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## THE EFFECT OF EMOTIONAL INTELLIGENCE AND LEARNING MOTIVATION ON STUDENTS' ACADEMIC ACHIEVEMENT AT SMA PGRI 2 DEPOK

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### Abstract

Emotional intelligence and learning motivation are important factors influencing student academic achievement. Various educational issues, such as low learning motivation and increasing academic stress, demonstrate the need to strengthen the emotional aspect of the learning process. This Community Service (PkM) activity aims to improve students' understanding of emotional intelligence and its role in supporting student academic achievement at SMA PGRI 2 Depok. The activity was implemented through material delivery, interactive discussions, and consultations focused on emotional management, learning motivation, and social skills. The results of the activity showed an increase in students' understanding of the importance of emotional intelligence, the ability to control emotions, manage academic stress, and strengthen learning motivation. Participants also learned practical strategies that can be applied in daily learning activities. This activity received a positive response from students and was deemed capable of supporting a more effective learning process. Therefore, strengthening emotional intelligence needs to be developed sustainably to support improved student academic achievement.

**Keywords:** emotional intelligence, learning motivation, academic achievement, high school students, community service

### INTRODUCTION

Attention to the development of emotional intelligence in Indonesia has increased since the early 2000s, when educators realized that student success in learning depends not only on intellectual ability but also on the ability to manage their emotions, motivation, and social interactions. The decline in learning motivation and the increase in student behavioral problems in various institutions demonstrate that emotional intelligence and learning motivation play a crucial role in determining the quality of learning outcomes. Several national studies conducted in 2020 also indicated that emotional intelligence and learning motivation in Indonesian students remain at a moderate level. This situation is one factor why

student academic achievement has not reached optimal levels compared to other countries in the Southeast Asian region.

In a stressful academic environment and increasingly competitive education, students are required not only to excel cognitively but also to master their emotions, cope with stress in learning, and possess internal motivation to achieve their academic goals. Emotional intelligence contributes significantly to shaping students' character, mental resilience, adaptability, and social relationships. (Saparwadi & Sahrandi, 2021) Danil Goleman states that emotional intelligence is a person's ability to recognize their own emotions, understand the feelings of others, motivate themselves, and manage relationships with others. In the context of learning at SMA PGRI 2 Depok, this ability is crucial because it is closely related to discipline, student engagement in the learning process, and academic achievement.

In addition to emotional management, a drive to learn is also a crucial element influencing academic success. A drive to learn can encourage students to be disciplined, persistent, and persistent in achieving their learning goals despite facing various obstacles. Students with high motivation generally demonstrate greater interest in the subject matter, manage their study time effectively, and persevere when faced with academic pressure.

Academic achievement itself is a measure of student success in the education system, typically evaluated through exam results, assignments, and other assessments. Numerous studies have shown that students with strong emotional resilience and motivation to learn tend to achieve better academic performance because they can control their emotions, have a strong enthusiasm for learning, and are more efficient at solving problems.

With this explanation, the purpose of this study is to investigate the impact of emotional intelligence and learning motivation on student academic achievement at SMA PGRI 2 Depok. This study adopted a quantitative approach by collecting data through questionnaires regarding emotional intelligence and learning motivation, as well as documentation of student academic grades. Through this study, it is hoped that the school can obtain useful information to improve the quality of the learning process by paying attention to the development of students' emotional and motivational aspects, thereby maximizing academic achievement.

## RESEARCH METHODS

The Community Service Program (PkM) was held on November 13, 2025, at SMA PGRI 2 Depok. The implementation of the activity was designed by combining interactive presentations, material delivery, and discussions with participants. The activity implementation team consisted of lecturers from Pamulang University, namely Ayu Puspa Lestiyadi as the first author, with Della Ayu Lestari as the second author, Agus Kurniawan as the third author, and Muhamad Iqbal Firdaus as the fourth author who came from among students. This activity also received support from other students who played an active role in helping the smooth implementation of the activity.

Figure 1 Percentage



Stages of Activity Implementation Include:

The preparation phase was carried out through coordination with SMA PGRI 2 Depok to determine the implementation schedule, material requirements, and target participants. A team of lecturers and students from Pamulang University developed a coaching module focused on strengthening students' emotional intelligence, including self-awareness, emotional control, learning motivation, empathy, and social skills to support academic achievement.

**Socialization and Delivery of Material:** Socialization and material delivery activities were carried out by providing students with an understanding of the importance of emotional intelligence in supporting academic success. The material presented covered the role of emotional management in dealing with academic pressure, increasing learning motivation, building self-confidence, and establishing positive social relationships within the school environment.

**Discussion and Consultation:** The discussion and consultation sessions were conducted through interactive Q&A sessions, giving participants the opportunity to share their challenges related to emotional management, learning stress, and social dynamics at school. During these sessions, the community service team provided practical solutions and strategies to help students manage their emotions more effectively and prepare them for academic challenges.

**Evaluation:** The evaluation stage is carried out to measure the level of understanding of participants after participating in coaching activities and to obtain feedback as material for improving the implementation of Community Service (PkM) activities in the future.

## RESULTS

The Student Creativity Program (PKM) "The Influence of Emotional Intelligence on Student Academic Achievement at SMA PGRI 2 Depok" ran smoothly and received a very positive response from participants. Students demonstrated high enthusiasm during the presentation and interactive discussion sessions.

Based on the implementation of activities that have been carried out, several main achievements were obtained as follows:

**Improving Understanding of Emotional Intelligence:** This activity successfully increased participants' understanding of the importance of emotional intelligence in supporting the learning process. Participants understood the role of recognizing and managing emotions, managing academic stress, and maintaining learning motivation in increasing learning effectiveness and success.

**Strengthening Self-Awareness and Emotional Control:** Participants demonstrated increased self-awareness of their emotional states during the learning process. They were able to recognize emerging emotions, understand their impact on concentration and learning outcomes, and learn strategies for positively managing emotions when facing academic demands, such as assignments and exams.

**Social Skills and Empathy Development:** This activity also develops participants' social skills by enhancing their understanding of empathy, effective communication, and collaboration with peers and educators. This contributes to creating a conducive, harmonious, and supportive learning environment.

**Practical Application in Academic Activities:** This activity provides tangible impact through the direct application of emotional intelligence in participants' academic activities. Through discussions and case studies, participants gain practical strategies that can be applied in daily learning, such as stress management techniques, strengthening self-motivation, increasing self-confidence, and developing more structured and effective study habits.

Although the activity went well, several challenges were identified, including differences in the level of emotional understanding between students and the need for further guidance so that the application of emotional intelligence can be carried out consistently in daily academic life.

Further discussion shows that the success of improving students' emotional intelligence at SMA PGRI 2 Depok is highly dependent on continuous coaching, school support, and the active role of teachers and parents in fostering a positive learning climate. Ongoing collaboration between the school and universities, such as Pamulang University, is a crucial factor in strengthening this coaching process.

The implementation of this emotional intelligence material not only contributes to improving students' academic achievement, but also helps shape individuals who are more emotionally mature, self-confident, able to work together, and ready to face the challenges of education at a higher level.

## CONCLUSION

Based on the results of the Community Service (PkM) activities conducted at SMA PGRI 2 Depok, it can be concluded that emotional intelligence plays a crucial role in supporting students' academic achievement. Through coaching and material delivery, students gain a better understanding of emotional management, increased learning motivation, and developed social skills. These activities have a positive impact on students' readiness to face academic pressure and create a more effective learning process. Therefore, strengthening emotional intelligence needs to be continuously developed as part of efforts to improve the quality of education in schools.

Figure 2 Activities



### SUGGESTION

Based on the results of the Community Service (PkM) activities carried out at SMA PGRI 2 Depok, it is recommended that schools, teachers, and students work together to continuously develop emotional intelligence and learning motivation as an important part of the learning process. Schools are expected to create a learning environment that supports emotional management and strengthens student motivation, while teachers play an active role in implementing learning approaches that pay attention to the emotional aspects of students. Students are also expected to be able to consistently apply strategies for managing emotions and learning motivation in daily academic activities. In addition, ongoing collaboration between schools and universities is needed in implementing PkM activities so that strengthening emotional intelligence can be carried out more optimally and have a long-term impact on improving student academic achievement.

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