motivation through a socio-psychological lens, with particular relevance to faith-oriented primary education environments. From a practical perspective, these findings may serve as a basis for teachers and school counselors to develop learning methods, character development initiatives, and student support programs that enhance self-efficacy and emotional intelligence, leading to higher learning motivation in integrated Islamic elementary education.

METHODOLOGY

Research Approach

A quantitative explanatory correlational method was applied in this study to explore the impact of self-efficacy and emotional intelligence on students' motivation to learn. This research took place at SDIT Bina Insan Parepare in Indonesia during the months of April to June 2025. The population consisted of all students enrolled at the school, with a sample of 45 sixth-grade students selected through purposive sampling. Grade VI students were chosen based on methodological considerations, as they generally demonstrate higher cognitive maturity, more stable emotional development, and stronger self-reflective abilities, enabling them to provide accurate responses to the research instruments.

Data were collected using structured questionnaires and documentation. The instruments were constructed using indicators of self-efficacy, emotional intelligence, and learning motivation. Pearson's product–moment correlation was applied to evaluate instrument validity, whereas reliability was determined using Cronbach's alpha. The analysis combined descriptive and inferential statistical techniques. Before conducting hypothesis testing, several assumption checks were performed, including tests of normality, linearity, heteroscedasticity, and multicollinearity. The hypotheses were analyzed through multiple linear regression and t-test procedures to determine the individual effects of self-efficacy and emotional intelligence on students' motivation to learn.

Research Location

This research was conducted at SDIT Bina Insan in Parepare City from April to June 2025. The study population comprised all elementary school students at SDIT Bina Insan Parepare, and the sample consisted of sixth-grade students selected purposively.

Data Collection

Questionnaire

Data were collected using a questionnaire designed to capture three core constructs: self-efficacy, emotional intelligence, and students' motivation to learn. Responses were recorded on a five-point Likert scale, ranging from strong agreement to strong disagreement. The self-efficacy variable consisted of five indicators, each represented by a statement item: students' confidence in completing complex tasks, persistence in facing learning challenges, belief in completing tasks accurately and on time, confidence in trying new learning strategies, and belief in continuous self-development through serious learning.

Emotional intelligence was measured using five indicators: emotional self-awareness, emotional regulation, self-control, emotional comfort during learning activities, and positive beliefs about solving learning problems. Meanwhile, learning motivation was assessed through six indicators reflecting learning persistence, resilience in overcoming academic difficulties, achievement orientation, future goals, appreciation of academic success, and independence in learning. Pearson's Product–Moment correlation was applied to determine instrument validity, whereas Cronbach's Alpha was used to assess reliability, ensuring that the collected data were both accurate and consistent.

Documentation

The documentation technique was used to obtain supporting data relevant to the study, such as academic records and other related documents. These data were used to complement the questionnaire analysis results and to provide a more comprehensive overview of the students' conditions in the study.

Interview

The interview technique was employed as supporting qualitative data to complement the study's quantitative findings. Interviews were conducted with classroom teachers and several selected students to gain deeper insights into students' learning motivation, particularly in relation to self-efficacy and emotional intelligence. The qualitative data obtained from the interviews were not analyzed statistically but were used to clarify, strengthen, and interpret the results derived from the questionnaire and documentation.

Data Analysis

According to Kesumawati & Aridanu (2017), prerequisite tests are required to determine whether hypothesis testing can proceed. These tests assess whether there are any deviations in the data for each variable. The prerequisite tests for multiple linear regression include tests for normality, autocorrelation, heteroscedasticity, and multicollinearity.

Normality Test

The Kolmogorov–Smirnov (K–S) test was applied as a normality assessment to determine whether the sample data conform to a normal distribution. This statistical test examines the distribution pattern of the data. The interpretation rule specifies that data are regarded as normally distributed when the significance level (Sig.) is above 0.05, whereas a Sig. value below 0.05 indicates that the data do not follow a normal distribution

Linearity Test

A linearity test assesses whether the relationship between the independent and dependent variables follows a linear pattern. The presence of a strong correlation suggests a linear association between the

variables. The interpretation rule indicates that a Deviation from Linearity significance value above 0.05 confirms a significant linear relationship, while a value below 0.05 signifies that the relationship is not linear.

Heteroscedasticity Test

The heteroscedasticity test evaluates whether the residuals in a regression model have unequal variances across different observations. Equal variance is termed homoscedasticity, while unequal variance is known as heteroscedasticity. A reliable regression model should be free from this issue. According to the Spearman's rho criterion, a significance value (Sig.) greater than 0.05 indicates the absence of heteroscedasticity, whereas a value below 0.05 confirms its occurrence.

Multicollinearity Test

A multicollinearity test is performed to check for high correlations among independent variables in a regression model. An appropriate regression model should be free from multicollinearity. The rule of thumb is that tolerance values above 0.10 and VIF values below 10.00 indicate no multicollinearity, whereas tolerance below 0.10 and VIF above 10.00 indicate its presence.

Beyond quantitative analysis, qualitative information from interviews and documentation was examined using descriptive qualitative analysis. The interview data were managed in three steps: data reduction, data presentation, and conclusion drawing. During data reduction, relevant information regarding students' self-efficacy and emotional intelligence was selected and focused on. Data presentation involved organizing the findings into descriptive narratives, and conclusion drawing consisted of interpreting patterns and key themes identified in the data. The qualitative insights were used to complement and clarify the quantitative results.

Multiple Regression

The multiple regression equation is expressed as: $Y = a + bX1 + bX2 + bX3 + bX4 + e$. In this study, learning motivation (Y) functions as the dependent variable, while self-efficacy (X_1) and emotional intelligence (X_2) serve as the independent variables. The constant (a) represents the value of learning motivation when all independent variables are assumed to be zero. The regression coefficient (b) quantifies both the magnitude and direction of the impact of each independent variable on students' motivation to learn. At the same time, the standard error (e) reflects the residual variance in the model, indicating the effect of external factors not accounted for in the regression that may also influence learning motivation.

t-Test

A t-test was conducted to examine the partial effect of each independent variable on the dependent variable, namely, students' learning motivation at SDIT Bina Insan in Parepare City. This test specifically aimed to determine whether self-efficacy and emotional intelligence individually have a significant effect on learning motivation. The decision criterion is that if the significance value (Sig.) is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, indicating that the independent variable has a significant effect. Conversely, if the significance value is greater than 0.05, H_0 is accepted, and H_a is rejected, indicating that the independent variable does not have a significant effect on students' learning motivation. F-Test.

F-Test

The simultaneous impact of self-efficacy and emotional intelligence on students' motivation to learn was evaluated using the F-test. This test assesses whether the regression model as a whole is statistically significant. If the significance value (Sig.) for the F-test is less than 0.05, it indicates that self-efficacy and emotional intelligence together have a significant simultaneous effect on learning motivation. If the value is greater than 0.05, it indicates that the two variables do not have a simultaneous effect, meaning the regression model is not statistically significant in explaining students' learning motivation.

FINDINGS

Before discussing the research findings, It is crucial to outline the characteristics of the participants included in the research. In this study, students of SDIT Bina Insan in Parepare City were selected as subjects to collect data on the impact of self-efficacy, emotional intelligence, teacher creativity, and parental involvement on learning motivation. The data related to the students involved in the research are summarized in Table 1 below:

Table 1. Student Data of SDIT Bina Insan

No.	Grade	Gender		Total
		Male	Female	
1	First Grade	50	34	84
2	Second Grade	47	35	82
3	Third Grade	38	34	72
4	Fourth Grade	24	28	52
5	Fifth Grade	28	16	44
6	Sixth Grade	24	21	45

Source: SDIT Bina Insan Parepare

Table 1 presents the number of students at SDIT Bina Insan, Parepare City, categorized by grade level and gender. Grade I has 84 students, consisting of 50 males and 34 females. Grade II has 82 students (47 males and 35 females), Grade III has 72 students (38 males and 34 females), and Grade IV has 52 students (24 males and 28 females). Furthermore, Grade V has 44 students, comprising 28 males and 16 females, while Grade VI has 45 students, consisting of 24 males and 21 females. This dataset illustrates the student distribution by grade and gender at SDIT Bina Insan in Parepare City. From the overall data, it can be concluded that the largest number of students is in Grade I, with 84 students. The most significant number of male students is in Grade I, with 50, while the most significant number of female students is in Grade IV, with 28.

Assumption Tests for Multiple Linear Regression Analysis

Before conducting hypothesis testing, assumption evaluations were performed to ensure the suitability of the data for multiple linear regression. The Kolmogorov-Smirnov test for residual normality resulted in a p-value of 0.200, higher than 0.05, confirming that the residuals follow a normal distribution. The heteroscedasticity test using Spearman's rho indicated that the significance levels for self-efficacy and emotional intelligence were above 0.05, meaning heteroscedasticity was not detected. Multicollinearity was assessed through tolerance and VIF values, with both variables showing tolerance over 0.10 and VIF below 10, indicating no multicollinearity. These outcomes verify that the data meet all assumptions required for multiple linear regression analysis.

Multiple Linear Regression Analysis Results

The study conducted multiple linear regression analysis. A hypothesis is considered valid if its significance level (Sig.) is below 0.05; if the Sig. is above 0.05, the hypothesis is rejected. In addition, the regression, commonly referred to as the t-test, requires that the t-value obtained from calculations exceeds the t-table value to indicate a statistically significant effect of learning motivation on students' academic achievement.

Table 2. Regression Analysis Results

Model		Unstandardized Coefficients		Std. Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.448	1.198		8.721	0.000
	Self Efficacy	0.223	0.079	0.291	2.835	0.008
	Emotional Intelligence	0.527	0.078	0.694	6.755	0.000

Using the information in Table 2, the equation for multiple linear regression can be formulated as: $Y=10.448+0.223X_1+0.527X_2$. The constant value of 10.448 indicates that when the Self-Efficacy variable (X_1) and Emotional Intelligence variable (X_2) are both zero, the predicted Learning Motivation (Y) is 10.448. The coefficient of 0.223 shows that Self-Efficacy (X_1) has a positive effect on Learning Motivation, meaning that for each one-unit increase in Self-Efficacy, Learning Motivation rises by 0.223. Similarly, the coefficient of 0.527 for Emotional Intelligence (X_2) signifies a positive effect on Learning Motivation, implying that an increase of one unit in Emotional Intelligence leads to a 0.527 increase in Learning Motivation.

Based on the results of the multiple linear regression analysis, the two independent variables, namely self-efficacy and emotional intelligence, have t-values greater than the t-table value (1.701). This indicates that both variables have a significant effect on students' learning motivation at a 5% significance level (α = 0.05).

The self-efficacy variable has a t calculated value of 2.835, which is greater than the t table value (2.835 > 1.701). With a significance (Sig.) value of 0.008, which is less than 0.05, it can be concluded that self-efficacy has a positive and significant effect on learning motivation. This shows that the higher the students' belief in their own abilities, the greater their drive to learn.

The emotional intelligence variable shows a t-value of 6.755, well above the t-table value (6.755 > 1.701). The significance value of 0.000 further strengthens the conclusion that emotional intelligence has a highly significant effect on learning motivation. This confirms that students with high emotional intelligence, such as the ability to manage emotions, demonstrate empathy, and maintain self-awareness, tend to have stronger learning motivation.

Thus, both variables in this model significantly influence learning motivation, as the t-calculated values for each variable exceed the t-table value (1.701) and all significance values are less than 0.05. The model emphasizes the synergy between self-efficacy and emotional intelligence in enhancing students' learning motivation.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.927[a]	0.860	0.850	0.85814

The regression model shows an R value of 0.927, indicating a powerful relationship between the independent variables and learning motivation. In contrast, the R Square value of 0.860 suggests that 86% of the variation in learning motivation can be explained by self-efficacy and emotional intelligence. The Adjusted R Square value of 0.850 remains high even after adjusting for the number of variables in the model.

Table 4. Simultaneous Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.802	2	63.401	86.095	0.000[b]
	Residual	20.619	28	0.736	-	-
	Total	147.421	30	-	-	-

Table 4 presents the results of the ANOVA (Analysis of Variance) test. This simultaneous test aims to determine whether the independent variables jointly have a significant effect on the dependent variable, namely learning motivation. Based on the table, the calculated F value is 86.095, while the F table value is 3.340. To determine the F-table value, the degrees of freedom for both the regression model and the residuals are considered, and a significance level of 5% (α = 0.05), allowing readers to verify whether the calculated F exceeds the critical threshold to assess model significance. Since the calculated F value (86.095) is greater than the F table value (3.340) and the significance (Sig.) value is 0.000 (less than 0.05), it can be concluded that the regression model is simultaneously significant. This indicates that both independent variables, self-efficacy and emotional intelligence, together have a significant effect on students' learning motivation. This finding confirms that the regression model used in this study is valid and can explain the dependent

variable. Furthermore, the Mean Square Regression value (63.401), which is much higher than the Mean Square Residual value (0.736), further strengthens the evidence that variations in learning motivation are primarily explained by the independent variables in the model rather than by other factors outside the model.

DISCUSSION

This section presents the study's findings on factors influencing students' learning motivation at SDIT Bina Insan in Parepare City. Each independent variable will be systematically discussed to determine its influence on students' learning motivation. This discussion is also linked to relevant theories and previous research findings to provide a strong scientific foundation. The discussion centers on how self-efficacy, emotional intelligence, teacher creativity, and parental involvement affect students' learning motivation.

The Influence of Self-Efficacy on Learning Motivation

Self-efficacy is an individual's belief in their ability to accomplish specific tasks they face (Bandura, 1997). In the context of primary education, self-efficacy plays an important role in fostering learning enthusiasm, facing academic challenges, and setting challenging learning goals. Lidiawati, K. R., Sinaga, N., & Rebecca (2021) and Zagoto (2019) emphasized that individuals with high self-efficacy are more persistent in completing tasks, less prone to anxiety, and able to think analytically when facing obstacles. Self-efficacy plays a crucial role in the learning process. An individual's potential can be utilized optimally when supported by a high level of self-efficacy. This belief directly influences student achievement. Students with strong self-efficacy believe in their ability to complete assigned tasks, which leads them to demonstrate high enthusiasm and consistency in carrying out every learning activity, ultimately increasing their chances of success. Conversely, students with low self-efficacy tend to believe that they are incapable, a perception reflected in their tendency to avoid various tasks. This condition leads to low learning engagement and increases the risk of failure across various learning activities (Sahin et al., 2024).

In learning, self-efficacy refers to students' confidence in their ability to complete tasks assigned by teachers to achieve optimal results (Arsyad et al., 2020). Students who have confidence in their abilities tend to be more motivated to participate in the learning process, apply effective learning strategies, and persist in completing assignments despite challenges.

According to Aryanti & Muhsin (2020), self-efficacy is not merely about actual ability but rather about the belief in one's capability to use the skills one possesses. This belief greatly influences how individuals think, feel, and act, including in a learning context. Individuals with high self-efficacy tend to have positive expectations about learning outcomes, are willing to try new things, and remain calm under academic pressure.

Studies by Diawati et al. (2019) found that students with high self-efficacy show greater initiative in the learning process, better time management, and more effective goal-setting. Research by N. Arsyad et al. (2020) also found a positive and significant correlation between self-efficacy and elementary school students' learning motivation, where students who believe in their abilities display greater enthusiasm in facing lessons. The findings of this study are consistent with those of previous research by Pada et al. (2024); Sari et al. (2021); Tarigan et al. (2024); and Alif Akbar Maulana & Didit Darmawan (2025), which also demonstrated that self-efficacy has a positive and significant relationship with students' learning motivation. This implies that the higher the students' confidence in their own abilities, the greater their drive to achieve their learning goals. Such confidence encourages students to be more persistent, self-assured, and resilient in the face of academic challenges. In this study, the empirical data show that self-efficacy contributes substantially to students' motivation, highlighting that students with higher confidence in their abilities tend to set higher learning goals, persist in achieving them, and remain engaged even under challenging conditions. This reinforces the practical importance of fostering self-efficacy in primary education rather than merely relying on theoretical expectations. Self-confidence has a significant role in enhancing students' learning outcomes,

as confident students tend to grasp lessons more easily, study more diligently, and demonstrate better problem-solving abilities. This has a positive impact on their academic achievement. (Febrianti et al., 2025).

A relevant study by Suryani & Widodo (2021) showed that self-efficacy significantly affects the learning motivation of primary school students in urban environments. This study highlighted the importance of creating a supportive learning environment, providing positive reinforcement, and facilitating challenging yet achievable learning experiences. Teachers who actively give positive feedback and encourage student participation in learning activities can help build and strengthen students' self-efficacy.

At SDIT Bina Insan in Parepare, students' belief in their own abilities, or self-efficacy, serves as a key pillar of the learning process. Students who trust their skills tend to participate more actively in class, ask questions without hesitation, and learn independently. In contrast, students lacking self-confidence often display passivity, give up easily, and avoid difficult tasks. Studies have confirmed that self-efficacy is a crucial element in helping students build confidence to attain their goals (Sahin et al., 2024). The results of this study indicate that interventions to improve self-efficacy, such as guided practice and constructive feedback, could have measurable effects on motivation, persistence, and academic performance in the classroom, emphasizing the practical significance of these findings for teachers and curriculum planners.

To improve students' self-efficacy, teachers can use strategies such as gradually increasing the difficulty of assigned tasks, providing constructive feedback, and fostering a classroom climate that supports active participation. Parents also play an important role in supporting their children's self-efficacy by offering appropriate praise, allowing them to complete tasks independently, and avoiding treatments that make them feel incapable.

Research by Marlina et al. (2023) revealed that students with high self-efficacy demonstrate greater persistence in learning, exhibit better self-control, and are less easily distracted. Self-efficacy is also correlated with academic achievement: students who believe in their abilities tend to achieve better grades than those who doubt themselves or are pessimistic.

In conclusion, self-efficacy is an important determinant in increasing students' learning motivation. Building high self-efficacy from the primary education stage not only supports academic success but also shapes resilient, confident, and independent student character. The integration of Bandura's self-efficacy theory with empirical findings shows that efforts to build students' confidence will positively impact their learning motivation and academic performance in elementary school.

The Influence of Emotional Intelligence on Learning Motivation

According to Goleman (1995), Emotional intelligence encompasses the ability to understand one's own emotions and those of others, regulate emotions, motivate oneself, and establish healthy social relationships. In primary education, emotional intelligence plays an important role in the learning process by helping students manage stress, build positive relationships, and stay focused on learning goals. Students who can regulate their emotions tend to have higher learning motivation because they can face academic challenges with a positive attitude.

Research by Farhan et al. (2022) showed that emotional intelligence contributes significantly to students' learning motivation, particularly in mathematics learning, by 14.3%. This means that although it is not the only factor, emotional intelligence is an important element that cannot be ignored. This study also reinforced the view that students with emotional awareness, empathy, and self-motivation are more likely to engage in meaningful learning. Based on the research findings, emotional intelligence has been shown to significantly influence learning motivation, suggesting a strong relationship between the variables. The higher a person's emotional intelligence, the higher their learning motivation. (Margareta et al., 2025)

A study by Risdayanti & Duryati (2022) It also demonstrated that emotional intelligence positively affects learning motivation, particularly in face-to-face learning during the COVID-19 pandemic. In a situation of uncertainty, students who can understand and manage their emotions can maintain their learning enthusiasm and adapt to changes. These results also align with the findings of previous studies by Margareta et al. (2025), Penelitian et al. (2021), and Syahputri & Irma Inesia Sri Utami (2023). Emotional intelligence has been shown to have a positive and significant influence on students' learning motivation.

Students with high emotional intelligence are better able to recognize, understand, and manage their own emotions, as well as empathize with others, fostering a supportive learning mindset. This emotional regulation helps them remain focused, handle stress effectively, and maintain enthusiasm even when facing academic challenges. As a result, emotionally intelligent students are more likely to set meaningful learning goals, persist in achieving them, and exhibit greater overall motivation to learn. Emotional states significantly impact students' learning motivation. This is evident when students are unable to manage their emotions effectively, as negative emotions can disrupt their learning by reducing their drive or motivation to participate in school (Tri et al., 2024). Emotional intelligence influences students' motivation to learn. The higher a student's emotional intelligence, the greater their motivation to learn. Conversely, students with low emotional intelligence tend to have lower learning motivation. This result shows a positive relationship between the two variables, indicating that improvements in emotional intelligence may lead to higher learning motivation (Faisal Kurnia et al., 2025).

In the context of SDIT Bina Insan, Parepare City, students' ability to manage emotions is a key aspect supporting learning success. For example, students who can control frustration when they do not understand a lesson tend to seek solutions or ask the teacher. Conversely, students with low emotional intelligence may feel hopeless and lose learning motivation.

The theory proposed by Goleman offers a valuable lens for examining the relationship between emotional intelligence and learning motivation. Goleman points out that self-awareness, emotional regulation, intrinsic motivation, empathy, and social competence are key factors in achieving success both socially and academically. In primary school settings, emotional intelligence can be nurtured through social-emotional learning programs, counseling guidance, and teaching approaches that cultivate empathy and teamwork among students.

Earlier research by Rizka Magfirah (2024) and Halawa & Fensi (2020) also showed that, under the *Merdeka Curriculum* approach, students are given space to explore themselves. In this context, emotional intelligence becomes key for students to manage themselves when facing open-ended, reflective learning challenges. The findings of this study further indicate that, within the specific sample of SDIT Bina Insan, emotional intelligence substantially contributes to maintaining students' motivation under challenging situations, emphasizing the practical significance of developing emotional regulation skills in primary education rather than relying solely on theoretical assumptions.

From these findings, it can be concluded that emotional intelligence not only affects students' interpersonal relationships but also directly enhances learning motivation. Therefore, teachers and schools need to create an environment that fosters the development of emotional intelligence, such as through cooperative activities, group discussions, and self-reflection.

Through teacher training, project-based learning that emphasizes teamwork, and consistent emotional support, students can learn to manage their feelings, understand their classmates' emotions, and contribute to a favorable classroom climate. With this approach, learning motivation will grow naturally, rooted in emotional comfort and satisfaction with the learning process.

Strengthening emotional intelligence from an early age is an important investment in primary education. This is because emotional intelligence has been proven to mediate learning pressures and encourage students to become active, independent, and resilient learners in facing academic challenges. Therefore, integrating theory, teaching practice, and research findings underscores the urgency of strengthening the emotional aspects of the learning framework in elementary schools.

CONCLUSION

Drawing on the results and interpretations from the analysis, It can be concluded that self-efficacy positively and significantly influences students' learning motivation at SDIT Bina Insan Parepare. Students with higher self-efficacy demonstrate greater confidence in their abilities, which encourages persistence, active participation, and consistent completion of learning tasks. This is supported by a t-value of 2.811,

which is higher than the critical t-table value of 2.069, along with a significance value of 0.009, indicating that students' confidence in their own abilities has a direct effect on learning motivation

Emotional intelligence has a significant positive impact on learning motivation, as evidenced by a t-value of 6.161 exceeding the critical t-value of 2.069 and a significance of 0.000. Students with advanced emotional intelligence skills, including emotion regulation and empathy, are more capable of maintaining high learning motivation. Of the two variables studied, emotional intelligence was the most influential factor in shaping students' learning motivation, underscoring the need to develop both self-efficacy and emotional intelligence to maximize learning achievement in primary school settings.

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