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The Influence of Emotional Intelligence and Peer Support on Learning Motivation among Students of the PPKn Study Program, Faculty of Teacher Training and Education, Universitas Riau

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Abstract: This study was motivated by the importance of learning motivation as a key determinant of students' academic success, which is influenced not only by cognitive abilities but also by emotional factors and the social environment. In practice, differences are still observed in students' ability to manage emotions, their level of self-awareness regarding personal feelings, and the quality of support received from peers. These differences appear to affect students' enthusiasm, consistency, and resilience in facing academic challenges. This study employed a quantitative research design with a correlational approach. The population consisted of all active students enrolled in the odd semester of the Civic Education (PPKn) Study Program, Faculty of Teacher Training and Education, Universitas Riau, in the 2025/2026 academic year. A probability sampling technique, specifically simple random sampling, was used to select 182 students as research participants. Data were collected using questionnaires, and data analysis was conducted with the assistance of SPSS software. The results indicate that: (1) emotional intelligence has a positive and significant effect on learning motivation, with a significance value of 0.000 and a t-value of 5.991; (2) peer support has a significant effect on learning motivation, with a significance value of 0.000 and a t-value of 3.550; and (3) emotional intelligence and peer support simultaneously have a significant effect on learning motivation, as evidenced by the simultaneous test (F-test) results showing a significance value of 0.000 < 0.05 and an F-value of 55.826 > 3.05. Therefore, it can be concluded that students' learning motivation is influenced by emotional intelligence and peer support.
Keywords: Emotional Intelligence, Peer Support, Student Learning Motivation

Abstrak: *Penelitian ini dilatarbelakangi oleh pentingnya motivasi belajar sebagai penentu utama keberhasilan akademik mahasiswa, yang dipengaruhi tidak hanya oleh kemampuan kognitif, tetapi juga oleh faktor emosional dan lingkungan sosial. Dalam praktiknya, perbedaan masih terlihat pada kemampuan mahasiswa dalam mengelola emosi, tingkat kesadaran diri terhadap perasaan pribadi, serta kualitas dukungan yang diterima dari teman sebaya. Perbedaan ini tampak memengaruhi antusiasme, konsistensi, dan ketahanan mahasiswa dalam menghadapi tantangan akademik. Penelitian ini menggunakan desain penelitian kuantitatif dengan pendekatan korelasional. Populasi penelitian terdiri dari seluruh mahasiswa aktif Program Studi Pendidikan Pancasila dan Kewarganegaraan (PPKn), Fakultas Keguruan dan Ilmu Pendidikan, Universitas Riau, pada semester ganjil tahun akademik 2025/2026. Teknik sampling probabilitas, khususnya simple random sampling, digunakan untuk memilih 182 mahasiswa sebagai partisipan penelitian. Data dikumpulkan menggunakan kuesioner, dan analisis data dilakukan dengan bantuan perangkat lunak SPSS. Hasil penelitian menunjukkan bahwa: (1) kecerdasan emosional berpengaruh positif dan signifikan terhadap motivasi belajar, dengan nilai signifikansi 0,000 dan nilai t 5,991; (2) dukungan teman sebaya berpengaruh signifikan terhadap motivasi belajar, dengan nilai signifikansi 0,000 dan nilai t 3,550; dan (3) kecerdasan emosional dan dukungan teman sebaya secara simultan berpengaruh signifikan terhadap motivasi belajar, berdasarkan hasil uji simultan (F-test) yang menunjukkan nilai signifikansi 0,000 < 0,05 dan nilai F 55,826 > 3,05. Dengan demikian, dapat disimpulkan bahwa motivasi belajar mahasiswa dipengaruhi oleh kecerdasan emosional dan dukungan teman sebaya.*

Kata Kunci: *Kecerdasan Emosional, Dukungan Teman Sebaya, Motivasi Belajar Mahasiswa*

Introduction

Education plays a crucial role in the development of human resources for the future. Quality education is one of the primary goals of sustainable development, as stated in the fourth Sustainable Development Goal (SDG 4), which emphasizes *Quality Education*. This goal underscores the importance of ensuring inclusive, equitable, and high-quality education while promoting lifelong learning opportunities for all (Unesco, 2015). In this context, enhancing students' learning motivation is essential, as high motivation can lead to optimal academic achievement while developing competencies relevant to the global era.

The competitiveness of a nation's education system is reflected in its ability to provide high-quality education, enabling the production of knowledgeable, skilled, and globally competitive human resources. Higher education institutions have a responsibility to produce graduates who not only possess academic knowledge but also demonstrate skills, attitudes, and high motivation, which are necessary to enter the workforce and remain competitive in the era of globalization (Rahman et al., 2022). The paradigm shift in education from merely transferring knowledge to fostering comprehensive competencies requires students to integrate cognitive intelligence with emotional and social intelligence throughout the learning process.

Students are considered adult individuals responsible for their own learning and personal development (Bernica & Fachruzzaman, 2025). According to Law No. 12 of 2012 on Higher Education, students are learners at the tertiary education level who are pursuing their studies at a university. During this developmental stage, students transition from adolescence to early adulthood, characterized by demands for independence, critical thinking skills, and active engagement in both social and academic environments (Fajriani, 2024). Therefore, students are expected not only to master academic knowledge but also to manage their emotions, build social networks, and maintain learning motivation to achieve optimal academic outcomes.

In the context of higher education, particularly in the Civic Education (PPKn) Study Program, students bear a dual responsibility: understanding educational theories and practicing teaching skills, fulfilling curriculum requirements, and preparing to become professional educators. In this regard, effective teachers are those who successfully guide learners to achieve desired goals and outcomes in accordance with established educational principles (Supentri, 2021).

These demands often create psychological pressures, such as stress, anxiety, and fatigue, which may reduce learning enthusiasm. According to Hamzah (2016), learning motivation can be divided into two types: intrinsic and extrinsic motivation. Intrinsic motivation refers to the internal drive to learn, driven by curiosity and personal satisfaction. In contrast, extrinsic motivation is driven by external factors, such as rewards, recognition, grades, or peer influence. In this study, emotional intelligence functions as intrinsic motivation, while peer support functions as extrinsic motivation.

Previous studies have addressed these two factors separately. For example, Fauziah Lana et al. (2025) examined the relationship between emotional intelligence and learning motivation, whereas Irfansyah et al. (2024) investigated the effect of peer support on learning motivation. However, studies integrating both variables into a single research model to examine their simultaneous effect on learning motivation particularly among students of the Civic Education (PPKn) Study Program at Universitas Riau remain limited. This gap constitutes the research gap that motivates the present study.

Based on a preliminary survey of active PPKn students, differences were observed in their ability to manage emotions, self-awareness, and the quality of peer support received. These differences appeared to affect learning motivation, which tended to decrease when facing academic challenges. According to Ranjbar et al. (2017), students with high emotional intelligence are better able to manage stress and academic challenges, thereby enhancing motivation and academic performance. Moreover, students with strong social connections and peer support tend to be more motivated and confident in handling academic tasks (Altania et al., 2020). Based on this background, this study aims to investigate the influence of emotional intelligence and peer support on the learning motivation of students in the Civic Education (PPKn) Study Program, Faculty of Teacher Training and Education, Universitas.

Literature Review

Motivation and learning are two interrelated concepts. Motivation is commonly used to explain success or failure in completing various tasks, particularly complex and challenging ones. Learning, on the other hand, is defined as the process of acquiring knowledge, skills, attitudes, or values through experience, study, instruction, or practice (Ahmadi, 2016). According to Hamzah (2016), the essence of learning motivation lies in internal and external drives in learners that encourage behavioral changes. Although motivation is not a behavior itself, it represents a complex set of internal and external conditions that influence individual actions. Motivation functions as a driving force that compels individuals to act in order to achieve their goals (Cherniss & Goleman, 2020). Hamzah (2016) further explains that learning motivation can be measured through several indicators: (1) the desire and aspiration to succeed; (2) the drive and need to learn; (3) hope and future goals; (4) rewards in learning; (5) engaging and interesting learning activities; and (6) a conducive learning environment.

Emotional intelligence refers to an individual's ability to manage their own emotions while understanding the emotions of others, both through visual expressions and language. Emotional intelligence encompasses the capacity to motivate oneself, persevere through setbacks, regulate emotions, delay gratification, and manage mental states (Goleman, 2020). As a form of non-intellectual intelligence, emotional intelligence plays a critical role in determining success in both academic and

social contexts (Anisah et al., 2024). In higher education, emotional intelligence can affect many aspects of students' academic lives. Individuals with emotional stability are generally better able to cope with stress, adapt to academic pressures, and maintain learning motivation. Franyanti (2022) found that individuals with high emotional intelligence are more capable of managing stress and building positive interpersonal relationships. According to Goleman (2020), emotional intelligence can be observed through five interrelated indicators that are important for self-development and social relationships: (1) self-awareness; (2) emotion regulation; (3) motivation; (4) empathy; and (5) social skills. These five aspects work together to help individuals achieve emotional maturity and succeed in both personal and professional life. Emotional intelligence forms the foundation for skills that support overall well-being. With emotional intelligence, individuals can recognize, manage, and express their emotions healthily, ultimately supporting emotional well-being in daily life.

In this study, peer support is conceptualized based on social support theories. According to Cobb (as cited in Sarafino & Smith, 2011), social support refers to comfort, attention, or assistance received from others or groups. Shumaker and Brownell (as cited in Revi & Hamidah, 2021) define social support as the exchange of resources between at least two individuals, perceived by the giver or recipient as an effort to enhance the recipient's well-being. Peers are individuals or groups of similar age, social status, or developmental level. According to Santrock (2019), peer relationships involve interactions with individuals who share similar age or experiences, providing a sense of belonging, fostering trust, and creating emotional comfort. These relationships are not limited to emotional support but also include practical support, such as helping complete tasks, sharing information, and providing constructive feedback. Aspects of peer support, following Sarafino and Smith (2011), include: (1) emotional support; (2) social support; (3) informational support; and (4) practical support. Peer support refers to assistance from peers in the form of instrumental, emotional, or informational aid that makes individuals feel valued, loved, and cared for. In line with this, Fahrezi and Indriyani (2024) emphasize that social support from peers can enhance students' engagement and academic satisfaction.

Method

Research methodology is a crucial step in conducting a study, as it provides the procedures for collecting data that can subsequently be processed and analyzed. This study employed a quantitative research design. The research approach used was correlational research with regression analysis, a method applied to examine the influence of independent variables on dependent variables as well as the direction and magnitude of these effects (Darna et al., 2018). The population consisted of all active students enrolled in the odd semester of the Civic Education (PPKn) Study Program, Faculty of Teacher Training and Education, Universitas Riau, in the 2025/2026 academic year, totaling 333 students.

The sampling technique employed in this study was probability sampling, specifically simple random sampling. According to Prisuna et al. (2024), simple random sampling is a method in which every individual in the population has an equal chance of being selected. In this study, the Slovin formula was applied to determine the sample size with a 5% margin of error. Based on this calculation, the resulting sample consisted of 182 students.

Data collection was conducted using a questionnaire. The type of questionnaire applied was a closed-ended questionnaire, where respondents selected from predetermined answer options based on their current experiences (Sugiyono, 2019). The research instrument consisted of a set of 45 statement items developed based on an instrument blueprint and administered through a Google Form.

Result and Discussion

Before conducting statistical and hypothesis testing, the researcher performed prerequisite tests, which included normality, linearity, multicollinearity, and heteroscedasticity tests.

Statistical Analysis
Multiple Linear Regression Test Results

Multiple linear regression analysis was used to determine the linear relationship or influence between two or more independent variables and a dependent variable. The results of the multiple linear regression test are as follows:

Table 1. Multiple Linear Regression Analysis Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	21,644	4,176		5,183	,000
	X1	,620	,103	,433	5,991	,000
	X2	,322	,091	,257	3,550	,000
a. Dependent Variable: Y						

Source: Processed Data, 2026

Based on Table 1, the constant value is 21.644, with coefficients b1 = 0.620 and b2 = 0.322. Therefore, the regression equation for this study is:

$$Y = a + b_1X_1 + b_2X_2 + e \ (1)$$
$$Y = 21{,}644 + 0{,}620X_1 + 0{,}322X_2 \ (2)$$

This equation can be interpreted as follows:

1. The constant value of 21.644 indicates that if emotional intelligence (X_1) and peer support (X_2) are both zero, the learning motivation (Y) of students in the Civic Education (PPKn) Study Program, Faculty of Teacher Training and Education, Universitas Riau, is 21.644.
2. The coefficient b1 for emotional intelligence (X_1) is 0.620, meaning that a one-unit increase in emotional intelligence will increase learning motivation by 0.620 units, assuming other variables and the constant are zero. This indicates a positive relationship between emotional intelligence and learning motivation. In other words, higher emotional intelligence leads to higher learning motivation.
3. The coefficient b2 for peer support (X_2) is 0.322, indicating that a one-unit increase in peer support increases learning motivation by 0.322 units, assuming other variables and the constant are zero. This demonstrates a positive relationship between peer support and learning motivation.

Determinant Coefficient (R^2) Test Results

The determinant coefficient test (R^2) measures the percentage of variance in the dependent variable explained collectively by the independent variables, as seen in the model summary table. The results are as follows:

Table 2. Determinant Coefficient (R^2) Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension 1	,620[a]	,384	,377	5,238
a. Predictors: (Constant), X2, X1				

Source: Processed Data, 2026

As shown in Table 2, the R^2 value is 0.384, indicating that 38.4% of the variance in learning motivation among active students of the PPKn Study Program, Faculty of Teacher Training and Education, Universitas Riau, is explained by emotional intelligence and peer support. The remaining 61.6% is influenced by other factors not included in this study.

Hypothesis Testing
t-Test (Partial Test)

The t-test examines the individual effect of each independent variable on the dependent variable at a significance level of 0.05. The results are presented in Table 3:

Table 3. Partial Test (t-Test) Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	21,644	4,176		5,183	,000
	X1	,620	,103	,433	5,991	,000
	X2	,322	,091	,257	3,550	,000
a. Dependent Variable: Y						

Source: Processed Data, 2026

Based on Table 3:

1. The t-value for emotional intelligence (X_1) is 5.991, which is greater than the t-table value of

1.973, with a significance of 0.000 < 0.05. Thus, emotional intelligence has a significant positive effect on learning motivation.

2. The t-value for emotional intelligence (X_1) is 5.991, which is greater than the t-table value of 1.973, with a significance of 0.000 < 0.05. Thus, emotional intelligence has a significant positive effect on learning motivation.

F-Test (Simultaneous Test)

The F-test examines the collective effect of all independent variables on the dependent variable at a significance level of 0.05. The results are shown in Table 4:

Table 4. Simultaneous Test (F-Test) Results

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	3063,672	2	1531,836	55,826	,000[a]
	Residual	4911,690	179	27,440		
	Total	7975,363	181			
a. Predictors: (Constant), X2, X1						
b. Dependent Variable: Y						

Source: Processed Data, 2026

The F-test results indicate that the calculated F-value (55.826) is greater than the F-table value (3.05), and the significance is 0.000 < 0.05. According to Sugiyono's criteria, if F-calculated ≥ F-table, Ha is accepted and H0 is rejected. Therefore, emotional intelligence and peer support simultaneously have a significant effect on students' learning motivation.

Discussion

Effect of Emotional Intelligence on Learning Motivation

Emotional intelligence refers to an individual's ability to recognize, understand, and manage emotions in themselves and others across various social and learning contexts. In terms of learning motivation, emotional intelligence plays a crucial role in enhancing students' motivation, as it enables self-regulation across self-awareness (recognizing one's emotions), emotion management (controlling emotions), self-motivation (driving achievement and persistence), empathy (understanding others' feelings), and social skills (building positive relationships). Consequently, students can create a more structured and focused learning environment. Students with higher self-regulation tend to achieve higher academic performance and possess stronger learning motivation.

Based on the partial hypothesis test, emotional intelligence has a positive and significant effect on learning motivation for PPKn students. The t-value is 5.991 ≥ t-table 1.973, with a significance of 0.000 < 0.05. The multiple linear regression coefficient for emotional intelligence (X1) is 0.620, indicating that higher emotional intelligence increases learning motivation by 62%. Conversely, lower emotional intelligence can reduce learning motivation by the same proportion.

These results align with findings by M. Nur & Puspita Dewi (2019), which showed that emotional intelligence positively contributes to students' learning motivation by 23.7%. Emotional intelligence enables students to recognize and manage emotions appropriately, sustaining internal drive to complete academic tasks and cope with academic pressures. This is consistent with Goleman's (2020) theory, which states that individuals with high emotional intelligence tend to have stronger intrinsic motivation and better learning resilience.

Emotional intelligence is particularly vital in higher education, where students face complex academic, social, and emotional demands. The ability to motivate oneself and manage emotions is a key factor in maintaining sustained learning motivation, as emphasized by Hamzah (2016). Therefore, this study supports the view that emotional intelligence functions not only as a personality trait but also as an internal factor that significantly influences students' learning motivation.

Effect of Peer Support on Learning Motivation

Peer support refers to assistance provided by individuals or groups to others in the form of emotional, social, informational, or practical support. Overall, peer support not only provides emotional benefits but also positively impacts academic, social, and physical well-being. It is an important factor in supporting individual development, particularly among adolescents and university students facing various life challenges.

In higher education, peer support plays a significant role in students' lives, particularly in influencing learning motivation. Depending on its nature, peer support can have positive or negative effects on learning motivation. The partial hypothesis test indicates a significant positive effect of peer

support on learning motivation for PPKn students. The t-value is 3.550 ≥ t-table 1.973, with a significance of 0.000 ≤ 0.05. The regression coefficient for peer support (X2) is 0.322, indicating that higher peer support increases learning motivation by 32.2%, while lower peer support may decrease it by the same proportion.

These findings are consistent with previous research by Irfansyah et al. (2024), which found that peer environment significantly influences students' learning motivation (t = 4.471, p = 0.000). Agustina et al. (2025) also emphasized that greater peer support enhances students' academic motivation. Sinaga et al. (2024) reported that students receiving academic help, moral encouragement, or social acceptance from peers tend to have higher self-confidence and stronger learning enthusiasm. Positive peer interactions can also help reduce academic fatigue and stress. Sarafino & Smith (2011) similarly noted that peer relationships significantly influence the development of attitudes, motivation, and individual behavior.

Combined Effect of Emotional Intelligence and Peer Support on Learning Motivation

Motivation is influenced by both internal (intrinsic) and external (extrinsic) factors (Hamzah, 2016). In this study, emotional intelligence represents the intrinsic factor, while peer support represents the extrinsic factor.

Simultaneous analysis indicates that emotional intelligence and peer support together have a positive and significant effect on learning motivation for PPKn students at Universitas Riau. The F-test shows F-calculated = 55.826 > F-table = 3.05, with significance 0.000 < 0.05, confirming the simultaneous influence. The determinant coefficient (R^2) is 0.384, meaning that 38.4% of the variance in learning motivation is explained by emotional intelligence and peer support, while the remaining 61.6% is influenced by other factors outside the model.

These findings align with the Self-Determination Theory (Ryan & Deci, 2017), which posits that learning motivation increases when basic psychological needs are met. Emotional intelligence fulfills the needs for autonomy and competence, while peer support contributes to relatedness, collectively enhancing students' learning motivation. Emotional intelligence acts as an internal regulator guiding learning behavior, whereas peer support serves as an external reinforcement sustaining motivation. Together, these factors improve students' readiness and commitment to academic activities. Overall, the study emphasizes that enhancing students' learning motivation requires a comprehensive approach, integrating emotional intelligence development with the creation of a supportive social learning environment.

Conclusion

Based on the results and discussion regarding the influence of emotional intelligence and peer support on learning motivation, the following conclusions can be drawn:

1. Emotional intelligence has a positive and significant effect on the learning motivation of students in the Civic Education (PPKn) Study Program, Faculty of Teacher Training and Education, Universitas Riau.
2. Peer support has a positive and significant effect on the learning motivation of students in the same program.
3. Emotional intelligence and peer support jointly have a positive and significant effect on students' learning motivation.

These findings open opportunities for the systematic implementation of emotional intelligence development and peer support in higher education settings, for example, through mentoring programs, study groups, or academic communities. Future research can explore other factors that influence learning motivation and may adopt qualitative or mixed-method approaches. Thus, the results of this study not only have theoretical implications but also practical applications for improving the quality of learning in higher education

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