

The Impact of Emotional Intelligence and Learning Independence on Students' Social Studies Activities through Learning Motivation

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ABSTRACT

This study aims to examine the effects of emotional intelligence and learning independence on students' learning activities at SMP Negeri in North Tambusai District, Rokan Hulu Regency. The population of this study consisted of 3,037 students, with a sample size of 354 students. Data were collected through questionnaires, interviews, and documentation. Quantitative descriptive analysis and path analysis were employed for data analysis. The results indicate that both emotional intelligence and learning independence significantly influence learning activities by enhancing learning motivation. These findings highlight the importance of considering psychological factors in improving students' motivation and learning activities, offering valuable insights for efforts to enhance the quality of education.

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INTRODUCTION

The importance of learning activities in the learning process can help students gain the knowledge, skills, and understanding needed for self-development. By engaging in learning activities, students can improve their memory, problem-solving skills, and critical thinking skills, preparing them to face future challenges and increase academic and professional success (Suranti, NMY, & Wahyuningsih, 2023). In the learning process, student activity is very important and needs to be considered by teachers so that the learning process undertaken really produces optimal results (Arya Wardana, 2022). If learning activities are increased, it can help improve academic achievement, broaden students' understanding of various subject matter, develop more effective learning skills, and motivate them to engage in the learning process better (Syarnubi, 2023). According to Paneo, (2020) the low level of student learning activity in learning, one of the solutions that can be done is to change the learning process used towards learning that is able to provide opportunities and is able to increase student learning activities in the learning process, one of which is the application of learning models (Paneo, 2020). Supported by factors originating from within students such as the ability to manage emotions, interact positively with others, understand themselves, and resolve conflicts can help improve concentration, motivation, and learning performance, namely students' emotional intelligence (Syarnubi, S., Alimron, A., & Muhammad, 2022).

Research conducted by Eryadini, (2021) shows that emotional intelligence in learning can affect learning activities. The interaction process during the learning process in the classroom is greatly influenced by emotional intelligence and social skills, so it is necessary to pay attention to the background of emotional intelligence in accompanying them during the learning process in the classroom (Syarnubi, S., & Fahiroh, 2024). Students who have high emotional intelligence interact more easily and adapt to their learning environment (Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, 2021).

There is also research conducted by (Nurul Fadhilah, & Mukhlis, 2021). showing that students who have good emotional intelligence will succeed in managing and motivating themselves to continue learning so that their learning activities are well controlled and have an impact on the good learning outcomes obtained (Syarnubi, 2024). Conversely, students who have low emotional intelligence lack motivation to learn so that it can damage their learning activities and concentration and lead to poor learning outcomes (Syarnubi, 2016).

Another factor that influences students' learning activities is independence in learning. Learning independence is a learning activity that takes place more driven by the students' own will, choice and responsibility (Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya, 2023). Learning will be optimally successful if it is done with full independence (Sari, L., Abdurrahmansyah, A., & Imtihana, 2020). stated that learning independence includes aspects such as motivation to compete, decision-making ability, responsibility, and having high self-confidence in completing tasks. According to (Karlen, Y., Hirt, C.N., Liska, A., & Stebner, 2021). that students with low academic achievement have a low mindset of independence compared to students with high academic achievement. This study emphasizes the importance of mindset and self-concept about learning independence and academic achievement.

One theory that explains the relationship between learning independence and learning activities is the Connectionism Theory theory put forward by Edward L. Thorndike (1913). Thorndike's theory highlights the aspect of independence in learning by linking learning activities with desired outcomes. When students realize that their independent actions can produce positive results, they tend to be more involved in learning activities. In addition, there is also the Social Learning Theory theory put forward by Albert Bandura (1986) students who are able to regulate and direct their own behavior (independence) tend to be more active in their learning activities. Meanwhile, according (Arista, M., Sadjarto, A., & Santoso, 2022). learning independence is influenced by several factors, including learning motivation factors which are part of psychological factors. Thus, motivation in learning is a driving force and makes a major contribution to students to be independent in carrying out their learning activities. Based on research conducted by (Hidayati, FT, & Utsman, 2019). learning activities that arise from students will result in the formation of knowledge and skills that will lead to increased achievement, one of which is the formation of an attitude of independence in students. According to (Uki, F., & Ilham, 2020), the results of the research that has been carried out show that 72.59% of student learning achievement is influenced by student learning independence. This means that every student who wants to have high learning achievement can

METHODS

This study uses a quantitative approach that is multiple influence, namely to determine the influence of independent variables on dependent variables, then the data is tabulated and analyzed using statistics with the help of SPSS. The subjects of this study were junior high school students in North Tambusai District, Rokan Hulu, Riau. The sample was taken using a stratified random sampling technique, which took into account the class level and gender of the students. The number of respondents involved in this study was 354 students from 16 schools in North Tambusai Junior High School.

This study was conducted in several stages, starting from the preparation of research instruments in the form of questionnaires developed based on indicators of emotional intelligence, learning independence, learning motivation, and social studies learning activities. The instruments that had been prepared were first tested on students to determine their validity and reliability. After the instrument was declared valid and reliable, the questionnaire was distributed to the research sample. The data collection process was carried out for two weeks with direct supervision by researchers and teachers.

Data was collected through the distribution of questionnaires to students. This instrument measures the variables of emotional intelligence, learning independence, learning motivation, and social studies learning activities. Each student was asked to fill out the questionnaire independently

under the supervision of the researcher to ensure the accuracy of the filling. Data collection was carried out over a period of two weeks in each school that was the location of the study.

The data analysis technique used in this study was Path Analysis. Path Analysis is a statistical analysis technique used to test the causal relationship between variables that are studied simultaneously. In this study, Path Analysis was used to analyze the direct and indirect effects of emotional intelligence and learning independence on social studies learning activities through learning motivation as a mediating variable

RESEARCH RESULTS AND DISCUSSION

The research results obtained must be based on sufficient and relevant data to ensure the validity and credibility of the findings. The data used must be obtained through appropriate and adequate methods, so that it can provide answers to research questions or test hypotheses that have been set in the introduction. The findings presented must be in line with the research objectives and make a significant contribution to solving the problems that have been identified.

2.1 Descriptive Analysis

Descriptive analysis of emotional intelligence variables

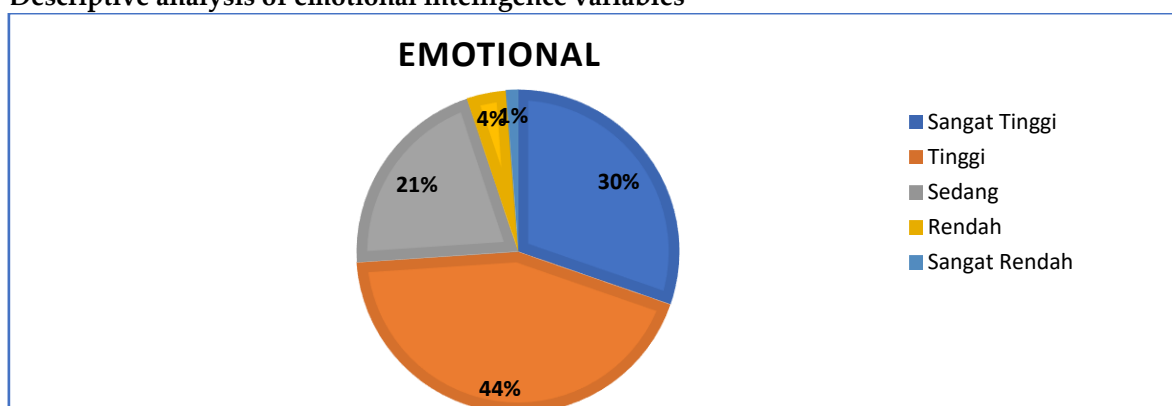


Figure 1. Frequency Distribution of Emotional Intelligence

In Figure 1, it can be seen that students' emotional intelligence is categorized as high, as indicated by the majority of respondents' answers being in the high category of 74%, in the medium category of 21%, while the fewest respondents' answers were in the low and very low categories of 5%. Emotional intelligence in the high category includes students' ability to recognize emotions, understand emotions, manage emotions and control emotions in the learning process. Students not only feel emotions, but also understand, analyze their sources and impacts. In the learning process when there are differences of opinion during class discussions, in this case students are able to keep their emotions under control and argue in a calm manner. When receiving criticism from teachers and classmates, students are able to accept it with an open attitude and do not feel offended. When students feel overwhelmed in doing assignments, students can recognize these feelings and ask for help or advice from teachers or friends without feeling embarrassed and afraid. Students with high emotional intelligence can manage stress and pressure better, which helps them perform better academically (Januaripin, 2024). In addition, there is a high correlation between emotional intelligence and academic success (Syarnubi, 2022). There is a significant relationship between emotional intelligence and mental processes, focus, and self-control in stressful situations (Shengyao, Y., Xuefen, L., Jenatabadi, HS, Samsudin, N., Chunchun, K., & Ishak, 2024). (Wulandari, A., & Suyadi, 2019) said that many researchers have conducted research that positive feelings/emotions such as feelings of happiness and relaxation before and while studying will increase the effectiveness of learning.

Descriptive analysis of learning independence variables

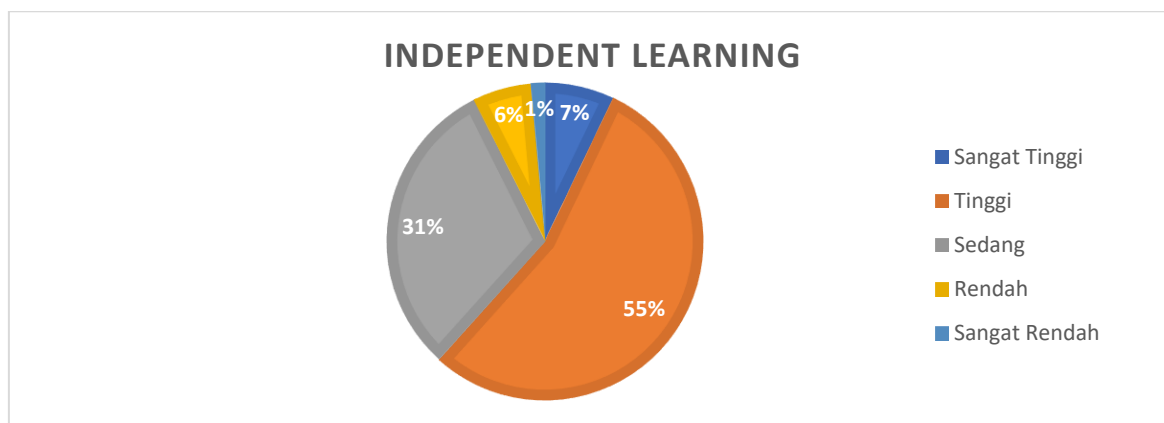


Figure 2. Frequency Distribution of Learning Independence

In Figure 2, it can be seen that students' learning independence is categorized as high, as indicated by the majority of respondents' answers being in the high category of 62%, while the fewest respondents' answers were in the very low category of 7%. Learning independence in the high category includes students' ability to manage and direct their own learning process without excessive dependence on teachers or parents. Students with high learning independence have a desire to re-learn material that has not been mastered, do not wait for help from friends when experiencing difficulties and a high desire to do assignments, are able to detect their learning needs such as subject matter, learning resources and how to learn them and are able to find learning resources that are relevant to the topic being studied and utilize learning resources to gain knowledge according to learning needs. According to (Rahman, R., & Fuad, 2024). Independent students are more likely to seek additional learning resources and understand more deeply, which can improve learning outcomes. Students with good learning independence will find the best way to solve the problems they face. Students with good learning independence can be seen from the encouragement to learn independently, their own choice of understanding, and responsibility for their work (Surani, D., Komarudin, M., Kusumawati, N., & Kusuma, 2021). Independence is a person's ability to direct, control themselves in thinking and acting, and have the confidence not to depend on others. Students who develop strong independent learning strategies (SRL) tend to seek additional learning resources, which help them gain deeper understanding and achieve better academic results (Yoo, M. et al. 2023). In line with (Santika, 2024). that good student learning outcomes are influenced by student learning independence.

Descriptive analysis of learning motivation variables

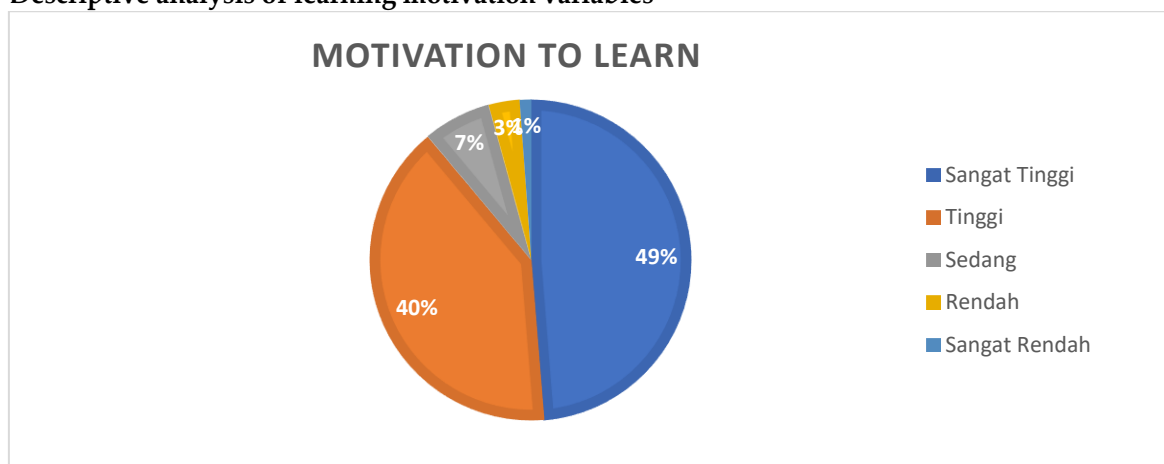


Figure 3. Frequency Distribution of Learning Motivation

In Figure 3, it can be seen that students' learning motivation is categorized as very high, as indicated by the majority of respondents' answers being in the very high category of 89%, while the fewest respondents' answers were in the low category of 4%. Learning motivation in the high

category includes internal or external motivation that encourages someone to take an active part in the learning process. Internal factors such as the desire to learn, the drive and need to learn, the existence of hopes and ideals for the future, while external factors, such as interesting learning activities, awards in learning and a conducive learning environment. Students who have high learning motivation have a desire to learn, students are interested in learning at school with activities such as understanding the material and the use of technology in learning media used by teachers in schools. In line with (Maulia, R., Zuhdiyah, Z., & Ovianti, 4 C.E.). from the implementation of strategies used by teachers has an impact that can increase students' learning motivation in participating in teaching and learning activities. Learning motivation plays a very important role in the learning process and the success of the learning process. According to (Nabilah, J., & Romadlon, 2024). a student will more easily accept the material taught if they have a strong learning motivation. Students are motivated to learn because of needs, rewards, hopes and ideals as well as a conducive learning environment that supports concentration for learning. Student learning motivation greatly influences learning outcomes which also greatly influences success in learning and success in the world of education, the higher and better the student's learning motivation, the greater the learning motivation and opportunities to achieve success in learning (Fadila, F., Soleha, S., Febriansyah, F., & Azwar, 2022). High motivation encourages students to study more diligently and diligently which will later improve students' academic results (Steinmayr, R., Weidinger, A.F., Schwinger, M., & Spinath, 2019). (Kocak, O., Goksu, I., & Goktas, 2021).

Descriptive analysis of learning activity variables

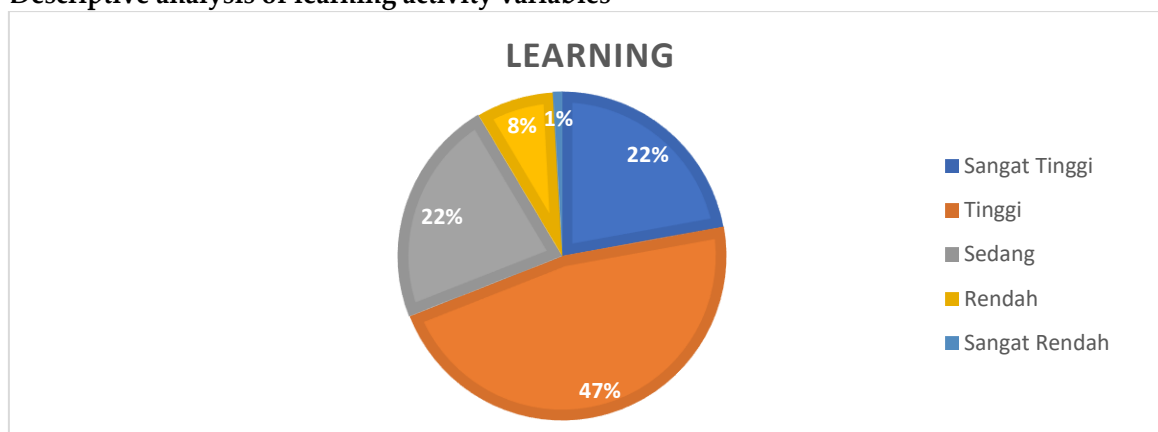


Figure 4. Frequency Distribution of Learning Activities

In Figure 4, it can be seen that student learning activities are categorized as high, as indicated by the majority of respondents' answers being in the high category of 69%, while the fewest respondents' answers were in the very low category of 9%. Learning activities in the high category include students being active in the learning process which includes visual, oral, listening, writing and emotional activities. Students' visual activities include all activities in the learning process that involve the sense of sight such as reading lesson materials and paying attention to pictures, oral activities, namely students conducting group discussions, asking questions, giving suggestions, expressing opinions, being able to respond to statements from teachers and classmates, listening activities such as listening to the teacher when delivering material, listening to classmates when presenting discussion materials and listening to classmates expressing opinions, writing activities are student activities in taking notes and summarizing lesson materials to improve understanding in learning and emotional activities are student conditions such as feeling happy, excited and feeling bored during the learning process. High learning activities not only help students gain knowledge, but also develop skills, attitudes, and motivations that are important for their future success (Munir, S., & Zaheer, 2021).

2.2 Research Instruments

Normality Test

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			354
Normal Parameters ^{a,b}	Mean		.000000
	Std. Deviation		11.35427641
Most Extreme Differences	Absolute		.057
	Positive		.028
	Negative		-.057
Test Statistics			.057
Asymp. Sig. (2-tailed)			.008 ^c
Monte Carlo Sig. (2-tailed)	Sig.		.190 ^d
	99% Confidence Interval	Lower Bound	.180
		Upper Bound	.200

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 2000000.

In table 1, the normality test above shows a significance value (sig) of 0.190 which is greater than α (0.05), therefore the decision H0 is accepted with the conclusion that the residual data is normally distributed.

Table 2. Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.498	2.007
	X2	.657	1,523
	Z	.532	1,880

a. Dependent Variable: Learning Activity (Y)

In table 2, the multicollinearity test above shows the VIF value of the service quality variable is 1, which is smaller than 10, therefore it is concluded that there is no multicollinearity in the independent variables.

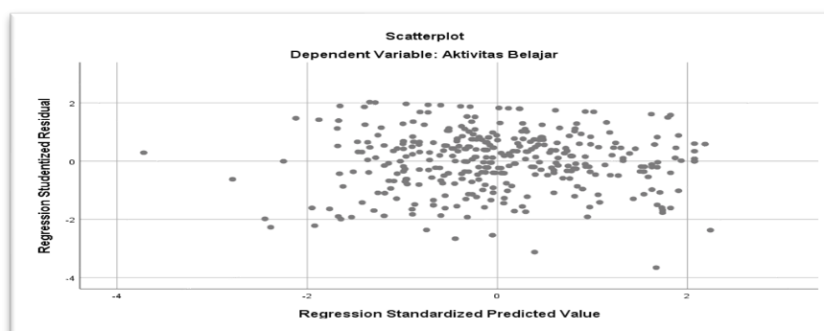


Figure 5. Scatter Plot Residual

In the Scatter Plot, the points representing the residuals are seen to be randomly spread around the horizontal line (x-axis = 0), without a particular pattern. It can be concluded that there is no indication of heteroscedasticity in the regression model, because the random distribution of the residuals indicates that the variance of the residuals (errors) is constant throughout the range of independent variable values.

2.3 Path Analysis

Table 3. Path Analysis Results

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	B
1	Constant	14,288	2.147	
	Emotional Intelligence	0.717	0.061	0.548
	Learning Independence	0.125	0.028	0.206
2	Constant	8.273	2,555	
	Emotional Intelligence	0.684	0.060	0.523
	Learning Independence	0.130	0.028	0.215
	Motivation to learn	0.115	0.028	0.159

Source: SPSS Processed Data (2024)

In table 3, the results of the mediation regression test above provide the following explanation.

Model 1: $Z = 14.288 + 0.717 X_1 + 0.125 X_2 + e$

The interpretation of the model is as follows:

- 1) The constant a is , 14.288 which is an estimate of self-efficacy. The results indicate that if the variables of emotional intelligence and learning independence are in a constant state or there is no change, then the learning motivation is worth 14.288.
- 2) The b_1 coefficient of 0.717 is the direction coefficient of the emotional intelligence variable. These results indicate that the emotional intelligence variable has a positive effect on learning motivation. This means that if the emotional intelligence variable increases, then the learning motivation will be higher.
- 3) The b_2 coefficient of 0.125 is the direction coefficient of the learning independence variable. These results indicate that the learning independence variable has a positive effect on learning motivation. This means that if the learning independence variable increases, then learning motivation will be higher.

Model 2: $Y = 8.273 + 0.648 X_1 + 0.130 X_2 + 0.115 Z + e$

The interpretation of the model is as follows:

- 1) The constant a is 8.273, which is an estimate of student learning activity. The results show that if the variables of emotional intelligence, learning independence and learning motivation are in a constant state or there is no change, then the learning activity will be worth 8.273.
- 2) The b_1 coefficient of 0.648 is the direction coefficient of the emotional intelligence variable. These results indicate that the emotional intelligence variable has a positive effect on learning activities. This means that if the emotional intelligence variable increases, then learning activities will be higher.
- 3) The b_2 coefficient of 0.130 is the direction coefficient of the learning independence variable. These results indicate that the learning independence variable has a positive effect on learning activities. This means that if the learning independence variable increases, then learning activities will be higher.
- 4) The b_3 coefficient of 0.115 is the direction coefficient of the learning motivation variable. These results indicate that the learning motivation variable has a positive effect on learning activities. This means that if the learning motivation variable increases, then learning activities will be higher.

2.4. Coefficient determination

Table 4. Coefficient of determination I

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.138 ^a	.019	.013	11.660695

a. Predictors: (Constant), Learning Independence (X₂), Emotional Intelligence (X₁)

Source: SPSS Processed Data (2024)

In Table 4, the coefficient of determination shows that the value of R square is 0.019. This shows that the contribution of the influence of x_1 and x_2 to Y is 1.9%.

Table 5. **Coefficient of determination II**
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.702 ^a	.493	.488	6.057678

a. Predictors: (Constant), Learning Motivation (Z), Learning Independence (X₂), Emotional Intelligence (X₁)

b. Dependent Variable: Learning Activity (Y)

Source: SPSS Processed Data (2024)

In Table 5, the coefficient of determination shows that the value of R square is 0.493. This shows that the contribution of the influence of X₁ and X₂ through learning motivation to Y is 49.3%.

Analysis of the Influence of Emotional Intelligence (X₁) through Learning Motivation (Z) on Learning Activities (Y)

It is known that the direct influence of emotional intelligence on learning activities is $(0.160)^2 = 0.026$. While the indirect influence of emotional intelligence through learning motivation on students' learning activities is the multiplication of the beta value of Emotional Intelligence (X₁) on (Learning Activities) Y and the beta of Learning Motivation (Z) on Learning Activities (Y) which is $0.525 \times 0.159 = 0.083$. So the total influence given by X₁ on Y through Z is $0.026 + 0.083 = 0.109$. Based on the calculation results, it is known that the indirect influence of emotional intelligence on learning activities is greater than the direct influence. So, it can be concluded that indirectly emotional intelligence has a significant influence on learning activities through learning motivation.

Analysis of the Influence of Learning Independence (X₂) through Learning Motivation (Z) on Learning Activities (Y)

It is known that the direct influence given by learning independence on learning activities is $(0.054)^2 = 0.003$. While the indirect influence of learning independence through learning motivation on learning activities is the multiplication of the beta value of Learning Independence (X₂) on Learning Activities (Y) and the beta of Learning Motivation (Z) on Learning Activities (Y) which is $0.215 + 0.159 = 0.374$. So the total influence given by academic ability on critical thinking skills through self-efficacy is $0.003 + 0.374 = 0.377$. Based on the calculation results, it is known that the indirect influence of learning independence on learning activities is greater than the direct influence. So, it can be concluded that indirectly learning independence has a significant influence on learning activities through learning motivation

Discussion

Influence intelligence emotional And independence Study to activity Study

The influence of emotional intelligence and learning independence on learning activities is 1.9%. The rest of students' learning activities are influenced by other variables that cannot be explained in this study. These results indicate that the emotional intelligence variable has a positive effect on learning activities. This means that if the emotional intelligence variable increases, then learning activities will be higher. This also shows that the emotional intelligence variable is able to influence students' learning activities by 68.4%.

The learning independence variable has a positive effect on learning activities. This means that if the learning independence variable increases, then learning activities will be higher. This also shows that the learning independence variable is able to influence student learning activities by 13.0%.

In line with the research of Shafait et al., (2021) emotional intelligence has a positive influence on learning motivation and does not directly affect students' learning activities. In other words, emotional intelligence increases motivation and self-efficacy, which can then improve students' learning activities. Although emotional intelligence does not directly impact learning activities, it indirectly contributes to better learning engagement by increasing students' self-confidence and motivation (Iqbal et al., 2022) .

Besides That Aristiani et al., (2021) shows that "emotional intelligence does not directly affect learning activities, but plays an important role in controlling and maximizing effective learning methods. Emotional intelligence helps students recognize, regulate, and apply their emotions effectively, which ultimately supports increased motivation and self-efficacy. This strong motivation then encourages students to participate more actively in learning activities and achieve better academic results (Tang & He, 2023) . This means that even though there is no direct influence, emotional intelligence can support the learning process by improving self-management and problem-solving abilities in learning situations(Fauzi, M., Lestari, A. R. S., & Ali, 2023) . Thus, ignoring the role of emotional intelligence in learning activities can ignore an important aspect of students' academic success and overall well-being .

Influence intelligence emotional And independence Study through motivation Study to activity students social studies learning

Based on data analysis, it shows that the variables of emotional intelligence and learning independence have an influence on the variable of learning activity mediated by the variable of learning motivation of 49.3%. The rest is influenced by other factors not explained in this study.

The results show that the emotional intelligence variable has a positive effect on learning motivation. This means that if the emotional intelligence variable increases, then the learning motivation will be higher. This also shows that the emotional intelligence variable is able to influence students' learning motivation by 71.7%.

The learning independence variable has a positive effect on learning motivation. This means that if the learning independence variable increases, then learning motivation will be higher. This also shows that the learning independence variable is able to influence learning motivation by 12.5%.

This is in line with research conducted by Chang & Tsai, (2022) which shows that learning motivation mediates the influence of emotional intelligence on learning activities. This study found that learning motivation strengthens the relationship between emotional intelligence and academic outcomes. Students with high emotional intelligence tend to have stronger learning motivation, which then increases their engagement in learning activities and academic achievement. Shafait et al., (2021) stated that students with high emotional intelligence have stronger learning motivation, which then increases their engagement in learning activities.

This study is supported by Pan, (2020) that independent learning directly increases students' learning activities, the influence of independent learning becomes stronger when mediated by learning motivation. Learning motivation increases student involvement in activities in the learning process(Syarnubi, S., Efriani, A., Pranita, S., Zulkhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, 2024) .

Learning motivation acts as a mediator between emotional intelligence, learning independence and learning activities(Syarnubi, S., Syarifuddin, A., & Sukirman, 2023). This means that a person's level of emotional intelligence and learning independence can affect their level of learning motivation, which ultimately affects how active they are in carrying out learning activities(Syarnubi, 2019).

CONCLUSION

Based on the results of the research that has been conducted, the following conclusions can be drawn:

1. Emotional intelligence and learning independence have a positive and significant effect on learning activities. This means that the increasing emotional intelligence and learning independence will increase students' social studies learning activities.
2. Emotional intelligence and learning independence through learning motivation affect learning activities. This means that the higher the value of learning motivation, the stronger the influence between emotional intelligence and learning activities and the higher the value of learning motivation, the stronger the influence between learning independence and students' social studies learning activities.

I would like to express my deepest gratitude to all parties who have provided support and assistance during this research process. Thank you for all the contributions that have been given, both large and small, which have played an important role in the progress of this research until completion.

The authors declare no conflict of interest related to this research. All results and interpretations presented in this study are based on objective data and are not influenced by any personal or financial interests that could affect the integrity and objectivity of the research.

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