



## Influence of emotional intelligence and teacher support on students' learning motivation at Public Junior High School in South Tangerang

Waliyati<sup>1</sup>, Erwin Erlangga<sup>2</sup>, Rini Sugiarti<sup>3</sup>

<sup>123</sup>Master of Psychology, Universitas Semarang, Semarang, Indonesia

### ARTICLE INFO

#### Article history:

#### Article history:

Received Mar 10, 2026

Revised Apr 01, 2026

Accepted May 07, 2026

#### Keywords:

Emotional Intelligence

Teacher Support

Motivation Learning

### ABSTRACT

The purpose of this study is to look into how emotional intelligence and teacher support affect South Tangerang public junior high school students' learning. The research design is explanatory, and the methodology is quantitative. 130 students made up the research sample, which was selected with a 5% margin of error using proportionate stratified random sampling with the Slovin method. The data was examined using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) approach, and SmartPLS 4.1.0.8 software. Emotional intelligence significantly increased learning motivation ( $P$ -value  $< 0.05$ , path coefficient = 0.669). The research model successfully explained 94.8% of the variation in learning motivation ( $R^2 = 0.948$ ). A comparison of the two independent variables reveals that emotional intelligence has a bigger influence than teacher support, demonstrating that internal elements are more important in shaping long-term learning motivation. This study emphasizes how crucial it is to raise students' emotional intelligence and teachers' socio-affective roles in fostering a supportive learning environment.

*This is an open access article under the [CC BY-NC](#) license.*



### Corresponding Author:

Waliyati

Master of Psychology,

Universitas Semarang,

Jl. Soekarno Hatta, RT.7/RW.7, Tlogosari Kulon, Kec. Pedurungan, Kota Semarang, Jawa Tengah 50196

Email: waliyati83yc@gmail.com

## INTRODUCTION

The development of skilled and competitive human resources is largely dependent on education. Student motivation is a critical factor that impacts their academic success and optimal potential development, especially at the junior high school level (Nur Azizah et al., 2023). According to a study by (Yuriatson & Asmi, 2020), and (YC, Lestary, Amira, Sugiarti, & Suhariadi, 2025), Learning motivation is what propels someone to make specific decisions, take action, and put forth effort to continue doing something (Dörnyei & Ushioda, 2021). High learning motivation students exhibit traits including tenacity in the face of adversity, engaged classroom engagement, and positive learning results.

Low learning motivation is still a significant problem in Indonesian education, nevertheless. A lack of independence in locating alternative learning resources, low rates of timely task

completion, and little participation in class discussions are all indicators of waning student enthusiasm for learning, according to preliminary observations across several South Tangerang junior high schools. These results are consistent with a study (Muhammad, Siddique, Jabeen, & AKhtar, 2023) that found a strong correlation between students' motivation levels and their involvement in class activities. Research shows that interacting positively with Friend same age can encourage a sense of accountability and teamwork, which is very important in the context of increasingly digital learning development. Thus, creating a supportive environment, good in a way emotional and also social, can in a way significantly influence the academic success academic student.

Salovey and Mayer originally defined emotional intelligence as the ability to monitor one's own and other people's moods and emotions, distinguish between different emotions, and use this information to guide one's thoughts and actions (Salovey & Mayer, 1989)). This idea gained popularity when (Daniel Goleman, 2015) defined emotional intelligence as the capacity to inspire oneself, identify one's own and other people's emotions, and successfully manage emotions in oneself and interpersonal connections. Since its inception, emotional intelligence (EI) has drawn more and more attention in the educational setting, especially due to its strong association with learning and successful academic results. Scholars emphasize how it can improve school adjustment, build adaptive coping mechanisms, and increase resilience (Ononye, Ndudi, Bereprebofa, & Maduemezia, 2022). improving self-esteem in school and developing adaptable coping strategies (Bereded, Abebe, & Negasi, 2025) EI has been connected to improved academic achievement. (Muhammad, 2023) and fosters a positive relationship with academic work (Chang & Tsai, 2022)

Social support, as described by (Sarafino, Smith, King, & De Longis, 2020), is the comfort, attention, gratitude, or help that people receive from other people or groups. According to (Li, 2025; Social support is the sense of care, support, and gratitude that an individual receives from others in their immediate social circle, including family, friends from school, and those they value most. Teachers are important individuals in the educational setting who significantly impact students. Please provide: details of the research location, the research period, and academic and psychological growth.

## RESEARCH METHODOLOGY

This research makes use of both a quantitative and an explanatory research design methodology. Because the study's objective was to assess the causal connection between variables based on current theory, a quantitative technique was selected (Elvera & Yesita Astarina, 2021). Through statistical hypothesis testing, explanatory research enables researchers to explain how exogenous characteristics—such as emotional intelligence and teacher support—affect endogenous variables, such as learning motivation. In South Tangerang City, Banten Province, Indonesia, this study was carried out in many districts, with a focus on public junior high schools (which are dispersed throughout a number of sub-districts, including Ciputat, Ciputat Timur, Pamulang, Pondok Aren, Serpong, Serpong Utara, and Setu.

In order to guarantee the geographic and demographic representativeness of the student body within the South Tangerang municipality, these schools were chosen. In order to reduce locational bias and capture a wider range of socio-academic factors that may affect the variables under investigation—emotional intelligence, teacher support, and learning motivation—a number of districts were chosen.

Data were collected through a structured questionnaire instrument developed based on established theoretical frameworks for each variable: emotional intelligence, teacher support, and learning motivation. Each questionnaire item was rated using a 5-point Likert scale, with response categories ranging from 1 (strongly disagree) to 5 (strongly agree). This scale was selected because it offers a balanced range of response options that effectively capture the degree of agreement or

disagreement among respondents, and it is widely used and validated in educational psychology research (I Ketut Swarjana, 2022)

The study was conducted in the 2025–2026 school year. During this academic term, the full research process—including instrument development, expert validation, pilot testing, both data collection and data analysis were completed. Using the official permission of the relevant school administrations, data collection from respondents was conducted during regular school hours to minimize interference with the teaching process.

The study's sample is the entire population data gathered through a variety of methods to pinpoint specific facets of human behavior, typically by selecting a sample from a larger population (I Ketut Swarjana, 2022). The Slovin formula, which is used in the sample computation, is evident from the following notation.

According to Slovin's calculation for the minimum sample size, if there are 193 students, the sample size is 130 with a margin of error of 5% (0.05). This study employed proportionate stratified random sampling. This sample strategy is appropriate for scenarios in which the population is homogeneous and hierarchical (Amruddin, 2022)

In this study, validity was evaluated using SmartPLS 4.1.0.8 and two complementary methods inside the SEM-PLS framework.

Convergent validity was evaluated using the Average Variance Extracted (AVE) for each latent construct. A construct is deemed acceptable if it explains at least 50% of the variance of its indicators, as indicated by an AVE value of  $\geq 0.50$  (Hair & Alamer, 2022). A threshold of  $> 0.70$  was considered appropriate for confirmatory purposes, and factor loadings for each indicator were also analyzed.

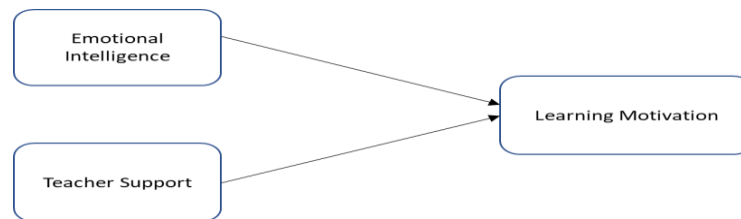


Figure 1. Framework

## RESULTS AND DISCUSSIONS

In this study, there were 130 junior high schools with various characteristics, such as gender, with 60 (40%) male and 70 (60%) female participants. The loading factor values for emotional intelligence, teacher support, and student learning motivation were all more than 0.7. These results are in accordance with Hair & Alamer (2022), which states that when the loading factor value is greater than 0.7, the metrics employed have met the validity criteria. Furthermore, the loading factor value between an indicator variable and the latent variable needs to be higher than that of additional latent variables (Setiabudhi, Suwono, Setiawan, & Karim, 2025). The table below displays the loading factor values.:

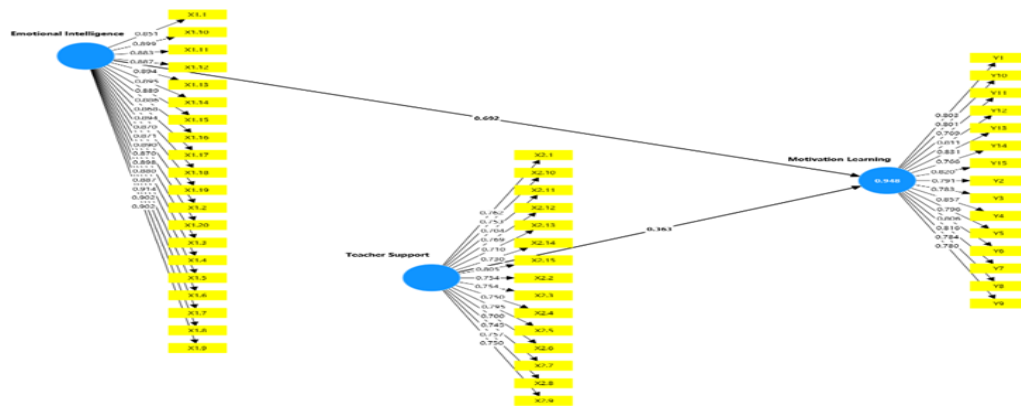


Figure 2. Output PLS - Sem Algorithm

Table 1. Loading Factor Values

Emotional Intelligence (X1)	Teacher Support (X2)	Learning Motivation (Y)
0,851	0,762	0,803
0,871	0,754	0,791
0,870	0,754	0,783
0,898	0,750	0,857
0,880	0,795	0,796
0,887	0,700	0,806
0,914	0,745	0,816
0,902	0,757	0,784
0,902	0,750	0,780
0,899	0,753	0,801
0,883	0,704	0,769
0,887	0,769	0,811
0,894	0,710	0,831
0,895	0,730	0,766
0,889	0,805	0,820
0,886		
0,868		
0,894		
0,870		
0,890		

Every variable in research. This will test reliability, besides testing validity. Reliability value composite and Cronbach's alpha for every variable analyzed for this testing. Every variable must have a significance level of more than 0.8 to the reliability composite and more than 0.6 to Cronbach's alpha to be considered *valid and reliable*. Validity strong convergence shown. If mark AVE is in the range that can be accepted, even though its value is a little below the typical threshold >0.5.

Table 2. Summary of the Construct of Reliability and Validity

Variabel	Cronbach's alpha	Composite Reliability( rho_a)	Composite reability (rho_c)	Average variance extracted (AVE)
X1	0,986	0,986	0,987	0,786
X2	0,960	0,960	0,964	0,642
Y	0,944	0,945	0,951	0,562

Calculation R-square (R<sup>2</sup>) and R-square adjusted (R<sup>2</sup> adjusted) show a strong correlation between The study's independent and dependent variables. Variables in the model explains 88.5%

of the variation in motivation work ( $R^2 = 0.864$ , adjusted  $R^2 = 0.859$ ). This demonstrates the model's excellent predictive potential.

Table 3.  
R-squared value

Variabel	R-square	R-Square adjusted
Y	0,948	0,948

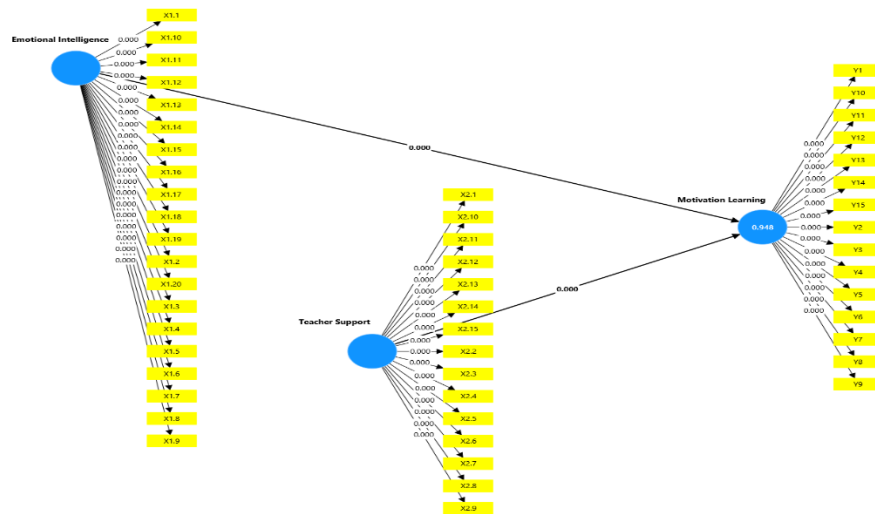


Figure 3.  
Output Bootstrapping Path Coefficients

Testing a hypothesis can use a two-tailed test with a level of *margin of error* by 5 % with a mark threshold that must be met in testing the hypothesis of 1.96. If the value *t counts* more big from the *t table*, then the variables have a substantial impact on one another.. The values can be seen in the picture. Here is the hypothesis test under this:

Table 3.  
Hypothesis Testing

Variabel	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Emotitonal Intelligence -> Motivation Learning	0,692	0,692	0,029	24,115	0,000
Teacher Support -> Motivation Learning	0,363	0,364	0,034	10,712	0,000

This influence is extremely significant and serves as the primary predictor. Several mechanisms explain why this happens. Self-regulation and perseverance. Students with excellent emotional intelligence can handle frustration and academic worry. They do not give up easily when faced with adversity; their innate motivation is maintained even when presented with academic hurdles.

Controlling unpleasant emotions. Fear of failing, embarrassment at asking questions, and test anxiety are all obstacles to motivation. Emotional intelligence enables pupils to recognize and manage their emotions before they disrupt the learning process.

Motivation is an essential component of emotional intelligence itself. Self-motivation is one component of emotional intelligence (according to Goleman's model). This is conceptually similar to

learning motivation, which explains why its correlation coefficient (0.692) and t-statistic (24.115) are significantly higher than the crucial value.

.This suggests that as students' emotional intelligence increases, so does their motivation to learn. Emotional intelligence: individuals who can notice, comprehend, and adjust to emotions to retain motivation, overcome learning obstacles, and develop engaging learning habits. This is consistent with the findings of (Suci, Neldi, Syahrastani, & Zulman, 2022), (Putri & Andrijanto, 2023),(Mérida-López, Carvalho, Chambel, & Extremera, 2023),(Tambak, Ahmad, & Sukenti, 2020),(Tang & He, 2023)(Sánchez-Álvarez, Berrios Martos, & Extremera, 2020)research, which found that emotional intelligence has a significant impact on increasing student motivation to learn because individuals who can express their emotions have a better goal orientation and higher persistence. In addition to this, (Cahyana, Kartono, & Pranata, 2022)suggest that effective emotion regulation might serve as a strong predictor of learning motivation, particularly in the context of a challenging learning environment.

This effect is considerable and meaningful, albeit smaller than that of emotional intelligence. The mechanism is exterior to internal. Self-determination Theory (Deci and Ryan). Teacher support meets three essential psychological requirements for students: autonomy (teachers provide options), competence (teachers provide constructive feedback), and relatedness (students feel valued). When these three criteria are addressed, extrinsic motivation shifts to intrinsic motivation.

This is conceptually similar to learning motivation, which explains why its correlation coefficient (0.363) and t-statistic (10.712) are significantly lower than the crucial value.

These findings are similar to (Handayani, 2020) , (Anam, 2020), (Basri, 2018) , (Li, 2025)Research found that students' views of teacher support directly impact their level of involvement and motivation in academic tasks. Furthermore, according to (Pratiwi, 2023), In their study based on Self-Determination Theory , responsive and supportive teachers play a crucial part in meeting students' needs for autonomy, competence, and social belonging, which promotes the development of intrinsic and sustainable learning motivation.

## CONCLUSION

With a p-value of  $0.000 < 0.05$  and a path coefficient of 0.692, the PLS-SEM hypothesis test The findings demonstrate that emotional intelligence (X1) has a favorable and significant impact on learning motivation (Y). This suggests that a student's emotional intelligence raises their motivation to learn. Additionally, learning motivation (Y) is positively and significantly impacted by teacher support (X2), with a p-value of  $0.000 < 0.05$  and a route coefficient of 0.363. This suggests that students' motivation to learn is greatly increased by the teacher's role in offering academic, emotional, and practical support. The higher route coefficient value indicates that, when comparing the two variables, emotional intelligence (X1) has a stronger impact on learning motivation than teacher support (X2). This result suggests that when it comes to persistent learning motivation, pupils' internal variables predominate over external factors. Since many of the instruments now in use are borrowed from Western cultural contexts and may not be fully applicable, future research should think about creating or revalidating scales for assessing emotional intelligence and contextual teacher support for Indonesian students.

## ACKNOWLEDGEMENTS

Thank you and praise to Allah Subhanahu wa Ta'ala for His mercy and blessings, which made it possible for the author to complete the research entitled "Influence of Emotional Intelligence and Teacher Support on Students' Learning Motivation at SMP Negeri Tangerang Selatan." The writer wishes to convey his appreciation: The Dean of the Faculty of Psychology at Semarang University; the head of Semarang University's Master of Psychology program; the Academic Advisor; both beloved parents who have always provided support and prayers; to all my fellow

Master's students in Psychology at Semarang University; and to my close friends during my studies who have provided valuable input and encouragement.

## References

- Amruddin, P. M. R. , D. G. A. , S. D. N. , M. D. , H. L. , ... A. M. D. S. (2022). *Metodologi Penelitian Kualitatif*. Sukoharjo: Pradina Pustaka.
- Anam, W. K. (2020). Hubungan Antara Kecerdasan Emosional Dengan Motivasi Belajar. *DIMAR: Jurnal Pendidikan Islam*. Retrieved from <http://ejournal.stit-almubarak.ac.id/index.php/DIMAR/article/view/32>
- Basri, B. (2018). Hubungan antara kecerdasan emosional dengan motivasi belajar pada mahasiswa. *Jurnal Sosial Humaniora Sigli*. Retrieved from <http://journal.unigha.ac.id/index.php/JSH/article/view/127>
- Bereded, D. G., Abebe, A. S., & Negasi, R. D. (2025). Emotional intelligence and academic achievement among first-year undergraduate university students: the mediating role of academic engagement. *Frontiers in Education*, Volume 10-2025. Retrieved from <https://www.frontiersin.org/journals/education/articles/10.3389/educ.2025.1567418>
- Cahyana, I., Kartono, K., & Pranata, R. (2022). Korelasi Antara Kecerdasan Emosional Dan Motivasi Belajar Dengan Hasil Belajar Tematik Siswa Kelas Iv Sdn. *Jurnal Pendidikan Dan ....* Retrieved from <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/53449>
- Chang, Y.-C., & Tsai, Y.-T. (2022). The Effect of University Students' Emotional Intelligence, Learning Motivation and Self-Efficacy on Their Academic Achievement – Online English Courses. *Frontiers in Psychology*, Volume 13-2022. <https://doi.org/10.3389/fpsyg.2022.818929>
- Daniel Goleman. (2015). *Kecerdasaan Emosional*. Book.
- Dörnyei, Z., & Ushioda, E. (2021). Teaching and researching motivation, 3rd ed. In *Teaching and researching motivation, 3rd ed.* New York, NY, US: Routledge/Taylor & Francis Group. <https://doi.org/10.4324/9781351006743>
- Elvera, S. E., & Yesita Astarina, S. E. (2021). *Metodologi Penelitian*. Penerbit Andi.
- Hair, J., & Alamer, A. (2022). Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. *Research Methods in Applied Linguistics*, 1(3), 100027.
- Handayani, R. (2020). Peran Kecerdasan Emosional dan Motivasi Terhadap Kinerja Guru dengan Self Efficacy Sebagai Intervening (Studi Kasus Guru SMAN di Kabupaten Rokan Hilir .... *Jurnal Manajemen Dan Bisnis Terapan*. Retrieved from <https://journal.unilak.ac.id/index.php/mbt/article/view/8579>
- I Ketut Swarjana, S. K. M. M. P. H. D. P. H. (2022). *POPULASI-SAMPEL, TEKNIK SAMPLING & BIAS DALAM PENELITIAN*. Penerbit Andi. Retrieved from <https://books.google.co.id/books?id=87J3EAAAQBAJ>
- Li, Y. (2025). The impact of teacher support on OLE in RFL learners: The chain mediating roles of classroom enjoyment and motivation. *Acta Psychologica*, 252, 104677. <https://doi.org/https://doi.org/10.1016/j.actpsy.2024.104677>
- Mérida-López, S., Carvalho, V. S., Chambel, M. J., & Extremera, N. (2023). Emotional intelligence and teachers' work engagement: The mediating and moderating role of perceived stress. *The Journal of Psychology: Interdisciplinary and Applied*, 157(3), 212–226. <https://doi.org/10.1080/00223980.2023.2169231>
- Muhammad, N., Siddique, A., Jabeen, S., & AKhtar, M. S. (2023). Academic Motivation and Engagement: A Correlational Study of Students' Perspective at Secondary School Level. *Journal of Social Sciences Review*, 3(2), 852–863. <https://doi.org/10.54183/jssr.v3i2.315>
- Nur Azizah, S., Nurindria Pramana, J., Putri Parasti, M., Sakhaputri Aryanti, R., Rizkiani Rustandi, P., Masrifatul, N., ... Annisa Rahman, H. (2023). LEARNING METHODS TO BOOST THE MOTIVATION OF ELEMENTARY SCHOOL STUDENTS IN BELITUNG. *EMPOWERING HUMANITY*, 1(2), 1–11.
- Ononye, U., Ndudi, F., Bereprebofa, D., & Maduemezia, I. (2022). Academic resilience, emotional intelligence, and academic performance among undergraduate students. *Knowledge and Performance Management*, 6(1), 1.
- Pratiwi, Y. R. (2023). *PENGARUH KECERDASAN EMOSIONAL, MOTIVASI, DAN KEPUASAN PEGAWAI TERHADAP KINERJA KARYAWAN (Studi Pada Karyawan PT. Bank Mandiri ....* repository.mercubuana.ac.id. Retrieved from <https://repository.mercubuana.ac.id/83977/>

- Putri, P. A., & Andrijanto, D. (2023). Hubungan Antara Kebugaran Jasmani dan Kecerdasan Emosional dengan Motivasi Belajar Siswa. *Jurnal Pendidikan Olahraga Dan ....* Retrieved from <https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-jasmani/article/view/56742>
- Salovey, P., & Mayer, J. D. (1989). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Sánchez-Álvarez, N., Berrios Martos, M. P., & Extremera, N. (2020). A Meta-Analysis of the Relationship Between Emotional Intelligence and Academic Performance in Secondary Education: A Multi-Stream Comparison. *Frontiers in Psychology*, Volume 11-2020. Retrieved from <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2020.01517>
- Sarafino, E. P., Smith, T. W., King, D. B., & De Longis, A. (2020). *Health Psychology: Biopsychosocial Interactions*. Wiley. Retrieved from <https://books.google.co.id/books?id=ieruDwAAQBAJ>
- Setiabudhi, H., Suwono, S., Setiawan, Y. A., & Karim, S. (2025). Analisis Data Kuantitatif dengan SmartPLS 4. In *Borneo Novelty Publishing*. Borneo Novelty Publishing.
- Suci, A., Neldi, H., Syahrastani, S., & Zulman, Z. (2022). Hubungan Kecerdasan Emosional, Motivasi Belajar terhadap Hasil Belajar PJOK Siswa di SMP Negeri 17 Padang. *Jurnal JPDO*. Retrieved from <http://jpdo.ppj.unp.ac.id/index.php/jpdo/article/view/1135>
- Sulistianingsih, P. (2017). Pengaruh kecerdasan emosional dan motivasi belajar terhadap kemampuan berpikir kritis matematika. *JKPM (Jurnal Kajian Pendidikan ....* Retrieved from <https://journal.lppmunindra.ac.id/index.php/jkpm/article/view/1899/0>
- Tang, Y., & He, W. (2023). Relationship between emotional intelligence and learning motivation among college students during the COVID-19 pandemic: A serial mediation model. *Frontiers in Psychology*, Volume 14-2023. Retrieved from <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1109569>
- YC, W., Lestary, I., Amira, J., Sugiarti, L. R., & Suhariadi, F. (2025). Influence of self-efficacy and peer social support on high school students' motivation to learn mathematics. *Cendikia: Media Jurnal Ilmiah Pendidikan*, 15(6), 366–373. <https://doi.org/10.35335/cendikia.v15i6.6396>
- Yuriatson, Y., & Asmi, A. S. (2020). Hubungan antara motivasi belajar dengan prestasi belajar mahasiswa. *Jurnal Ilmiah ....* Retrieved from <https://jurnalsandihusada.polsaka.ac.id/JIKSH/article/view/449>